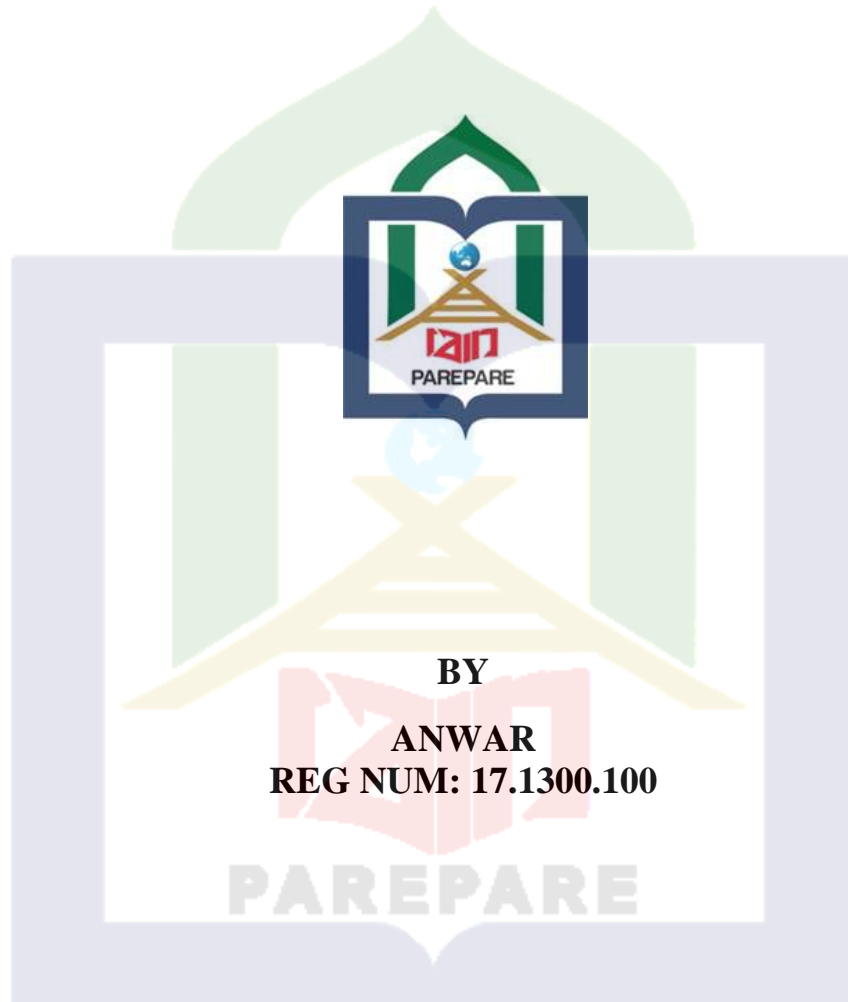


A THESIS

**ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL
REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN
PAREPARE**



**BY
ANWAR
REG NUM: 17.1300.100**

**ENGLISH EDUCATION PROGRAM TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

**ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL
REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENT IAIN
PAREPARE**

**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**ANWAR
REG. NUM. 17.1300.100**

to

**ENGLISH EDUCATION PROGRAM TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

ii

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Skripsi : Analysis of Reading Literacy Culture in the Industrial Revolution 4.0 Era For English Education Students IAIN Parepare.

Name of Student : Anwar

Student Reg. Number : 17.300.100

Study Program : English Program

Department : Tarbiyah

By Virtue of Program Degree : SK. The Dean of Tarbiyah Faculty

No: 810.23/In.39.5/PP.00.9/03/2021

Approved by

Consultant Commissions:

Consultant : Dra. Hj Nanning, M. Pd. (.....)

NIP : 196805232000032005

Co. Consultant : Wahyu Hidayat, Ph.D (.....)

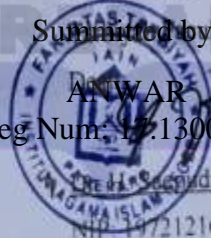
NIP : 198205232011011005

ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE

Submitted by:

ANWAR

Reg Num: 17.1300.100



**ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL
REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN
PAREPARE**

Submitted by:

ANWAR
Reg Num: 17.1300.100

Had been examined on February, 07th, 2022 and had been declared that it fulfilled the
requirements

Approved by Consultant Commissions

Consultant : Dra. Hj. Nanning, M.Pd.

Nip. : 196805232000032005

Co. Consultant : Wahyu Hidayat, Ph.D.

Nip. : 198205232011011005

Approved by
Dean of Tarbiyah



ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : Analysis of Reading Literacy Culture in the Industrial Revolution 4.0 Era For English Education Students IAIN Parepare

Name of the Student : ANWAR

Student Reg. Number : 17.1300.100

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant: The Dean of Tarbiyah Faculty Certificate Degree
Num: 810.23/In.39.5/PP.00.9/03/2021

Date of Graduation : February, 07th, 2022

Approved by Examiner Comissions

Dra. Hj. Nanning, M.Pd. (Chairman) (.....)

Wahyu Hidayat, Ph.D (Secretary) (.....)

Dr. Zulfah, M.Pd. (Member) (.....)

Dr. Abdul Haris Sunubi, S.S, M.Pd. (Member) (.....)

Cognizant of,
Tarbiyah Faculty,



Dr. H. Sunudin, S.Ag., M.Pd.
NIDN 12161999031001

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praise and gratitude to the writer for the presence of Allah SWT who has given us so many blessings, both from the blessings of health, strength, and priests so that the writer can finish this thesis on time. The author also does not forget to send Salawat and greetings to the lord of the Prophet Muhammad SAW. The prophet who has brought mankind from the age of ignorance to the age of glory. This thesis is written to fulfill one of the academic requirements in order to complete studies in the English Language Education program at the Tarbiyah Faculty of the Parepare State Islamic Institute.

In the preparation of this thesis, the author would like to express many thanks to the father of Rasidin H. Enggang and the mother of Sitti Isa Bangsana, who are the author's parents who have given encouragement, prayers and unrelenting advice. The author sincerely thanks for the support, both in the form of moral and material which the author may not necessarily be able to reciprocate.

In addition, the author would also like to express special thanks to Mrs. Dra. Hj Nanning, M. Pd. as a supervisor I for all the guidance and outpourings given to me as well as motivation to move faster in completing research studies, and the author expresses many thanks also to Mr. Wahyu Hidayat, Ph.D, as a supervisor II for all the guidance, assistance, direction and motivation.

In completing this thesis, the author also received a lot of guidance, encouragement and assistance from various parties, so that this thesis can be completed on time. To allow the author to say thank you also profusely.

1. Mr. Dr. Ahmad Sultra Rustan, M.Si, as the Rector of IAIN Parepare who has

2. worked hard to manage education at IAIN Parepare.
3. Mr. Dr. H. Saepuddin, S.Ag., M.pd as Dean of the Tarbiyah Faculty of IAIN Parepare.
4. Mrs. Dra. Hj. Nanning, M.Pd as supervisor I and Mr. Wahyu Hidayat, Ph.D. as supervisor II, who has helped and guided me and provided advice and direction.
5. Mrs. Mujahida S.Pd. I, M.Pd as Head of the English Education Study Program at IAIN Parepare
6. Mr. and Mrs. Faculty of Tarbiyah lecturers who have given the best service in educating writers during the educational process.
7. Mr. Drs. Ismail, M, M as academic advisor, who has guided, and provided direction, motivation and advice.
8. To my big family, especially my brothers and sisters who always support me in completing my studies.
- 9.
10. To Muqarrama Arsyad who always gives me motivation, direction, and advice and helps in completing my thesis.
11. To Senior Firman S.Sy especially to those who have given many directions and criticisms regarding the writing of this thesis.
- 12.
13. Wahyudi's friends in arms, Firman Arifin, Ibnu, Nanang, Firmansyah JN, Classmates who I cannot mention one by one who always help me and give me enthusiasm in completing my studies, and to all my comrades in arms who never get bored provide assistance in the form of information and encouragement in the completion of this thesis.

The writer realizes that the writing of this thesis is still far from perfection. Therefore, the preparation very open and gracefully hopes that there will be various

parties who are constructive for the perfection of this thesis. Hopefully all the help that the author receives from various parties gets a proper and appropriate reply from Allah SWT. The author hopes that this thesis is of worship value on his side and useful for anyone who needs it, especially in the English Education program of the Tarbiyah Faculty of IAIN Parepare. Hopefully the activities we do get guidance and blessing from Him. Amen Allahumma Amen.

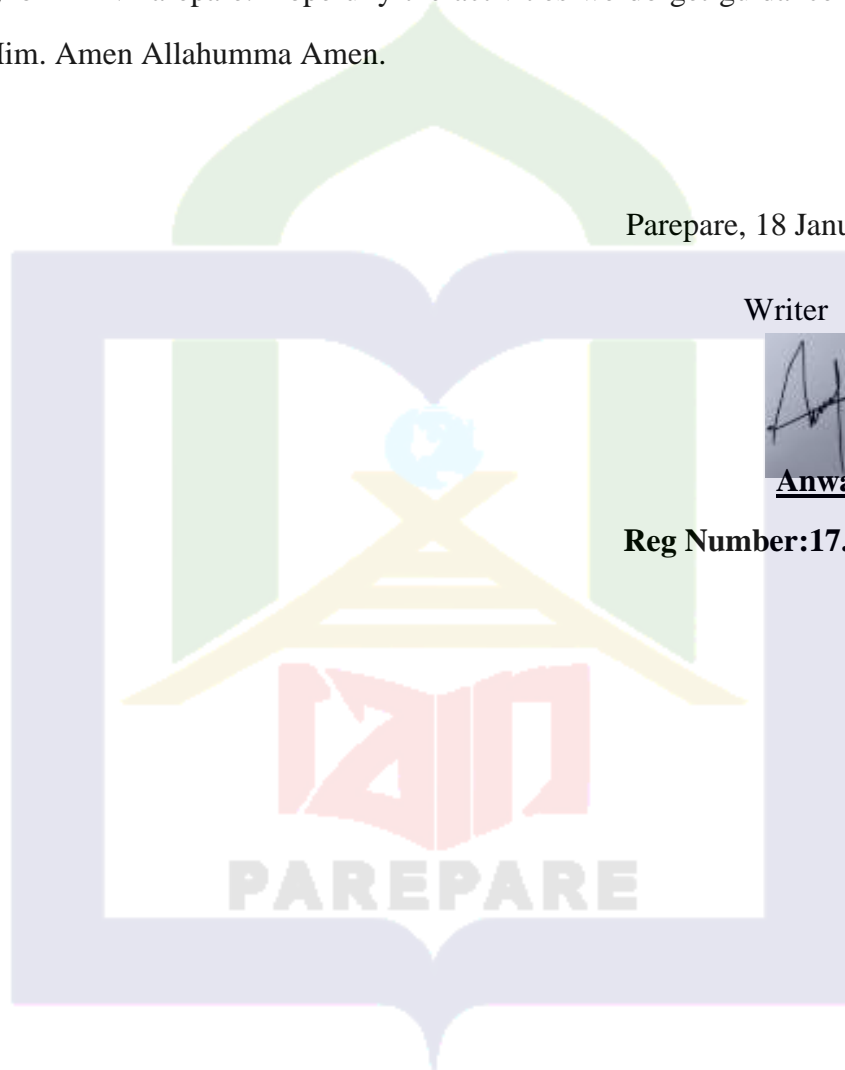
Parepare, 18 January 2022

Writer



Anwar

Reg Number:17.1300.100



DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Anwar
Student Reg Number : 17.1300.100
Place and Date of Birth : Majene, 10 July 1999
Program : English Education
Faculty : Tarbiyah
Title of Skripsi : Analysis Of Reading Literacy Culture In The
Industrial Revolution 4.0 Era For English
Education Students Iain Parepare

Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 18 January 2022

The Writer



Anwar

Reg.Number 17.1300.100

ABSTRACT

Anwar, *Analysis of Reading Literacy Culture in the Industrial Revolution 4.0 Era for English Education Students IAIN Parepare* (supervised by Nanning and Wahyu Hidayat).

Literacy is an essential and inseparable part of learning activities. For example, literacy serves as a support in developing student potential. Literacy is the main supplement for students to develop their reasoning power, mindset, and criticality. Literacy that is continuously cultivated can increase student productivity. Helping people think critically, by not reacting too quickly. Help increase people's knowledge by reading. Helping to grow and develop good character values in a person.

The type of research used in this thesis is a qualitative descriptive method with a case study approach, the data in this study were obtained from primary and secondary data. Data collection techniques used are interviews, observation and documentation. The technical analysis used is inductive and deductive.

The results showed that, reading literacy analysis English education students at the Parepare State Islamic Institute provide an understanding of reading literacy in the era of the industrial revolution 4.0, namely that he is able to survive at this time where technology is growing rapidly which must be balanced with reading life, so that the human can become someone that can be competitive.

KeyWord: *Reading literacy, the Era of the Industrial Revolution 4.0.*

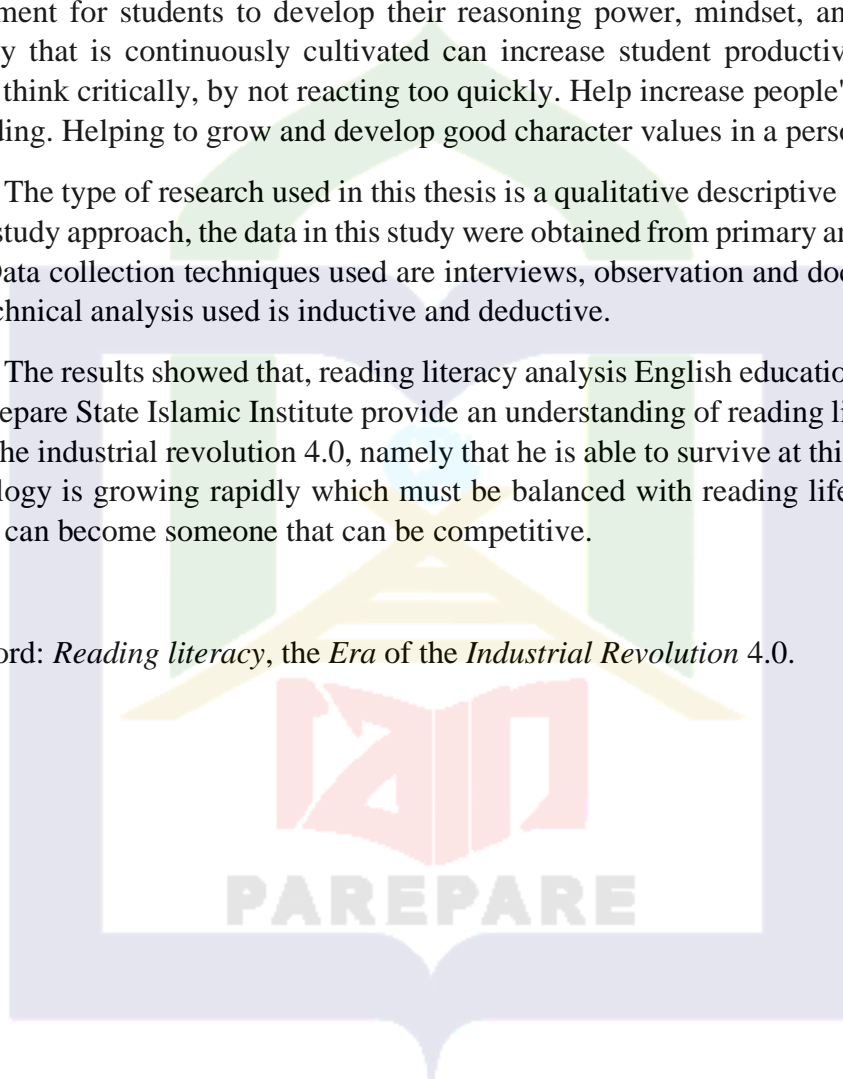


TABLE OF CONTENT

COVER	i
PAGE OF TITLE	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ANALYSIS OF READING	iv
ENDORSEMENT OF CONSULTANT COMMISSIONS	v
ACKNOLEDGMENT.....	vi
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	ix
ABSTRACT	x
TABLE OF CONTENT	xi
LIST OF PICTURE	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Questions	5
C. Objective of the Research.....	5
D. Significance of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Literature Review	8
B. Theory Review	10
1. The Concept of Reading Literacy.....	10
2. Literacy Improvement Indicators	14
3. Literacy Level	16
4. Information Literacy.....	18
5. Scope of Literacy	20
6. Benefit of Reading Literacy	24

7. Literacy Goals	25
C. Conceptual Framework	26
CHAPTER III RESEARCH METHOD	
A. Type of Research.....	28
B. Location and Time of Research.....	28
C. Research Focus.....	29
D. Types and Sources of Data.....	29
E. Data Collection Technique.....	30
F. Data analysis Technique.....	31
CHAPTER IV FINDING AND DISCUSSION	
A. The Implementation of Reading Literacy Culture for English Education Students at IAIN Parepare in the Era of the Industrial Revolution 4.0	34
B. The cause of the Decline in Reading Literacy Culture in English Education Students at IAIN Parepare in the Era of the Industrial Revolution 4.0	42
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	57
B. Suggestion	58
BIBLIOGRAPHY	59
APPENDICES	

LIST OF PICTURE

Number of Pictures	The Tittle of Pictures	Pages
2.1	Conceptual Framework	26



LIST OF APPENDICES

Number of Appendices	The Tittle of Appendices	Pages
1	Research Instrument	Attached
2	Transcribe Interview	Attached
3	Permission to carry out research from another campus in IAIN Parepare	Attached
4	Parepare district government research recommendation permit	Attached
5	Certificate of completion of research from campus in IAIN Parepare	Attached
6	Documentation	Attached
7	Curriculum Vitae	Attached

CHAPTER I

INTRODUCTION

A. Background

Literacy is the foundation or basis for determining success in learning activities, knowledge in literacy has not been maximally touched because of the difficulty of evaluating literacy activities. In addition, the most essential and unformed in literacy is the character who likes to read and write.

Reading has a very important social role in human life. Reading can enrich the mind. The more a person reads, the wider the horizon of his thinking. First, reading is a means of communication in a cultured society. Second, the resulting reading is largely influenced by one's social background. Third, all the time, the readings will be recorded. There is a saying that says "Reading enriches the mind", then "The more a person reads, the wider the horizon of his thinking".

The industrial revolution 1.0 or the first generation revolution was a revolution in the early stages that occurred in the 18th century. At that time many jobs still relied on human and animal power, but after the 1.0 industrial revolution, which was marked by the invention of a mechanical loom using the steam engine in 1784 everything changed, animal and human power were no longer used resulting in a lot of unemployment even though the amount of production increased. The industrial revolution 2.0 occurred in the 19th century to the 20th century with the advent of electricity which made production costs much cheaper than before. Previously, in the 2.0 industrial revolution, the process of producing goods still required human labor, but after the 3.0 industrial revolution, human labor was no longer needed too much and the 3.0

industrial revolution indicated that the industrial age was slowly ending and was replaced by the information age. This industrial revolution was created in 2011 with the term industry 4.0, this term was first coined in Germany and industry 4.0 was marked by the digital revolution. This industry is believed to be able to increase productivity where industry 4.0 is an industry that is directly related to digital whose scope is from various types of technology.¹

In the Industrial Revolution Era 4.0 we need to develop new literacy, namely data, technology, and human resources, we must be able to utilize and process data, apply it into technology and of course we must understand how to use the technology. Human literacy is important to survive in this era, the goal is that humans can function well in the human environment and can understand interactions with fellow humans. Therefore, universities need to find methods to develop students' cognitive capacity: higher order mental skills, critical and systemic thinking, are very important to survive in the era of the industrial revolution 4.0.

The Ministry of research, technology and higher education formulates new literacy as an effort to answer the challenges of the Industrial Revolution 4.0 era. In early January 2018, Indonesia through the Ministry of research, technology and higher education invited the best universities in the world to work together in improving the quality of higher education institutions in Indonesia. On the agenda of The Education World Forum 2018: Global Summit for Education Minister, in London, January 25 2018, the Ministry of research, technology and higher education prepares new orientations and literacy in the field of higher education, especially those that are closely related to the

¹ Annisa, Amalia. "Sejarah Revolusi Industri dari 1.0 sampai 4.0." *Artikel Mahasiswa Sistem Telekomunikasi 1* (2021): 2-3.

preparation of human resources (HR). in the face of the Industrial Revolution 4.0.²

Conceptually, the definition of Industrial Revolution 4.0 is still different. The reason is, this concept is still being researched by scientists or academics in accordance with their respective disciplines. The changing world, including Indonesia, is now entering the era of the Industrial Revolution 4.0. This is done because they feel reading books is a boring and difficult activity.

Many people get the title of professor not from the educational process they go through, but from the reading activities they do. Intelligent people get their ingenuity and intelligence from reading activities because by reading we can find out the history of a nation, past events or events, as well as the present in other places or various interesting stories about the problems of life in the world.

According to Wahyudi, one of the English Education Students who stated that:

“Pada era revolusi industri 4.0 banyak mahasiswa yang apatis terhadap buku-buku yang hanya mereka anggap sebagai sesuatu yang membosankan bahkan menyentuhnya saja tidak mau, sebab mereka menganggap sebuah buku bukan lah sesuatu yang menarik menurut mereka”.

In the era of the industrial revolution 4.0, the sources of books are very numerous, several digital printed books allow readers to read books anytime and anywhere, reading will get results, both information, understanding, knowledge, skills, motivation and facts such as presented by reading materials. The things that have been read are very useful for the development of the readers

² Syofian, Amir. "Strategi Pembelajaran Bahasa Indonesia Berbasis Literasi di Era Revolusi Industri 4.0." *Jurnal Pendidikan Islam Al-Affan* 2.1 (2021): 53-60.

³ Wahyudi, Parepare. Sulsel, Interview by author in Parepare, (08 Agustus 2021).

themselves, their families and the wider community. The government has indeed been looking for solutions to improve the literacy conditions in Indonesia. Now back to each individually. Start from yourself to make reading a lifestyle that is able to run in harmony with the current lifestyle.

In addition, President Jokowi also inaugurated a free book delivery program every month on the 17th to all regions in Indonesia. This program was initiated by the Indonesian Reading Ambassador, Najwa Shihab, with several literacy activists and in collaboration with PT Pos Indonesia. It is hoped that with this program, all Indonesian people can read and get books easily and of course at an affordable cost.⁴

Policies on literacy are contained in Law no. 3 of 2017 concerning the bookkeeping system in article 4 which reads "the organization of the bookkeeping system aims to foster a culture of literacy for all Indonesian citizens"; Article 35 "The central government has the authority to establish policies for the development of a literacy culture"; Article 38 "Local governments have the authority to develop a literacy culture"; Article 40 "Regency/city government has the authority to facilitate the development of literacy culture"; and article 68 "the community plays an active role in building and developing a literacy culture through the book system". From some of these articles it can be concluded that the bookkeeping system ". From these articles, it can be concluded that literacy activities must be developed by everyone, both the government and the community.⁵

⁴ Indriany, Leny. "Kuranginya minat baca Siswa Sekolah Dasar." (2021) .

⁵ Warni, Rengki Afria, *Penguatan Kemampuan Literasi Pada Mahasiswa Fakultas Ilmu Budaya Universitas Jambi, Jurnal Pengabdian Kepada Masyarakat*, 2021, p. 6-7

Another step is currently holding various programs titled literacy. The Ministry of Education and Culture, through the Directorate General of Primary and Secondary Education, also organizes a School Literacy Festival every year. The program is an effort to improve literacy culture, starting from reading, writing literacy to information technology, as well as to motivate the literacy movement in schools to run properly and correctly.

Various communities and organizations have made efforts to foster reading interest in various circles, especially in English Education Students at the Parepare State Islamic Institute, low literacy affects a person's level of education. If the quality of education is not good, it will affect the quality of its human resources. The low quality of human resources affects people's welfare, such as unemployment, poverty, and health.

The impact of low literacy also appears in public health issues, because with low literacy people, in general, have low awareness of the cleanliness of a food, poor nutrition and have high-risk sexual behavior. As a result, the prevalence of sexually transmitted diseases, pregnancy, abortion, birth, and death is high. The progress of a country cannot be separated from its level of literacy. Because literacy cannot be separated from the practice of educational progress in a country. One concrete example is Finland.

Finland is one of the countries with the best level of education in the world. A new 2021 report compiled by the European Literacy Policy Network (ELINET) entitled Literacy in Finland: Country Report Children and Adolescents presents data that 44% of children in Finland say they enjoy reading. Therefore, there is a strong relationship between reading preferences

and educational performance in Finland.⁶ The causes come from various factors, difficult access to books, onslaught of technology, lifestyle, and a number of other things. If so, the impact will be on various sectors, such as education, the quality of human resources, to health.

So the researcher wants to follow up on the existing problems so that they don't become a big problem, especially for English Language Education Students at the Parepare State Islamic Institute, because if this continues, it can have a bad impact on this country, and the researchers decided to research Language Education students. English semester 7 and 9 with a sample population of 10 people. In various ways, researchers apply different styles so as to make English Education Students not bored to always be with books.

B. Research Question

Based on the description of the background of the problem above, the main problems in the study are:

1. How is the Implementation of Reading Literacy Culture for English Education Students at IAIN Parepare in the era of the industrial revolution 4.0 ?
2. What is the cause of the decline in reading literacy culture in English education students at IAIN Parepare in the era of the industrial revolution 4.0 ?

C. Research Objectives

Basically everything that is done has a purpose, where the goals and expectations to be achieved after carrying out an activity, as well as this research activity is also an activity that has a goal to be achieved. The objectives to be achieved are as follows:

⁶ Ratih D Adiputri, *Sistem Pendidikan Finlandia*, (Jakarta : KPG), 2019, p. 14

1. To find out the implementation of reading literacy culture in English education students at IAIN Parepare in the era of the industrial revolution 4.0.
2. To find out the causes of the decline in reading literacy culture in English education students at IAIN Parepare in the era of the industrial revolution 4.0.

D. Significant of the Research

1. Theoretical Uses

The the theoretical benefit of this research is that it can add and strengthen existing theories, especially regarding the role of campus literacy activities in increasing interest in reading and writing. other than it is hoped that these results can expand the repertoire of literature, the role of activities literacy in increasing students' interest in reading and writing.

2. Practical benefits

- a. This research is expected to be useful for the English Education study program as a contribution to the development of knowledge about literacy culture.
- b. Can provide knowledge and insight to readers about literacy culture.
- c. As input to the head of campus institutions that the processing of literacy culture is very important to be applied in the program for the creation of students with good morals.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

This research consists of several references. The reference is used as reference material related to the thesis that researchers want to examine about "Analysis of Reading Literacy Culture in the Industrial Revolution 4.0 Era for English Language Education Students at the Parepare State Islamic Institute". The sources of reference for previous research related to the thesis that will be examined are;

Based on the literature review that the author has explored, several similar studies have been carried out before. Research that discusses the topic of literacy culture has been previously researched with different objects and locations, both at home and abroad. The research that the researcher did with previous research has similarities, but also has differences regarding the focus of the research.

First, this research was motivated by the implementation of the school literacy movement program during the Covid-19 pandemic which was carried out online using WhatsApp media to increase students' reading interest while studying from home. This study aims to describe the implementation of the school literacy movement during the Covid-19 pandemic in increasing reading interest in class IIIB students at SDN 010 North Samarinda in the 2020/2021 academic year.

The results of research regarding the implementation of the school literacy movement during the Covid-19 pandemic in increasing reading interest

in class IIIB students at SDN 010 North Samarinda for the 2020/2021 academic year that during the Covid-19 pandemic, class IIIB teachers implemented literacy activities which were carried out online using the teacher providing material, lessons and assignments to students from theme books/LKS through whatsapp groups. This makes students carry out literacy activities such as reading, writing, and counting according to the tasks given by the teacher and students are happy in carrying out these literacy activities. In this literacy activity, students' reading ability increases and students' reading interest already exists but needs to be improved.¹

Second, The Covid-19 pandemic has led to a change in the learning process from face-to-face to online learning that requires digital literacy skills. This research time to determine how students' digital literacy skills were. The results showed that the respondents were "Very Good" in their functional skills and beyond and "Good" in the other seven aspects of digital literacy. Based on the results of data analysis, it is concluded that the digital literacy skills of students in the Mathematics Education Study Program of the Teacher Training and Education Faculty, Muhammadiyah University of Kotabumi are in the "Good" category.² Research on reading literacy has been conducted by Chairunnisa with a survey research method using path analysis. The results of the study revealed that reading literacy had a positive relationship to reading comprehension.³

¹ Subakti, Hani, Siska Oktaviani, and Khotim Anggraini. "Implementasi gerakan literasi sekolah pada masa pandemi covid-19 dalam meningkatkan minat baca siswa sekolah dasar." *Jurnal Basicedu* 5.4 (2021): p. 2489-2495.

² K Dinata, Karsoni Berta. "Analisis Kemampuan Literasi Digital Mahasiswa." *Edukasi: Jurnal Pendidikan* 19.1 (2021): p. 105-119.

³ M. Nur Hakim, Studi Tingkat Literasi Membaca Mahasiswa Selama Pembelajaran Daring, *Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*, 2021. p. 79

B. Theory Review

1. The Concept of Reading Literacy

a. Definition of Reading Literacy

Traditionally, literacy is seen as the ability to read and write. People who can read and write or are illiterate. The understanding of limitations then develops into the ability to read, write, speak, and listen. Over time, the definition of literacy has shifted from a narrow understanding to a broader understanding covering various other important fields. This change is caused by various factors, both the expansion of meaning due to the wider use. The development of information technology and technology as well as changes in analogy.⁴ Literacy culture, especially reading interest, plays an important role in life because knowledge is actually generated through reading and writing activities. Especially in the current era of the industrial revolution, literacy is the key to improving the quality of human resources. Only by increasing a high reading literacy culture, a nation can exist in global competition, especially in the fields of science and technology.

Literacy is the human ability to read and write. Human skills in reading and writing are obtained from the learning process at educational institutions. The success of an educational institution is judged by how big the impact of developing literacy on the institution. Not only that, literacy also has a role as a supporter of national development because literacy can be cultivated and used to it. Whether or not a nation is progressing, the benchmark is the culture of

⁴ Abidin, Yunus, Tita Mulyati, and Hana Yunansah. *Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Bumi Aksara, 2021. P. 6

literacy. Therefore, it can be concluded that literacy is the ability of humans to interpret information critically so that they can access science and technology as an effort to improve their quality of life.

Reading is a language activity related to receptive skills. This is because the ability to read is done through the process of receiving and understanding information from the text read. A research result revealed by Mart, that to improve the ability of students in reading can be done by combining extensive and intensive reading techniques. This is based on the fact that reading requires fluency and understanding of the text being read.⁵ Reading literacy is the ability to understand, use, evaluate, reflect on various types of texts to solve problems, develop individual capacities, as citizens of Indonesia and as citizens of the world so that they can contribute productively in society.⁶ The Ministry of education, culture, research, and technology emphasized, "Literacy here is not only the ability to read but the ability to analyze a reading and understand the concepts behind the writing. While numeracy competence means the ability to analyze using numbers,".

b. Literacy Culture Recognition System

The literacy culture recognition system is a consistent and serious process that is designed, implemented, and assessed by design, the implementation of which is carried out in three stages, namely the introduction, application and stabilization/cultivation stages, according to the level of literacy developed, where each stage is carried out through a program. -literacy program,

⁵ M. Nur Hakim, Studi Tingkat Literasi Membaca Mahasiswa Selama Pembelajaran Daring, *Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*, 2021. p. 78

⁶ <https://www.kompas.com/edu/read/2020/12/26/160845671/asesmen-nasional-2021-apa-itu-literasi-membaca-dan-literasi-matematika>. di akses pada tanggal 10,10,2021

which is supported by parents and relevant stakeholders, where the stages and literacy programs developed can be described as follows:⁷

- 1) Early stage literacy is developed through the introduction, implementation and strengthening stages: the stage of introducing literacy culture begins with introducing literacy with family support and a literacy-rich environment, training students to choose story books, orienting parents about the importance of logbooks by involving parents and based activities. literacy: the stabilization/civilization stage is carried out by empowering the incentive/gift/reward system in the form of points, symbols, certificates to both individual and classical students.
- 2) Beginner level literacy is developed through the program in the following stages: a) the introduction stage through the logbook utilization program and developing a library program. b) the implementation stage is carried out through literacy-based activities that optimize the use of authentic English, through intra-curricular activities, co-curricular activities, and extra-curricular activities. c) the stage of strengthening or civilizing is carried out through displaying student performance works and exhibitions of student works, as well as providing various rewards.
- 3) Middle-level literacy is carried out through activities that stimulate students to be self-directed, strengthening to become independent learners, and varied rewards.
- 4) Advanced literacy is empowered through novel study/story programs, one-sided story writing, continuing other people's stories or writing stories freely.

⁷ Ni Nyoman Padmadewi, Lut Putu Artini, Literasi di Sekolah, dari Teori kePeraktik, (Badung, Bali: NILACAKRA Publishing House, 2018), p. 31-32.

- 5) Reading habits that have been formed must be supported by literacy activities to strengthen the character of reading to become "autonomous learners"

c. Types of Literacy

In this case, although the use of the term literacy is very plural, basically the term still refers to a person's basic ability to read and write, referring to literacy, the following are several types of literacy, namely:

- 1) Early Literacy, is a person's ability to pay attention, master spoken language, and communicate through visual and oral forms obtained from the experience of interacting with his social environment at home. Communication with the mother tongue is one of the experiences of students that will be the foundation for the development of basic literacy.
- 2) Basic Literacy, is the ability to listen, speak, read, write, calculate related to analytical skills to convey information based on personal understanding.
- 3) Media Literacy, namely the ability to know various forms of different media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.
- 4) Library literacy is the ability to understand and distinguish fiction and non-fiction written works, understand how to use catalogs and indexes, and the ability to understand information when writing and researching works.
- 5) Technology Literacy, namely the ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in using technology. Next, the ability to understand technology for printing, presenting, and accessing the internet. In practice, there is also an understanding of using a computer (Computer Literacy) which includes turning on and off the computer, storing and managing data, and

operating software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information needed by the community.

- 6) Visual Literacy is an advanced understanding between media literacy and technological literacy, which develops learning abilities and needs by utilizing visual and audiovisual materials critically and with dignity. Interpretation of unstoppable visual material, whether in print, auditory, or digital (a combination of the three is called multimodal text), needs to be managed properly. There is a great need for screening based on ethics and propriety because there are many.
- 7) Media literacy is the ability to know and understand various forms of media "electronic media, print media and others" and understand how to use each of these media.
- 8) Computer literacy, in general, can be interpreted as being familiar with computer devices and being able to create and manipulate documents, as well as being familiar with e-mail and the internet.
- 9) Network Literacy, is the skill to determine access to and use of information in a networked environment at the regional and international levels.

2. Literacy Improvement Indicators

Indicators are measures, characteristics, manufacturing, or processes that contribute to or indicate the achievement of a basic competency. Indicators are formulated using operational verbs that can be measured. The benchmark reference measurement includes techniques to determine the learning ability to master the previously determined material. The benchmark reference

measurement tells students how far they can reach the specified standard. As for learning, indicators that can be measured include 3 aspects, namely:⁸

a) Cognitive

Cognitive is a domain that includes brain activity. That is, all efforts related to brain activity are included in the cognitive domain. Students are individuals who are actively studying science. In taking the learning process, students are not only passive in receiving knowledge. Students look for information to overcome the problems they face and organize this knowledge to gain a new understanding. An important concept in cognitive is the existence of information processing which consists of knowledge, understanding, application, analysis, synthesis, and evaluation.

b) Affective

Affective is a domain related to attitudes and values, and a person's attitude can be predicted to change if he already has a high level of cognitive mastery. The characteristics of affective learning will appear in students in various behaviors, such as: acceptance, response, belief, organization, and pattern formation.

c) Psychomotor

Psychomotor is a domain related to skills or the ability to act after a person receives a certain learning experience. Psychomotor learning outcomes are a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes (the tendency to behave). The

⁸ Rosadi dan Kemas Imron, "Literasi Pendidikan Agama Islam (Kebijakan Dan Penerapan) di SMA Kota Jambi," *Jurnal An-Nahdhah* 12, no 2, (2018): p. 4.

psychomotor consists of perception, readiness, guided movement, accustomed movement, complex movement, adjustment and authenticity.⁹

3. Literacy Level

Literacy culture is very important in one's life. Introducing literacy culture is not an instant job, but is a long process and is carried out in several stages. Each stage is carried out through several literacy-based activities according to the literacy level to be achieved. Here are the literacy levels:¹⁰

- a. Beginning Level
 - 1) Understand that symbols have meaning.
 - 2) Able to connect between spoken and written language signs/symbols.
 - 3) Recognize and start reading familiar signs in their environment.
 - 4) Start reading a few words, for example, your name.
 - 5) Start writing your own letters or names.
- b. Beginner Level
 - 1) Begins to understand that words are made up of different sounds.
 - 2) Understand the relationship between letters and sounds and can read them with correct pronunciation.
 - 3) Understanding pictures in books, short readings in picture books.
 - 4) Understanding frequently occurring syllables/sight vocabulary.
 - 5) Able to string words to form simple sentences.
 - 6) Able to develop ideas in a logical order.
 - 7) Write about your own topic in various ways (stories, notepads etc.)

⁹ Aini, Nur, Et Al. "Analisis Tingkat Literasi Lingkungan Siswa Pada Muatan Lokal Pendidikan Lingkungan Hidup." *Jurnal Pendidikan Biologi* 12.1 (2021): 40-44.

¹⁰ Ni Nyoman Padmadewi, Lut Putu Artini, Literasi di Sekolah, dari Teori kePeraktik, (Badung, Bali: NILACAKRA Publishing House, 2018), p. 31-32.

c. Intermediate Level

- 1) Start reading for fun and get information.
- 2) Write your ideas.
- 3) Answering about the reading text.
- 4) Reading alone within a certain period of time.
- 5) Able to organize ideas in writing
- 6) Able to interact and ask questions in writing
- 7) Produce writings and artwork that express personal answers to unify understanding.

d. Advanced

- 1) Reduced assistance with new tasks or contexts.
- 2) Feel something through reading.
- 3) Read to get information.
- 4) Understanding increased.
- 5) Fixed own errors.

4. Information Literacy

Information literacy is an important skill for librarians in the information age so that information literacy for librarians is not only characterized by literacy or simply having the ability to read. By having information literacy skills, librarians are expected to have an awareness of information needs and how to meet those needs. In addition, librarians are required to have the ability to recognize when users need information and be able to think critically and behave ethically by empowering the information they have. This ability is followed by an understanding of effective and efficient methods in tracing and

providing the information needed by users. In addition, librarians have the ability to find, select, analyze, evaluate, and manage and utilize the information they have based on intellectual principles. Therefore, information literacy needs to be known and studied by librarians and prospective librarians.

In this teaching material, information will be presented on the basic concepts and understanding of information literacy, information literacy development, the role of libraries in information literacy development, the use of information literacy standards, information organization, the influence of technology on information literacy, information: how to search and use it, and learn. individual and group studies. In detail, this course will be divided into nine modules with the following details.

America is the cradle of the term and the concept of information literacy. In 1974 Paul Zurkowski used the term information literacy for the first time in a paper submitted to the U.S. National Commission on Libraries and Information Science (NCLIS). As President of The Information Industry Association, he responds to the uncontrollable speed of growth in information. According to Zurkowski, a worker needs special abilities to use various sources of information in carrying out his duties. People who have this ability are called people who are information literate. In a library symposium in Texas, California State University in 1976, stated that to become information literate, a person needs skills that include the skills to recognize problems and determine policies to solve / overcome these problems efficiently and effectively. Since then,

educators and librarians have formulated limits on the term information literacy.¹¹

Owens, connecting information literacy with democracy that in addition to information literacy is important to complete work effectively and efficiently, information literacy is also needed as a guarantee to survive in democratic institutions in order to vote, with various sources of information will make right decisions. According to Doyle, someone who has information literacy skills is someone who, among other things:

- a) Recognizing the need for information.
- b) Realizing accurate and complete information is the basis for making the right decisions.
- c) Identify potential sources of information.
- d) Build the right search strategy.
- e) Access information resources, including other technology bases.
- f) Evaluate information.
- g) Organizing information to apply/practice
- h) Integrating new information with existing ones (old knowledge)
- i) Use information critically and to solve problems According to the American Library Association (ALA),

Information literacy is an important component that every individual must have and which contributes to achieving lifelong learning. Information literacy is needed in every aspect of human life, and it lasts a lifetime. Based on the explanation above, regarding information literacy, it can be concluded that

¹¹ Prasetyo, Djoko, et al. "Keterampilan Literasi Informasi Mahasiswa Menurut Standar Kompetensi Literasi Informasi Association Of College & Research Libraries (ACRL)." *BACA: Jurnal Dokumentasi Dan Informasi* 39.1 (2018): 37-49.

information literacy is a series of skills / abilities needed by a person in solving a problem so that he can make decisions appropriately, quickly and accurately. The individual can know when information is needed and has the ability to seek, evaluate, use and effectively communicate the information he has obtained from various sources, which he can use to support lifelong learning and use in accordance with applicable ethics.¹²

5. Scope of Literacy

The scope of literacy such as the concept of language skills is divided into four aspects or commonly called "Caturtunggal Language" or language skills. In linguistics, language skills are important for a student in particular, because when people can master language skills, a person will find it easier to catch lessons and understand a point. The language skills themselves include:

a) Listening and Talking

According to the Big Indonesian Dictionary, listening is listening (paying attention) to what people are saying or reading. While speaking, speaking, speaking, speaking. Listening and speaking are two direct communication activities, which are face-to-face communication. There is a close relationship between speaking and listening, this relationship is found in the following:¹³

¹² Prasetyo, Djoko, et al. "Keterampilan Literasi Informasi Mahasiswa Menurut Standar Kompetensi Literasi Informasi Association Of College & Research Libraries (ACRL)." *BACA: Jurnal Dokumentasi Dan Informasi* 39.1 (2018): 37-49.

¹³ Kbbi (Kamus Besar Bahasa Indonesia), di akses pada 13 November 2021

- 1) Speech is usually learned through listening and imitation. Therefore, the model or example that is listened to and recorded by someone is very important in mastering and speaking skills.
- 2) The words that a person will use and learn are usually determined by the stimuli he encounters, for example, rural or urban life, and the words that provide the most assistance or service in conveying his ideas.
- 3) A person's speech reflects the use of language at home and in the community in which they live. This can be seen in speech, intonation, vocabulary, use of words and sentence patterns.
- 4) A person who is still small can understand sentences that are much longer and more complex than the sentences he can or can pronounce.
- 5) Increasing a listening skill also helps improve the quality of one's speaking.
- 6) The sound of the voice is an important factor in improving the way a person uses words. Therefore, a person will be classified if he hears and listens to good and true utterances from educators, quality recordings, stories of high value, and so on.
- 7) Talking with the help of props will result in better information capture on the part of the listener.

b) **Listening and Reading**

According to the Big Indonesian Dictionary, reading is seeing and understanding the contents of what is written, spelling or pronouncing what is written. Listening and reading have similarities, both are receptive, receptive, the difference is that listening receives information from oral sources, while reading receives information from writing activities. Listening skills are also an important factor for a person's success in learning to read effectively. Research

by experts or experts has shown several relationships between reading and listening, as follows:¹⁴

- 1) Teaching and instructions in reading are delivered by the educator through spoken language, and the ability of the learner to listen with understanding is very important. - Listening is the main way or method for oral lessons, it should be noted that for example, someone who is disabled in reading must continue his studies in a higher class by listening more than reading.
- 2) Even though listening comprehension is superior to reading comprehension a person often fails to understand it, and still retains, using mastery of some of the facts they hear or hear. - Therefore, students need guidance in learning to listen more effectively and more closely so that the teaching results are better.
- 3) Very limited listening vocabulary is related to difficulties in learning to read well. - For someone who is bigger or higher in class, the correlation between reading vocabulary and listening vocabulary is very high, 80% or more. - Poor hearing discrimination or discrimination is often associated with ineffective reading and may be a contributing factor or additional factor in reading disability. - Listening helps someone to respond to the main idea or main idea proposed by the reader.

c) Talking and Reading

Speaking is a form of communication using language media, speaking is a process of pouring ideas in the form of utterances. These abilities include clear and fluent speech, a wide and varied vocabulary. Various relationships between

¹⁴ Kbbi (Kamus Besar Bahasa Indonesia), di akses pada 13 November 2021

the fields of oral and reading activities can be seen in several research studies, including:¹⁵

- 1) Reading performance or appearance is very different from spoken language skills.
 - 2) Speech patterns of an illiterate or illiterate person are very likely to interfere with reading lessons for children.
 - 3) If at the beginning of learning, speech forms a basis for reading lessons, reading for someone higher in class helps to improve their spoken language, for example; linguistic awareness of new words or new terms, good and effective sentence structure, and use of appropriate words.
 - 4) Specific vocabulary regarding reading material should be taught directly. If new words appear in someone's reading book, let the educator discuss them so that they understand their meaning.
- d) Spoken and Written Expressions

The Big Indonesian Dictionary explains that expression is disclosure or the process of expressing the intentions and ideas of feelings. Then the spoken word is defined as the tongue, the words spoken and related to the words expressed. And written words are letters made with pens, paints and so on. Basically, oral communication and written communication are very closely related because the two do have many parallels and even similarities, including:¹⁶

¹⁵ Farid Ahmadi, Hamidulloh Ibda, *Media literasi sekolah: Teori dan praktik*, (CV. Pilar Nusantara, 2018). p 24-29

¹⁶ Kbbi (Kamus Besar Bahasa Indonesia), di akses pada 13 November 2021.

- 1) A person learns to speak long before he can write, while vocabulary, sentence patterns, and the organization of ideas that characterize speech are the basis for subsequent written expression.
- 2) Someone who can write fluently, usually can also write about his first experiences correctly without being preceded by oral discussion. But he still needed to talk about the complicated ideas he got second-hand. If someone has to write a description, explain a process or report a historical event, then he or she takes lessons from an introductory group discussion.
- 3) Various differences exist between oral communication and written communication. Oral expressions tend to be less structured, change more often, are not fixed, but are usually more chaotic and confusing than written expressions.
- 4) Taking notes and assembling a chart or outline of ideas that will be conveyed in a conversation will help students to express these ideas to their listeners. This is done so that the presentation is not interrupted.

6. Benefits of Reading Literacy

The benefits of literacy to improve writing and reading skills, literacy, are as follows:

- a) Increase one's vocabulary.
- b) Optimizing brain performance because it is often used for reading and writing activities.
- c) Gained new insights and information.
- d) A person's interpersonal skills will get better.
- e) The ability to understand eating information will increase.
- f) Improve one's verbal ability.

- g) Improve one's analytical and thinking skills.
- h) Helps improve one's focus and concentration ability.
- i) Improve one's ability to string meaningful words and write.

7. Literacy Goals

The main purpose of literacy is to improve individual skills, especially skills in writing and reading. In addition, the aims of literacy according to Education Lecturers are as follows:

- a) Help increases one's knowledge by reading a variety of useful information.
- b) Help increase a person's level of understanding in drawing conclusions from the information read.
- c) Improve a person's ability to provide a critical assessment of a written work.
- d) Help grow and develop good character in a person.
- e) Increase the value of one's personality through reading and writing activities.
- f) Grow and develop a culture of literacy in the midst of society at large.
- g) Help improve the quality of one's use of time so that it is more useful.¹⁷

C. Conceptual Framework

Based on the conclusions above, the framework used by the researcher is described in the following scheme

¹⁷ Edward, Erlin Fitria. "Perpustakaan Drive-Thru Sebagai Solusi Peningkatan Literasi Sekolah Selama Pandemi Covid-19." *Majalah Media Perencana* 2.1 (2021): 24-41.

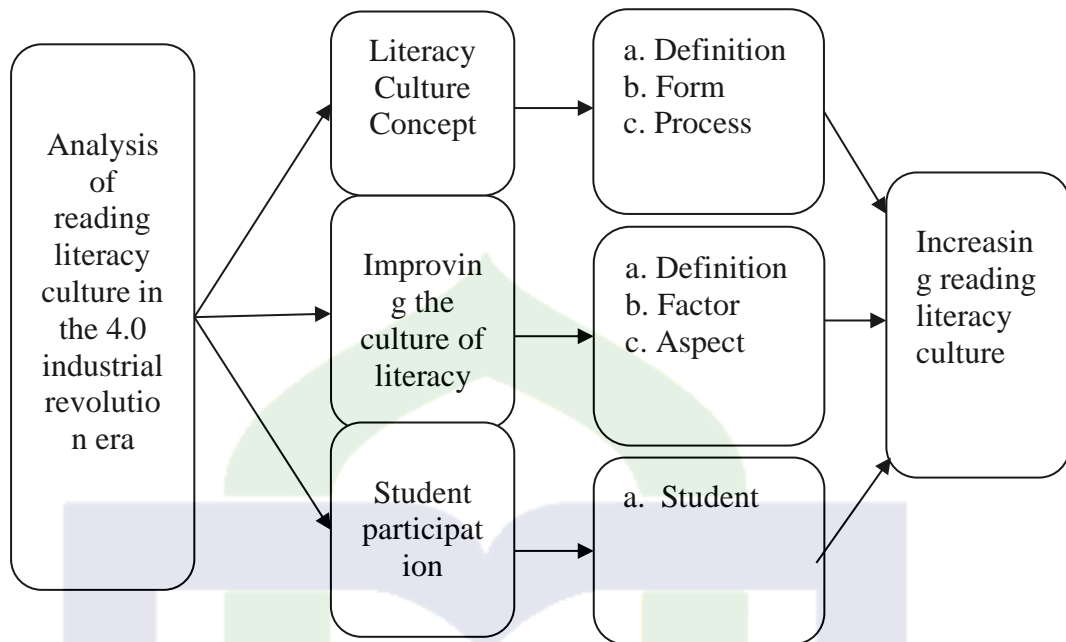


Figure 2.1 Conceptual Framework

“Analysis of reading literacy culture in the era of the industrial revolution 4.0 for English language education students at IAIN Parepare”. The flow of the framework used is as follows.

In the process of improving this reading literacy culture, researchers first find out how the habits that students usually do in reading improve reading literacy and after that the role of the institution in supporting a reading literacy culture, knowing the two components will obtain complete data regarding the proposal. The thesis that is being prepared by the researcher is an analysis of reading literacy culture in the 4.0 industrial revolution era for English education students at IAIN Parepare.

CHAPTER III

RESEARCH METHODS

A. Type of Research

The type of research that the author uses is qualitative research with a case study nature, which is research that does not carry out calculations with numbers, because qualitative research is research that provides an overview of the factual and systematic condition of the factors, properties and relationships between phenomena owned. to do accumulation on the basics only.

A qualitative approach is an approach that intends to understand the phenomenon of what is experienced by the Presearch subject, for example, perception behavior, interests, motivations, actions, by means of descriptions in the form of words and language. Qualitative research is a research process that produces descriptive data in the form of written or written words from people and observable behavior.¹

B. Location and Time of Research

The location that used as a place of research is at the Parepare State Islamic Institute Campus, English Language Education Student. As for the research time that the researcher will do for one month according to the needs of the author and follow the academic calendar in completing undergraduate education.

¹ Saputri, Aulia Eka, Yeni Nuraeni, and Dilla Fadhillah. "Analisis Keterampilan Menulis Cerita Dengan Metode Guide Writing Kelas Iii Sdn Karang Tengah 2 Kota Tangerang." *Berajah Journal* 1.3 (2021): 154-160.

C. Research Focus

The focus of this research is focused on the study of the types of difficulties faced by students in reading and how to apply reading literacy on the campus of the Parepare State Islamic Institute.

D. Types and Sources of Data

1. Data type

This study uses the type of data that is descriptive. Descriptive data is data collected in the form of words and pictures rather than numbers. Qualitative data were obtained through various data collection techniques, including observation, conducting interviews by asking questions both orally and in writing.² Another form of qualitative data is images obtained through shooting or video recordings that can be used as documentation.

2. Data source

The data sources referred to in this study are all the information obtained from respondents based on the results of interviews. This research was conducted on the 7th and 9th semesters of English Education Students. The population in this study were students of English Education Department from semester 7 to 9 who were registered as active students in college, both male and female. The total number is 10 students. Given the large number of populations in this study, the researchers used samples to facilitate the observation of the research object.

According to Lolfland, the main data source in qualitative research is interviews in the form of words and actions, the rest is additional data such as

² Sudarwan, Danim. "Menjadi Peneliti Kualitatif." *Bandung: Pustaka Setia* (2002).

other documents.³ This study uses interview techniques in data collection which is divided into two, namely primary data and secondary data.

- a. First, primary data sources are data obtained directly from 10 subjects as resource persons or informants by conducting interviews through interview guidelines and conducting observations first.
- b. Secondary data sources, namely to obtain secondary data sources, the author uses documentation techniques. The documentation used in the author's research is written sources in the form of books, archives, and official documents. This can be done by searching and collecting data through informants or respondents.

a. Data collection technique

Every research activity requires an object or target. Collecting data is an unavoidable step in research activities with any approach, data collection is a for producing quality research.⁴

b. Interview

Interviews are getting information by asking directly to respondents. Question and answer method to the selected informants to obtain the necessary data by meeting face to face between the interviewer and the respondent. Interviews were conducted to obtain deeper information by

³ Putra, Edo Maha. *PERILAKU MAHASISWA DALAM MENGAKSES BERITA ONLINE (Studi Pada Perilaku Mahasiswa UMM Jurusan Ilmu Komunikasi Konsentrasi Jurnalistik Angkatan 2013)*. Diss. University of Muhammadiyah Malang, 2018

⁴ Bungin, Burhan. "Metode Penelitian Kualitatif, Jakarta: PT." *Raja Grafindo Persada* (2003).

conducting a process of extracting information by providing open-ended questions to the relevant respondents.⁵

c. Documentation

Documentation is the collection of data obtained from documents and libraries as material for analysis in this study. The technique used to record secondary data available in the form of archives or documents. This technique is used to find out the documentation data related to the things that the writer will examine. The data will be taken in the form of interviews from the respondents concerned and accompanied by documentation in the form of photos.⁶

Documentation is not only in the form of photographs but the intended documentation can be in the form of pictures, writings, books, and others. With the documentation included, the results of observations and interviews conducted will be more credible or can be trusted by others. The function of the data from this documentation is used as a supplementary material from the primary data obtained through observation and interviews.⁷

d. Data analysis technique

Basically data analysis is a process of arranging data sequences and organizing them in a pattern, category and basic unit of description.

According to Hamidi, when analyzing data, researchers should also return to

⁵ Kalfia, Azmira Basir. *analisis teori penemuan hukum oleh hakim tentang izin poligami di pengadilan agama jawa timur*. Diss. IAIN Ponorogo, 2019.

⁶ Singarimbun, Masri, and Sofian Effendi. "Metode penelitian survai." (2019).

⁷ Mislawati, Mislawati. *Strategi Pembina TK-TPA Al-Izhar Al-Islami dalam Meningkatkan Kemampuan Membaca Alquran di Kelurahan Tamarunang Kecamatan Mariso Kota Makassar*. Diss. Universitas Islam Negeri Alauddin Makassar, 2018.

the field to obtain data that is deemed necessary and manage it again. Data analysis technique is a strategic step when conducting a research because the main objective is to obtain data from observations made in the field.⁸ Data analysis work in this case organizes, sorts, groups, codes and categorizes data collected from field notes, pictures, photos, or documents in the form of reports. There are various ways to analyze qualitative data, namely data reduction, data modeling, and conclusion drawing/verification.⁹



⁸ Zellatifanny, Cut Medika, and Bambang Mudjiyanto. "Tipe penelitian deskripsi dalam ilmu komunikasi." *Diakom: Jurnal Media Dan Komunikasi* 1.2 (2018): 83-90.

⁹ Bungin, Burhan. "Metode Penelitian Kualitatif, Jakarta: PT." *Raja Grafindo Persada* (2003).

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

1. Implementation of Reading Literacy Culture

The implementation of the reading literacy culture of English Education Students, there is still no improvement because it is caused by various factors experienced by English Education Students, such as lazy reading, lack of self-awareness of English Education Students, economic constraints, and the absence of a library. in the faculty of tarbiyah.

The implementation of literacy culture is currently very rarely carried out by English Education Students due to the covid 19 pandemic that attacks almost all over the world which makes the implementation of reading literacy difficult to do. Another factor that hinders reading literacy is due to sophisticated technology that makes students lazy to read books because links to online-based books can already be accessed on the internet, so students can simply read books at home without having to go to the library or buy books. If the implementation of routine literacy is carried out, it can improve the quality of students.

This research was conducted on English Education Students, Faculty of Tarbiyah at the Parepare State Islamic Institute in October-November 2021. The data collection in this study was conducted by interviewing 10 informants of English Education Students and then conducting interviews with students face to face while still complying with health protocol.

2. Data analysis causes the decline in reading literacy

The implementation of this research begins with finding informants for data collection in research. In this study, the authors have selected 10 research informants who meet the predetermined criteria, namely students of English Education at the Parepare State Islamic Institute.

The author made observations first at the Tarbiyah Faculty of the State Islamic Institute of Parepare, each informant in this study was interviewed using the same interview guidelines, but was developed based on the situation and interaction between the author and the interviewed informants.

B. DISCUSSION

In chapter IV the author suggests matters relating to the implementation of research that has been carried out either in the form of interviews or observations. The things in question are:

1. The Implementation of Reading Literacy Culture for English Education Students at IAIN Parepare in the era of the industrial revolution 4.0

As for the implementation of the reading literacy culture of English Education Students, It can be said that it is still very lacking, due to various factors experienced by English Education Students, such as lazy reading, lack of self-awareness of English Education Students and the absence of a library in the Tarbiyah faculty. Implementation of literacy culture is a habit that someone does in reading such as reading books, newspapers, and magazines. Which is considered to be used as a reference.

Reading is like flying to a high vantage point to witness a vast expanse of territory such as history, the human body, ideas, experiences, and the fruits of

various pursuits. Books are the embodiment of a person's existence in the form of written words. It contains the thoughts, ideas, and feelings or emotions of the author. Books are reserves that can extend the life of the writers' history, by increasing interest in reading, we will compete in the industrial era 4.0.

The interview conducted by the author with 10 informants of English Education Students at the Parepare State Islamic Religious Institute to answer existing problems regarding how to implement a reading literacy culture for English Language Education Students at the Parepare Islamic Religious Institute in the Industrial Revolution Era 4.0, the following is in his interview:

“menurut saya, pelaksanaan budaya literasi membaca di Mahasiswa PBI terkesan fluktuatif karena memang kondisi yang menyebabkan demikian, contohnya apabila tugas sudah sangat menumpuk, maka bacaannya terbengkal tetapi apabila ada waktu luang, maka mereka terkadang melanjutkan bacaannya walaupun kadang beberapa halaman”.¹⁰

Based on the results of the interview above, the informant stated that the implementation of a reading literacy culture for English Education Students in the Industrial Revolution Era 4.0:

a) The Implementation of a Fluctuating Literacy Culture

The application of the reading literacy culture of PBI students seems to be just like that due to a condition that causes the reading interest of English education students to seem very low. For example, if a student is given an assignment by the lecturer, it will be difficult for him to divide his time in reading, but when the informant has free time, the informant will spend his reading book. If the informant continues to do this, the informant can increase his reading interest, because the informant can still take his time to read, although sometimes

¹⁰ Dirgahayu Bustang, State Islamic Institute Parepare, Interview by author in Parepare, (09 September 2021).

the informant is still very busy in his college affairs. The interview conducted with the next informant about the implementation of the reading literacy culture of English Education Students in the era of the industrial revolution 4.0 follows in his interview

“yang saya amati pelaksanaan budaya literasi membaca mulai meningkat, apalagi ada komunitas cabaca yang biasa melapak di area kampus, hal ini dapat meningkatkan minat baca Mahasiswa, tidak hanya Mahasiswa PBI akan tetapi seluruh Mahasiswa IAIN Parepare”.¹¹

b) Reading Literacy Culture Begins to Increase

Based on the results of the interview above, the informant stated that the implementation of a reading literacy culture for English Education Students in the Industrial Revolution Era 4.0: The culture of reading literacy is starting to increase, due to the existence of a community that usually sells in the campus area. As did the Cabaca Parepare community. where the initiators of this community themselves are English Education Students, which is of course to attract English education students to cultivate literacy in this case interest in reading. However, it is not only students from English Education who can increase their reading interest but all students of the Parepare State Islamic Institute. The interview with informants about the implementation of reading literacy culture for English Education Students in the era of the industrial revolution 4.0 follows in the interview:

“jika menanyakan pendapat pribadi saya tidak bisa memberikan data konkrit tentang hal tersebut, saya hanya memberikan yang saya pandang dari kacamata saya bahwa pelaksanaan budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris pada era revolusi industri 4.0 khususnya dari angkatan 2017 hingga 2018 mungkin sudah lebih akrab dengan saya pribadi saya memandang bahwa mayoritas Mahasiswa Pendidikan Bahasa Inggris itu lebih akrab dengan bacaan-bacaan bahasa Indonesia yang dimana kemudian seharusnya menjadi batu loncatan untuk meningkatkan literasi untuk membentuk pribadi kita sebagai pelajar bahasa Inggris tapi diam di Bahasa Indonesia itu sendiri, jadi menurut saya

¹¹ Arif Rahman, State Islamic Institute Parepare, Interview by author in Parepare, (10 September 2021).

minat baca Mahasiswa Pendidikan Bahasa Inggris masih tahap menengah ke bawah”.¹²

Based on the results of the interview above, the informant stated that personally the informant could not provide definite data about how the reading literacy culture of English Education Students was.

c) Informants Cannot Provide Valid Data About Reading Literacy Culture

Informants stated that almost all of the English Language Education students preferred or preferred Indonesian reading books to English books. According to the informant, students, especially English Education students, should read books that use English more often so that they can be used as a reference to further improve the reading literacy culture to shape one's personality as an English language student. So, according to the informant, the implementation of reading literacy culture for English Education Students can be said to be still in the lower middle stage. The interview with informants about the implementation of reading literacy culture for English Education Students in the era of the industrial revolution 4.0 follows in the interview:

“kalau saya pelaksanaan budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris begitu-begitu sajaja karena ruangnya toh tidada tempat cari referensi Bahasa Inggris atau mau cari novel-novel Bahasa Inggris dan kekurangannya itu satu karena tidada perpus di Tarbiyah”.¹³

Based on the results of the interview above, the informant stated that the implementation of a reading literacy culture for English education students:

d) The Implementation of Literacy Culture is still the same.

¹² Muhammad Firmansyah J. N, State Islamic Institute Parepare, Interview by author in Parepare, (12 September 2021).

¹³ Elwianto, Umur 22, State Islamic Institute Parepare, Interview by author in Parepare, (14 September 2021).

The implementation of literacy culture is still just like that, there is no increase or decrease. when viewed personally, the reading literacy culture of English Education Students did not experience much improvement due to the space/container provided by the campus.

When the informant is looking for an English reference or looking for English novels that are not in the library of the Parepare State Islamic Institute, and one of the drawbacks of the Parepare State Islamic Institute campus is the absence of a library that allows reading literacy culture to increase rapidly and filled with various interesting books for English Education Students to read. The interview with informants about the implementation of reading literacy culture for English Education Students in the era of the industrial revolution 4.0 follows in the interview:

“mungkin pelaksanaan budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris masih belum maksimal”.¹⁴

Based on the results of the interview above, the informant stated that the implementation of a reading literacy culture for English education students.

e) Do not know for sure about the implementation of literacy culture

Informants still do not know for sure how to implement reading literacy culture, so the informant said, the possibility of reading literacy culture in English Education Students has not been maximized or has not experienced an increase in reading literacy culture. Informants are still dreaming about reading literacy culture because the reading literacy culture of English Education Students is still not optimal. The interview with informants about the implementation of reading

¹⁴ Muhammad Ridha Razak, Umur 23 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (17 September 2021).

literacy culture for English Education Students in the era of the industrial revolution 4.0 follows in the interview:

“kalau persoalan pertanyaan nomor 9 saya kurang tau dengan pelaksanaan budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris di era revolusi industri 4.0 apalagi 2 tahun belakangan ini kuliah kita kuliah online kurang bertatap muka seperti itu, jadi saya kurang memahami budaya literasi membaca Mahasiswa Pendidikan bahasa Inggris”.¹⁵

Based on the results of the interview above, the informant stated that the implementation of reading literacy culture for English education students.

f) Lack of Knowledge About the Implementation of Literacy Culture

Informants do not know about the implementation of the reading literacy culture of English Education Students in the industrial revolution era, because in the last 2 years almost all student and community activities have been carried out at home. After all, Indonesia is experiencing a covid-19 crisis which has resulted in the government implementing a policy to stay at home.

So that the informants did not know for sure about the reading literacy culture of English Education Students. However, in recent months, almost all campus activities have started to be carried out offline. when it comes to reading literacy culture in English Education Students in the era of the industrial revolution 4.0, he doesn't know much, especially in the last 2 years we have been faced with the covid-19 pandemic which requires lectures to conduct online lectures where there is a lack of face-to-face meetings, so he doesn't understand student interest in reading. English language education. The interview with informants about the implementation of reading literacy culture for English

¹⁵ Fadil Muhammad, Umur 21 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (19 September 2021).

Education Students in the era of the industrial revolution 4.0 follows in the interview:

“jadi pelaksanaan budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris itu bisa dikatakan hanya 0,1 % dibandingkan dari banyaknya Mahasiswa Pendidikan Bahasa Inggris sebab dari hasil ngelapak beberapa bulan yang lalu banyak bisa dikatakan Mahasiswa yang duduk dan membaca itu kebanyakan Mahasiswa yang bukan dari Mahasiswa Pendidikan Bahasa Inggris”.¹⁶

Based on the results of the interview above, the informant stated that the implementation of reading literacy culture for English education students.

g) The Implementation of Reading Literacy Culture is Still Very Minimal

The implementation of reading literacy culture is still very minimal so, if it is calculated the reading literacy culture of English Education Students can be said to be only 0.1% compared to the number of English Education Students. This is because, from the results of the informants who published a few months ago, it can be said that the students who came and read were mostly students who were not from the English Education Students themselves.

So the informant once did a reading stall which according to the informant could be an alternative for English Education Students to be able to improve reading literacy culture, because the informant provided more books based on English. However, what the informants want has not been fully realized because most of those who participate in reading are those who are not from the English Education Students. The interview with informants about the implementation of reading literacy culture for English Education Students in the era of the industrial revolution 4.0 follows in the interview:

“menurut saya pelaksanaan budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris pada era revolusi industri 4.0 ada yang

¹⁶ Wahyudi, Umur 23 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (11 September 2021).

memiliki budaya literasi membaca yang tinggi ada juga yang rendah, ini hanya kesimpulan umum karena sebelumnya saya tidak pernah sama sekali mengawasi ataupun menilai minat baca Mahasiswa dikarenakan saya sendiri tidak terlalu suka membaca”.¹⁷

Based on the results of the interview above, the informant stated that the implementation of reading literacy culture for English education students.

h) The Implementation of Reading Literacy Culture is Divided into Two Parts

The implementation of reading literacy culture according to personal informants that the reading literacy culture of English Education Students in the era of the industrial revolution 4.0 is divided into two parts, namely students who have a high interest in reading, such as those who always bring personal books to campus due to the absence of a library at the tarbiyah faculty. themselves, so there are students who always bring books so that their reading literacy culture can be increased or maintained.

Then some students are apathetic and prefer to be silent, even their days are only spent playing games without reading books. This is what the informant said that there are also English Education Students who have low reading interest. The informant can only conclude in general because previously he had never supervised or assessed the reading literacy culture of students because the informant himself did not really like reading. The interview with informants about the implementation of reading literacy culture for English Education Students in the era of the industrial revolution 4.0 follows in the interview:

“Pelaksanaan budaya literasi membaca Mahasiswa PBI saya lihat masih rendah”.¹⁸

¹⁷ Asrianti, Umur 23 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (13 September 2021).

¹⁸ Fatiyatul Muawana Amdar, State Islamic Institute Parepare, Interview by author in Parepare, (15 September 2021).

Based on the results of the interview above, the informant stated that the implementation of reading literacy culture for English Education Students in the era of the industrial revolution 4.0.

i) The Implementation of Literacy Culture is Still Very Low

The implementation of reading literacy culture for English education students is still very low, almost the same as what was said by the previous informant, but this informant only said that the reading literacy culture was still low. The interview with informants about the implementation of reading literacy culture for English Education Students in the era of the industrial revolution 4.0 follows in the interview:

“menurut saya pelaksanaan budaya literasi membaca Mahasiswa Pendidikan bahasa Inggris masih terbilang minim karena saya pribadi juga termasuk Mahasiswa yang bisa dibilang sangat jarang membaca dikarenakan perasaan bosan jika membaca buku terlalu lama”.¹⁹

Based on the results of the interview above, the informant stated that the implementation of a reading literacy culture for English Education Students.

j) The implementation of literacy culture is still relatively minimal

Implementation of reading literacy culture for English education students. still relatively minimal because personally, the informant is also one of the students who can be considered very rarely in reading due to feeling bored if reading books for too long. So the informants are also people who get bored very quickly in reading, this is what causes the reading literacy culture of English Education Students has not increased and is still below the average. Reading is

¹⁹ Nurfadilah Usman, State Islamic Institute Parepare, Interview by author in Parepare, (18 September 2021).

indeed a boring thing when you just do it, but it can be very fun when you do it with pleasure and make books something that is really needed.

2. The cause of the decline in reading literacy culture in English education students at IAIN Parepare in the era of the industrial revolution 4.0

Reading literacy culture is a person's effort to understand a book, in reading literacy culture we will be introduced to books. both digital-based books and printed books. Along with the times, more people and even students choose to play games instead of reading books. However, from several observations that the authors found in the field, there were various causes for the decline in reading literacy culture among students, especially students of English Education at the Parepare State Islamic Institute. The various causes that the authors describe from the results of observations made by the author. The following are the causes of the decline in reading literacy culture in English Education Students in the era of the industrial revolution 4.0:

- a. English education students do not realize that reading is very important so they often think that reading is boring so they play online games more than reading.
- b. The absence of a library at the Tarbiyah Faculty of the Parepare State Islamic Institute, which makes English Education Students lazy in reading, is due to the fact that the library is far from the Tarbiyah faculty.
- c. The library of the Parepare State Islamic Institute of Religion provides books that are less attractive to the English Education study program, so that they become lazy in reading.

As for the results of interviews conducted by the author with 10 informants, namely English Education Students at the Tarbiyah Faculty of the Parepare State Islamic Institute, the following are the interviews:

“ada beberapa kesulitan yang saya alami pada saat membaca di era revolusi industri 4.0 misalnya luasnya wadah untuk membaca sehingga informasi yang di dapatkan tidak terfokus pada satu titik, sosial media saat ini yang seringkali dipakai untuk membaca terkadang tidak terlalu valid kebenarannya, dan gawai yang dipakai untuk membaca kurang efektif apabila saya ingin fokus membaca”.²⁰

Based on the results of the interview above, the informant stated that he had difficulty reading in the era of the industrial revolution 4.0:

a) The size of the place or container

The extent of the place or container for reading so that the information obtained by the informant is not focused on one point.

b) Social media

Social media, which has such a large influence at this time, makes informants often use social media to cultivate reading literacy, even though the informants do not know the truth of the information that the informants read from social media using the cellphones that the informants use . According to the informant, cultivating reading literacy or reading using cellphones is less effective for informants because the informants cannot focus on reading.

Difficulties in reading in the era of the industrial revolution 4.0 are not only felt by one person, but there are the following people in interviews conducted by the author:

“kalau dari saya pribadi, kesulitan yang saya hadapi yah sesuai dengan apa yang saya alami yaitu faktor kemalasan, yang kedua itu kebiasaan”.²¹

From the results of the interview, the informant stated that the difficulties that the informant faced in the era of the industrial revolution 4.0 were:

²⁰ Dirgahayu Bustang, Umur 21 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (09 September 2021).

²¹ Arif Rahman, Umur 21 Tahun,. State Islamic Institute Parepare, Interview by author in Parepare, (10 September 2021).

a) Laziness Factor

Difficulties that come from within themselves, for example, the laziness factor that makes informants lazy to read.

b) Habit Factor

The habit factor is the habit factor, for example the informant is accustomed to reading or painting, then these things can support the informant to be able to increase his reading interest in reading literacy culture, so that the informant makes the two factors above difficult in reading to improve reading literacy culture. The other difficulties experienced by informants in reading in the era of the industrial revolution 4.0 are as follows in his interview:

“Jadi menurut saya kesulitan yang muncul itu bisa berupa aktivitas-aktivitas ataupun kesibukan-kesibukan yang lain misalkan, aktivitas di komunitas, ataupun aktivitas sehari-hari. Misalkan ada yang hobi menggambar mungkin dia lebih memilih untuk menggambar ataupun menonton film dan belajar kosakata disana bagai anak yang pegiat bahasa misalkan tapi itu lebih ke faktor lain yang menghambat orang untuk membaca, adapun kesulitan lain misalnya kesulitan dalam memahami, misalnya buku filsafat yang sulit untuk dipahami.”²²

Based on the results of the interview above, the informant stated that the difficulties experienced by informants in reading in the era of the industrial revolution 4.0 were:

a) Difficulty in balancing the busyness of daily activities.

Difficulty in balancing the busyness of daily activities that informants prioritize and those who do not prioritize, so that the informants experience difficulties in reading to improve reading literacy culture.

²² Muhammad Firmansyah J. N, Umur 22 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (12 September 2021).

b) Informant's Difficulty in Dividing Time

The difficulty of the informant in dividing his time, where the informant first does the things that the informant needs to prioritize. For example, if there is homework, the informant first finishes the homework, after that the informant finishes reading. Reading difficulties in the industrial revolution era were also experienced by the following informants in their interviews:

“kalau saya secara pribadi kesulitan yang saya alami toh karena kondisi daerah yang tidak memungkinkan serta faktor jauhnya tempat tinggalku dari kota, bisa dibayangkan saya tinggal di daerah terpencil atau pelosok desa yang susah untuk mendapatkan jaringan sehingga saya kalau membaca buku di era industri 4.0 sangat susah”.²³

Based on the results of the interviews above, the informants stated that the difficulties experienced by informants in reading to improve reading literacy culture in the era of the industrial revolution 4.0 are:

a) Geographic Location Factor

The geographical location factor or the condition of the informant's area is fairly remote, while the books available are old books so that informants will be slow in terms of information from outside.

b) Internet Network

The internet network in the informant's area is very difficult to obtain because network access has not yet entered the informant's area. So that the informants also have difficulty accessing books through the internet which makes it difficult for them to develop a reading literacy culture. Then the informant can only develop a reading literacy culture when the informant is outside of his village. What makes the informant prefer to be outside the city than in his

²³ Elwianto, Umur 22 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (14 September 2021).

village, but when the informant returns to his house, the informant will have difficulty in reading.

There are other informants who have difficulty in developing a reading literacy culture, here are some informants who also experience difficulties in developing a reading literacy culture in the era of the industrial revolution 4.0, following in his interview:

“saya mengalami kesulitan membaca di era revolusi industri 4.0 karena terkadang sulit untuk beradaptasi dengan apa yang kita baca dikarenakan komposisi bacaan yang tidak sesuai dengan apa yang kita butuhkan”.²⁴

Based on the results of the interview above, the informant stated that the difficulties experienced in reading in the era of the industrial revolution 4.0 were:

a) Informants Difficult to Adapt to Existing Reading Books

Informants find it difficult to adapt to existing reading books, for example, when the informant visits the library or a book stall they provide does not match the criteria of the informant when the informant prefers non-fiction reading books then the books provided by the library or reading stall fiction book. This is what causes informants to find it difficult to read in the era of the industrial revolution 4.0.

b) The composition of the informant's reading does not match what the informant wants.

Then when the composition of the informant's reading is not in accordance with what the informant wants, the informant will find it difficult to digest what the results of the informant's reading are and will even quickly disappear when the informant only saves the results of his reading and is not discussed. The following

²⁴ Muhammad Ridha Razak, Umur 23 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (17 September 2021).

are the difficulties of reading to improve reading literacy culture in the era of the industrial revolution 4.0 experienced by the following informants in their interviews:

“jadi tentunya kesulitan yang membuat kita malas membaca seperti yang kita ketahui bahwasanya kita terperangkap dalam dunia gadget, dimana semestinya gadget tersebut menjadi hal yang positif malah menjadi hal yang negatif, kenapa saya mengatakan demikian ? karena terkadang kita banyak membuang-buang waktu di dunia gadget bukan dalam bentuk membaca tapi dalam dunia game dan sosial media”.²⁵

Based on the results of the interview above, the informant stated that the difficulties that the informant experienced in reading in the era of the industrial revolution 4.0 were: The difficulty experienced by the informants is that they are still trapped in the world of gadgets that should be able to help us in finding information and use it in reading. So that makes the world of gadgets like another realm when someone is together with their gadgets. Someone should use gadgets to be used for positive things, such as using gadgets to find reading books so that they can be used as references.

Informants also revealed that someone spends more time just playing games, and someone even spends some of their time just on social media, so this is a negative thing if you just waste time playing games and social media. When someone can use gadgets for positive things such as reading digital books or selling digital books, the difficulties experienced by informants can be overcome. Provide knowledge. Conversely, if used in the long term in the sense of being used continuously without any reciprocity within the individual, it can cause negative things, such as eye damage. The difficulties experienced by informants in reading in the era of the industrial revolution 4.0 are as follows in his interview:

²⁵ Fadil Muhammad, Umur 21 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (19 September 2021).

“kesulitan membaca yang saya alami di era revolusi industri 4.0 karena faktor lingkungan sekitar saya yang malas membaca sehingga membuat saya menjadi malas, padahal awalnya saya sangat gemar dalam membaca, namun akhir-akhir ini saya sudah sangat jarang membaca karena pergaulan”.²⁶

Based on the results of the interview above, the informant stated that the difficulties experienced by informants in reading in the era of the industrial revolution 4.0 were: At first, the informant really likes reading, it can be said that the informant is someone who likes to read. Then the informant stated that environmental factors made the informant lazy in reading, the informant also revealed that lately the informant was very rare in reading, but environmental factors could change a person's mindset to be lazy to read who initially had an interest in reading in the end the reading interest be decreasing. The difficulties experienced by other informants in reading in the era of the industrial revolution 4.0 are as follows in his interview:

“kendala yang saya hadapi dalam membaca yaitu saya cepat bosan dan mengantuk jika membaca suatu buku tanpa adanya gambar dalam buku tersebut”.²⁷

Based on the results of the interview above, the informant stated that the obstacles faced by informants in reading in the era of the industrial revolution 4.0 were:

a) Informants get bored faster

Informants get bored faster when reading a book without pictures in the book. Reading especially books that do not have pictures, the first step that can be taken by informants is reading books according to the interests needed by

²⁶ Wahyudi, Umur 23 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (11 September 2021).

²⁷ Asrianti, Umur 23 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (13 September 2021).

informants to improve reading literacy culture, especially among English Education Students.

b) Informants are sleepy more often

Then the informant also revealed that when the informant reads a book, the informant is more often sleepy, because reading is something that can bring a person to sleep, the difficulty experienced by the informant is a difficulty that almost everyone experiences, as well as the writer when he was just starting out in terms of reading literacy. The writer has difficulty in reading because he is often sleepy and bored. As the informant stated when the informant was sleepy in. The difficulties experienced by informants in reading in the era of the industrial revolution 4.0 are as follows in his interview:

“kesulitan saya dalam membaca di era revolusi industri 4.0 yaitu karena pengaruh sosial yang tinggi, kurangnya minat baca dan motivasi dari diri sendiri dan orang lain serta ketersediaan bacaan”.²⁸

Based on the results of the interviews above, the informants stated that the difficulties experienced by informants in reading in the industrial revolution era 4.0 were:

- a) Because of the high social influence resulting in less motivation for informants to improve reading literacy culture.
- b) Environmental factors, when the informant is in an environment with less interest in reading, the informant will be lazy in reading.
- c) Then the family factor when the family supports the informant in terms of reading then the informant will read diligently.

And the last factor is from yourself when the informant does not have self-awareness about the importance of reading literacy in the industrial revolution era,

²⁸ Fatiyatul Muawana Amdar, Umur 21 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (15 September 2021).

it causes the informant to be lazy in reading, lack of interest in reading and motivation from himself and motivation from others so that the informant becomes lazy in reading in the industrial revolution era 4.0. From the results of the interviews above, we can see various types of difficulties experienced by 9 informants consisting of English Education Students, while the difficulties experienced by the last informant or the tenth informant in this study were as follows in the interview:

“Jadi kalau saya kesulitanku itu di era revolusi industri 4.0 kan kita membaca melalui Handphone atau gadget toh jadi susahki yang tidak mengerti tentang teknologi sebab untuk mencari buku yang berbasis internet atau buku-buku online masih jarang yang mengetahui situsny atau tempat pengambilan buku-buku tersebut”²⁹.

Based on the results of the interview above, the informant stated that the difficulties experienced by informants in reading in the era of the industrial revolution 4.0 were: Informants do not understand the internet world because the informants are from rural areas so that the informants do not know sites about digital-based books. Then the informants also do not understand about the sites for taking books that can be trusted and can be used as references because the informants do not really know the internet world, this difficulty makes the informants lazy in reading. In the era of the industrial revolution 4.0, indeed, someone is forced to follow the development of a very sophisticated era such as the internet which can be accessed anywhere and anytime. So the difficulties experienced by the informants can be overcome by themselves along with the times. The solution that the informant gave so that the reading interest of English

²⁹ Nurfadilah Usman, Umur 22 Tahun, State Islamic Institute Parepare, Interview by author in Parepare, (18 September 2021).

Education Students could increase in the era of the industrial revolution 4.0 following in his interview:

“solusi yang saya berikan adalah kita harus membuat sebuah lingkungan atau dalam hal ini perkumpulan yang dimana perkumpulan tersebut terfokus pada peningkatan wawasan literasi atau ilmu pengetahuan, kemudian mengatur jadwal yang baik agar semua anggotanya dapat tercover dengan maksimal dan yang paling penting adalah konsisten terhadap apa yang telah dilakukan”.³⁰

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: Students must create a literacy-oriented environment, where each association is focused on increasing literacy insights, then we have to set a schedule every day so that we can focus on always reading in the era of the industrial revolution 4.0. Association with a literacy community and must also be consistent with what has been done. The informant's solution so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“selain adanya komunitas cabaca yang dapat meningkatkan minat baca Mahasiswa tentunya kesadaran diri sendiri tentang pentingnya membaca pada era sekarang karena dapat memperkaya pengetahuan dan pemahaman umum kita di segala aspek”.³¹

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: Connection with the existence of a cabaca community which is a community consisting of almost all of the English Education Students. According to an informant, the Cabaca community can increase students' reading interest which of course is also supported by self-awareness about the importance of reading in the era of the industrial revolution 4.0 in order to increase knowledge and general understanding in all aspects. The

³⁰ Dirgahayu Bustang, State Islamic Institute Parepare, Interview by author in Parepare, (09 September 2021).

³¹ Arif Rahman, Interview, Tanggal . State Islamic Institute Parepare, Interview by author in Parepare, (10 September 2021).

informant's solution so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“Jadi untuk solusi membaca ini langkah awal saya untuk tetap mencintai membaca itu dengan mencari sesuatu yang disukai, misalnya seseorang suka tentang menggambar, jadi biasanya orang membaca buku tentang panduan menggambar misalkan ataupun yang suka kisah romansa membaca novel, kemudian dikaitkan dengan revolusi industri 4.0 ini mungkin bisa disebar melalui ee file-file pdf atau melalui link google drive yang berisikan tentang konteks-konteks bacaan yang kurang lebih banyak diminati Mahasiswa Pendidikan bahasa Inggris, karena kalau secara detail saya tidak bisa menyebutkan karena saya tidak paham betul bacaan seperti apa mayoritas bacaan Pendidikan bahasa Inggris itu sukai. Terima Kasih”.³²

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: The initial step of the solution that the informant gave for reading was to love books first, for example when someone likes drawing, usually the books that the informant reads are books about drawing, or for example, there is someone who likes romance stories then he reads romance books. English Education students who like to read about romance books, then keep reading these books because they can help us in improving one's reading habits. The informant's solution so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“kalau saya solusinya toh kan dalam membaca pada era revolusi industri 4.0 sangat berkaitan dengan teknologi jadi, ketika kondisi jaringan menunjang dalam mengakses buku-buku melalui google maka bagi saya bisa menunjang meningkatnya minat baca”.³³

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: Network access in remote areas that must be improved so that it can support an increase in someone's interest in

³² Muhammad Firmansyah J. N, State Islamic Institute Parepare, Interview by author in Parepare, (12 September 2021).

³³ Elwianto, State Islamic Institute Parepare, Interview by author in Parepare, (14 September 2021).

reading, for example when he can use a good internet network, to look for something useful, such as digital books and anything that can increase knowledge. As for the solution from the 5th informant so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“Dengan mengedepankan membaca bacaan sesuai dengan apa yang menjadi kebutuhan kita”.³⁴

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: Prioritize reading according to what the informant needs, for example the informant likes climbing, then the books he reads are books that can provide knowledge about mountain climbing. The solution from the informant so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“Yah tentunya perbanyak literasi, kajian-kajian diskusi, dan lapak-lapak buku”.³⁵

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were:

- a) A more literacy activists.
- b) Always have a discussion when he is finished with his reading book.
- c) Do a reading stall.

³⁴ Muhammad Ridha Razak, State Islamic Institute Parepare, Interview by author in Parepare, (17 September 2021).

³⁵ Fadil Muhammad, Interview, State Islamic Institute Parepare, Interview by author in Parepare, (19 September 2021).

The solution from the informant so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“kalau saya solusinya untuk meningkatkan minat baca pada era revolusi industri 4.0 yaitu kemauan dari dalam diri orang itu sendiri, kalau misalnya diajak untuk suka membaca maka saya pikir agak susah karena pasti banyak alasannya kalau nda suka membaca, jadi intinya tergantung kesadaran dirinya sendiri untuk meningkatkan minat bacanya”.³⁶

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: Depending on the person, if for example he invites someone to read then it depends on his own awareness to increase interest in reading. The solution from the informant so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“solusinya yang dapat saya berikan dalam meningkatkan minat baca Mahasiswa pendidikan bahasa Inggris yaitu dengan seringnya mengadakan lapak baca yang menarik agar Mahasiswa lebih tertarik lagi untuk meningkatkan kualitasnya dengan membaca”.³⁷

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: By frequently holding interesting reading stalls so that students are more interested in improving the quality of reading. The solution from the informant so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

³⁶ Wahyudi, Interview, State Islamic Institute Parepare, Interview by author in Parepare, (11 September 2021).

³⁷ Asrianti, State Islamic Institute Parepare, Interview by author in Parepare, (13 September 2021).

“alangkah bagusnya Mahasiswa PBI satu sama lain, memberi motivasi untuk rajin membaca dan membuat komunitas baca serta kegiatan-kegiatan lainnya yang bisa meningkatkan minat bacanya”.³⁸

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: English education students to each other, motivate each other to be diligent in reading. Create a reading community, then by holding other activities that can increase interest in reading. The solution from the informant so that the reading interest of English Education Students can increase in the era of the industrial revolution 4.0 following in his interview:

“solusi yang bisa saya berikan itu seperti yang saya lakukan terhadap diri saya sendiri dalam membaca, seperti membawa buku kemanapun saya pergi, juga meluangkan 15 menit dalam sehari untuk membaca”.³⁹

Based on the results of the interviews with the informants above, it was stated that the solutions he provided were: As he did to himself, like always carrying a book and spending 15 minutes a day just reading a book.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

³⁸ Fatiyatul Muawana Amdar, State Islamic Institute Parepare, Interview by author in Parepare, (15 September 2021).

³⁹ Nurfadilah Usman, State Islamic Institute Parepare, Interview by author in Parepare, (18 September 2021).

The cause of the decline in reading literacy culture in English Education Students in the 4.0 industrial revolution era at IAIN Parepare is based on the results of observations made. The author finds that there are several kinds of difficulties experienced by English Education Students in the era of the industrial revolution 4.0, namely:

As experienced by the first informant, the difficulty he experienced was the breadth of a place to read because almost everything could be accessed via the internet, which resulted in impaired focus in reading so it was not effective if you wanted to focus on reading.

Then the informants also provide solutions that can be applied by English Education Students, one of which is to approach the reading community wherever they are, so that it can have an effect, from lazy reading to someone who likes to read.

As for the reading literacy culture of English Education Students in the 4.0 Industrial revolution era, which is seen from the results of interviews with 10 English Education Student informants, the author suggests that the reading literacy culture of English Education Students who seem to go up and down is due to various factors experienced by the students themselves. , such as the busyness factor they experience.

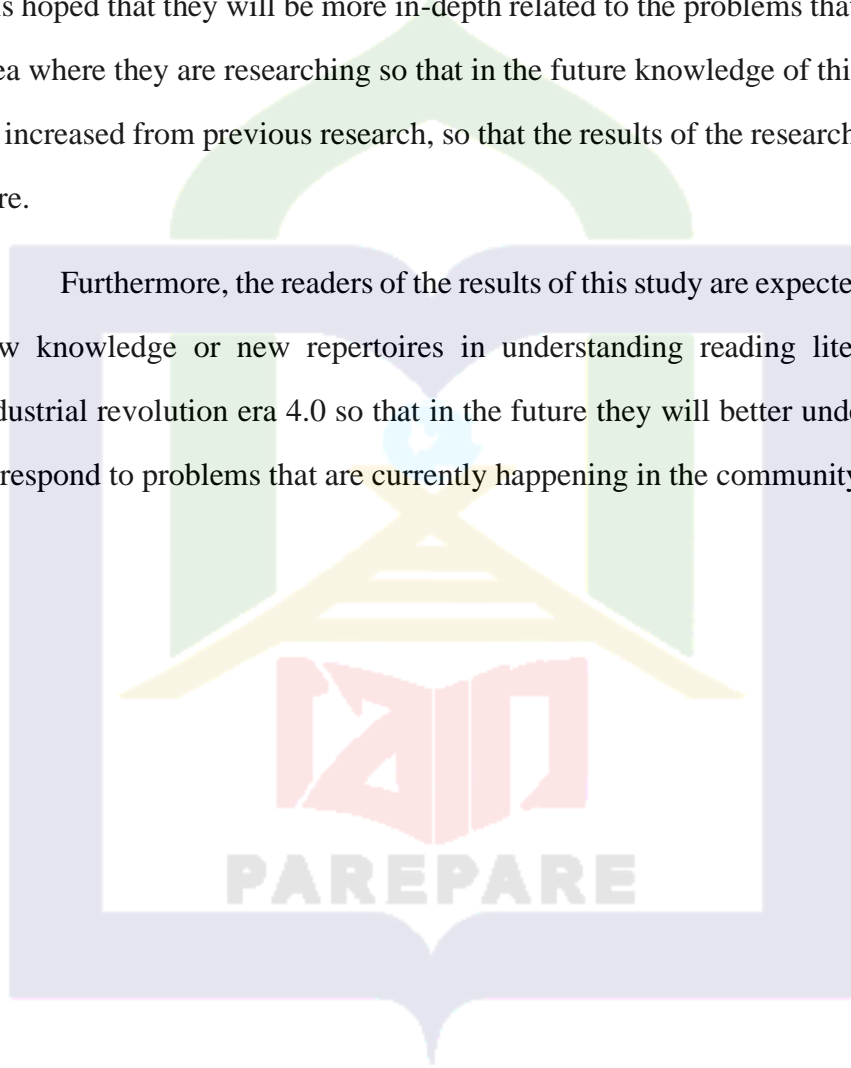
B. Suggestion

To all English Education Students who have a high interest in reading so that they remain strong individuals in living their lives in the future and start their days well. It is hoped that they do not listen to what is said by the surrounding

environment that is not constructive for themselves or does not provide benefits and draws closer to Allah SWT. and invites all English Education Students to be closer to reading literacy in the future.

For future researchers who will raise issues similar to the author's research, it is hoped that they will be more in-depth related to the problems that exist in the area where they are researching so that in the future knowledge of this matter can be increased from previous research, so that the results of the research do not stop here.

Furthermore, the readers of the results of this study are expected to provide new knowledge or new repertoires in understanding reading literacy in the industrial revolution era 4.0 so that in the future they will better understand how to respond to problems that are currently happening in the community.



BIBLIOGRAPHY

- Aini, Nur, et al. "Analisis Tingkat Literasi Lingkungan Siswa Pada Muatan Lokal Pendidikan Lingkungan Hidup." *Jurnal Pendidikan Biologi* 12.1 (2021): 40-44.
- Abidin, Yunus, Tita Mulyati, and Hana Yunansah. *Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Bumi Aksara, 2021. P. 6
- Adiputri, Ratih D. *Sistem Pendidikan Finlandia*. Kepustakaan Populer Gramedia, 2019.
- Amdar, F. M. *Kesulitan Membaca era revolusi industri 4.0*. (Anwar, Interviewer) (2021, September Rabu).
- Asrianti. *Kesulitan membaca era revolusi Industri 4.0*. (Anwar, Interviewer) (2021, September Senin).
- Bungin, Burhan. "Metode Penelitian Kualitatif, Jakarta: PT." Raja Grafindo Persada (2003).
- Bustang, D. *Kesulitan Membaca Era Revolusi Industri 4.0*. (Anwar, Interviewer) (2021, September Kamis).
- Edward, Erlin Fitria. "Perpustakaan Drive-Thru Sebagai Solusi Peningkatan Literasi Sekolah Selama Pandemi Covid-19." *Majalah Media Perencana* 2.1 (2021): 24-41.
- Elwianto. *Kesulitan Membaca Era Revolusi Industri 4.0*. (Anwar, Interviewer) (2021, September Selasa).
- Farid Ahmadi, Hamidulloh Ibda, *Media literasi sekolah: Teori dan praktik*, (CV. Pilar Nusantara, 2018). p 24-29
- Hakim, M. Nur. "Studi tingkat literasi membaca mahasiswa selama pembelajaran daring." *Bahtera Indonesia; Jurnal Penelitian Bahasa dan Sastra Indonesia* 6.1 (2021): 77-87.
- <https://www.kompas.com/edu/read/2020/12/26/160845671/asesmen-nasional-2021-apa-itu-literasi-membaca-dan-literasi-matematika>. di akses pada tanggal 10,10,2021.
- Ilmiah, Karya. "Adian, Donny Gahral.(2010). *Pengantar Fenomenologi*. Koekoesan. Aminah, S.(2019). *Pengantar Metode Penelitian Kualitatif Ilmu Politik*. Cet. Ke-1. Jakarta: Kencana Prenada Group Aw, Suranto.(2011). *Komunikasi Interpersonal*. Yogyakarta: Graha Ilmu. Burgin, Burhan.(2012). *Penelitian*

- Kualitatif. Jakarta: Kencana Prenada Media." Marriage 6.4 (2018): 385-397.
- Indriany, Leny. "*Kurangnya minat baca Siswa Sekolah Dasar.*" (2021).
- J.N, M. F. Kesulitan Membaca Era Revolusi Industri 4.0. (Anwar, Interviewer) (2021, September Minggu).
- Kalfia, Azmira Basir. *Analisis Teori Penemuan Hukum oleh Hakim Tentang Izin Poligami di Pengadilan Agama Jawa Timur*. Diss. IAIN Ponorogo, 2019.
- K Dinata, Karsoni Berta. "*Analisis Kemampuan Literasi Digital Mahasiswa.*" *Edukasi: Jurnal Pendidikan* 19.1 (2021): p. 105-119.
- Muhammad, F. Kesulitan membaca era revolusi industri 4.0. (Anwar, Interviewer) (2021, September Minggu).
- Mislawati, Mislawati. *Strategi Pembina TK-TPA Al-Izhar Al-Islami dalam Meningkatkan Kemampuan Membaca Alquran di Kelurahan Tamarunang Kecamatan Mariso Kota Makassar*. Diss. Universitas Islam Negeri Alauddin Makassar, 2018. Mislawati, Mislawati. *Strategi Pembina TK-TPA Al-Izhar Al-Islami dalam Meningkatkan Kemampuan Membaca Alquran di Kelurahan Tamarunang Kecamatan Mariso Kota Makassar*. Diss. Universitas Islam Negeri Alauddin Makassar, 2018.
- Ni Nyoman Padmadewi, Lut Putu Artini, *Literasi di Sekolah, dari Teori ke Peraktik*, (Badung, Bali: NILACAKRA Publishing House, 2018), p. 31-32.
- Prasetyo, Djoko, et al. "*Keterampilan Literasi Informasi Mahasiswa Menurut Standar Kompetensi Literasi Informasi Association Of College & Research Libraries (ACRL).*" *BACA: Jurnal Dokumentasi Dan Informasi* 39.1 (2018): 37.
- Putra, Edo Maha. *PERILAKU MAHASISWA DALAM MENGAKSES BERITA ONLINE (Studi Pada Perilaku Mahasiswa UMM Jurusan Ilmu Komunikasi Konsentrasi Jurnalistik Angkatan 2013)*. Diss. University of Muhammadiyah Malang, 2018.
- Prasetyo, Djoko, et al. "*Keterampilan Literasi Informasi Mahasiswa Menurut Standar Kompetensi Literasi Informasi Association Of College & Research Libraries (ACRL).*" *BACA: Jurnal Dokumentasi Dan Informasi* 39.1 (2018): 49.
- Rahman, A. Kesulitan Membaca Era Revolusi Industri 4.0. (Anwar, Interviewer) (2021, Septembar Jum'at).

- Rosadi dan Kemas Imron, "Literasi Pendidikan Agama Islam (Kebijakan dan Penerapan) di SMA Kota Jambi," *Jurnal An-Nahdhah* 12, no 2, (2018): p. 4.
- Ravelo, L. C. (2013). *The Use of Comic Strips as A Means of Teaching History in the EFL Class: Proposal of Activiies Based on Two Historical Comics Strips Adhering to the Principles of CLIL*. *Latin American Journal of Content and Language Integral Learning*, 1-19.
- Rubin, D. 2011. *A Practical approach to teach Reading*. Boston: Allyn dan Bacon.
- Ruddle, M. R. 2005. *Teaching Content Reading and Writing*. New Jersey: John Wiley & Sons, Inc.
- Razak, M. R. Kesulitan membaca era revolusi industri 4.0. (Anwar, Interviewer) (2021, September Jum'at).
- Syofian, Amir. "Strategi Pembelajaran Bahasa Indonesia Berbasis Literasi di Era Revolusi Industri 4.0." *Jurnal Pendidikan Islam Al-Affan* 2.1 (2021): 53-60.
- Sari, Esti Swatika, and Setyawan Pujiono. "Budaya Literasi di Kalangan Mahasiswa FBS UNY." *Litera* 16.1 (2017).
- Subakti, Hani, Siska Oktaviani, and Khotim Anggraini. "Implementasi gerakan literasi sekolah pada masa pandemi covid-19 dalam meningkatkan minat baca siswa sekolah dasar." *Jurnal Basicedu* 5.4 (2021): p. 2489-2495.
- Sudarwan, Danim. "Menjadi Peneliti Kualitatif." Bandung: Pustaka Setia (2002).
- Singarimbun, Masri, and Sofian Effendi. "Metode penelitian survai." (2019).

APPENDICES



PEDOMAN WAWANCARA

Berikut pedoman wawancara sebagai instrument penelitian :

1. Identitas (nama, umur).
2. Gendre buku apa yang anda suka dalam membaca pada era revolusi industri 4.0 ?
3. Apa dampak yang ditimbulkan seseorang dalam membaca pada era rovolusi industri 4.0 ?
4. Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era rovolusi industri 4.0 ?
5. Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
6. Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
7. Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industry 4.0 ?
8. Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industry 4.0 ?
9. Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
10. Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
11. Menurut anda seberapa penting membaca dalam hidup kalian pada era rovolusi industri 4.0 ?
12. Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
13. Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?

14. Bagaimana Budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
15. Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era rovolusi industri 4.0 ?



TRANSKIP WAWANCARA

1. Nama : Dirgahayu Bustang
 Umur : 21 Tahun
 Hari/Tanggal : 09 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?

Dirgahayu Bustang: Dampak positif : Menambah ilmu pengetahuan dan menambah wawasan literasi. Dampak Negatif : Ilmu pengetahuan yang didapatkan memiliki kemungkinan tidak terlalu valid karena di era revolusi industri 4.0 terdapat banyak informasi-informasi yang belum jelas keberadaannya.

- b) Anwar: Gendre buku apa yang anda suka dalam membaca pada era revolusi industri 4.0 ?

Dirgahayu Bustang: Dalam dunia baca, yang dimana terdapa dua genre yaitu fiksi dan Nonfiksi, tentunya seperti yang selalu saya geluti dalam membaca, maka saya akan lebih memilih gande Nonfiksi, yang tentunya lebih mudah saya pahami.

- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?

Dirgahayu Bustang: ada beberapa kesulitan yang saya alami pada saat membaca di era revolusi industri 4.0 misalnya luasnya wadah untuk membaca sehingga informasi yang di dapatkan tidak terfokus pada satu titik, sosial media saat ini yang seringkali dipakai untuk membaca terkadang tidak terlalu valid kebenarannya, dan gawai yang dipakai untuk membaca kurang efektif apabila saya ingin fokus membaca,

- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?

Dirgahayu Bustang: Ketika saya menemukan kesulitan dalam membaca maka hal pertama yang saya lakukan yaitu mencari seseorang yang telah menghabiskan buku tersebut kemudian melakukan tukar pikiran bersama orang tersebut, tetapi jika tidak menemukan orang tersebut maka saya akan mencari senior-senior yang menurut saya bisa memberikan saya pemahaman tentang buku yang telah saya baca.

- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?

Dirgahayu Bustang: Saya memanfaatkan berbagai macam tekhnologi ketika ingin membaca, contohnya menggunakan gawai ketika situasi dan kondisi tidak memungkinkan untuk menggunakan buku.

- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industry 4.0 ?

Dirgahayu Bustang: Jadi ketika saya merasa bosan dalam membaca maka saya terlebih dahulu memanggil teman saya untuk pergi refresing, seperti pergi ke warkop atau melakukan hal-hal yang membuat saya tidak bosan dalam membaca.

- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industry 4.0 ?

Dirgahayu Bustang: Adaptasi yang saya lakukan adalah mencoba memahami dan mensyukuri kelebihan yang diperoleh dari era revolusi industri 4.0.

- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Dirgahayu Bustang: Dengan cara, menyisihkan beberapa jam khusus untuk membaca seperti pada saat ingin istirahat di malam hari atau ketika ingin melanjutkan aktivitas di pagi hari.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Dirgahayu Bustang: Memanfaatkan platform yang tersedia digawai untuk mencari informasi yang valid.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Dirgahayu Bustang: Tentunya membaca itu sangat penting pada era saat ini, dikarenakan kita dituntut untuk mengetahui berbagai ilmu pengetahuan maka solusi untuk mengatasi masalah tersebut yaitu dengan membaca.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Dirgahayu Bustang: Dengan membuat diri senyaman mungkin ketika ingin membaca dan mensugesti diri sendiri untuk memahami sebuah bacaan.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Dirgahayu Bustang: Jadi ketika saya telah menghabiskan buku bacaan saya maka saya akan pergi kesenior-senior untuk melakukan diskusi, atau mendiskusikannya bersama dengan teman-teman komunitas.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Dirgahayu Bustang: Menurut saya, budaya literasi membaca di Mahasiswa PBI terkesan fluktuatif karena memang kondisi yang menyebabkan demikian, contohnya apabila tugas sudah sangat menumpuk, maka bacaannya terbengkal tetapi apabila ada waktu luang, maka mereka terkadang melanjutkan bacaannya walaupun kadang beberapa halaman
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?
Dirgahayu Bustang: Solusi yang saya berikan adalah kita harus membuat sebuah lingkungan atau dalam hal ini perkumpulan yang dimana perkumpulan tersebut terfokus pada peningkatan wawasan literasi atau ilmu pengetahuan, kemudian mengatur jadwal yang baik agar semua anggotanya tercover dengan maksimal, dan yang paling penting adalah konsisten terhadap apa yang telah dilakukan.

2. Nama : Arif Rahman
Umur : 22 Tahun
Hari/Tanggal : 10 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?
Arif Rahman: Wawasan dan pengetahuan lebih meluas.

- b) Anwar: Genre buku apa yang anda sukai dalam membaca pada era revolusi industri 4.0 ?
Arif Rahman: Genre buku yang lebih mudah untuk saya pahami yah, tentunya sesuai dengan yang teman-teman Cabaca sering lapakkan yaitu buku Nonfiksi.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Arif Rahman : Kalau dari saya, kesulitan yang dihadapi ya sesuai dengan apa yang saya alami yaitu kemalasan, yang kedua kebiasaan.
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
Arif Rahman: Ketika saya menemukan hal tersebut maka saya akan melakukan diskusi bersama dengan anak-anak Cabaca terlebih dahulu, yang menurut saya mereka bisa untuk memberikan arahan kepada saya.
- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Arif Rahman: Kalau menyesuaikan sih rata-rata orang menggunakan teknologi dalam membaca karena karena mudah diakses jadi seperti itu juga yang saya lakukan.
- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industry 4.0 ?
Arif Rahman: Ketika saya bosan dalam membaca maka saya akan memanggil teman-teman dari komunitas Cabaca untuk pergi refreasing, atau pergi ke warkop untuk santai-santai.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industry 4.0 ?
Arif Rahman: Dari penggunaan teknologi, informasi atau bacaan dapat diakses dengan mudah, baik itu berupa ebook, arikel, dll.
- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Arif Rahman: Saya hanya fleksibelkan saja, mungkin kalau lagi free time biasa baca-baca artikel-artikel berita atau novel via elektronik.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Arif Rahman: Kalau saya memahami bacaan, saya membaca ulang untuk memahami isi konten bacaan.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Arif Rahman: Dengan adanya sebuah komunitas Cabaca maka membuat kita lebih mudah dalam mencari buku yang kita mau tentunya, sehingga menurut saya membaca itu adalah hal yang paling penting dalam kehidupan seseorang.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Arif Rahman : Dengan Mungkin saya lebih fokus ketika membaca dan memahami bacaan.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Arif Rahman: Tentunya disini saya memanfaatkan situasi yang ada yaitu dengan mendiskusikannya dengan teman-teman Cabaca karena menurut saya mereka lah patokan saya dalam membaca.

m) Anwar : Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?

Arif Rahman: yang saya amati budaya literasi membaca mulai meningkat, apalagi ada komunitas cabaca yang biasa melapak di area kampus, hal ini dapat meningkatkan minat baca Mahasiswa, tidak hanya Mahasiswa PBI akan tetapi seluruh Mahasiswa IAIN Parepare

n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era rovolusi industri 4.0 ?

Arif Rahman: Selain adanya komunitas Cabaca yang dapat meningkatkan minat baca Mahasiswa tentunya kesadaran diri sendiri tentang pentingnya membaca pada era sekarang karena dapat memperkaya pengetahuan dan pemahaman umum kita disegala aspek.



3. Nama : Muh Firmansyah J.N.
Umur : 22 Tahun
Hari/Tanggal : 12 September 2021

Pertanyaan :

a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?

Muh Firmansyah J.N: Menurut saya dampak yang ditimbulkan yaitu bisa berupa dampak positif dimana ketika seseorang memiliki kebiasaan untuk senantiasa membaca dan membudayakan literasi kita dapat secara tidak langsung untuk senantiasa belajar dan mendapat informasi tanpa bertanya ataupun tanpa melibatkan orang lain secara langsung dan berkomunikasi lewat tulisan.

- b) Anwar: Genre buku apa yang anda sukai dalam membaca pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Jadi kalau saya pribadi lebih suka membaca berbagai macam genre mau itu fiksi ataupun Nonfiksi.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Jadi menurut saya kesulitan yang muncul itu bisa berupa aktivitas-aktivitas ataupun kesibukan-kesibukan yang lain misalkan, aktivitas di komunitas, ataupun aktivitas sehari-hari. Misalkan ada yang hobi menggambar mungkin dia lebih memilih untuk menggambar ataupun menonton film dan belajar kosakata disana bagai anak yang pegiat bahasa misalkan tapi itu lebih ke faktor lain yang menghambat orang untuk membaca, adapun kesulitan lain misalnya kesulitan dalam memahami, misalnya buku filsafat yang sulit untuk dipahami.
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Saya pribadi ketika menemukan kesulitan yang saya alami maka saya akan melakukan diskusi dengan teman-teman terlebih dahulu, tetapi disini teman yang menurut saya sudah bisa memberikan arahan tentang bahan bacaan saya, dan tentunya ia juga adalah seseorang yang gemar dalam membaca dan memiliki wawasan luas.
- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Pada faktanya kebetulan saya juga merupakan salah satu dari anggota komunitas Cabaca Parepare, kami melihat bahwa orang-orang di era revolusi industri ini dimana sebagai era digitalisasi lebih banyak memilih untuk nongkrong dan tunduk pada hp nya dan membuat konten-konten yang seperti video di youtube, instagram, dll. Ketimbang membaca. Dengan tetap berpegang teguh dalam prinsip saya misalkan saya suka belajar dalam tulisan dalam arti saya bisa berkomunikasi dengan penulis secara tidak langsung tetapi melalui bahasa tulisan yang penulis sajikan, jadi saya bisa berkomunikasi lewat situ dan prinsip saya bahwa saya bisa mempelajari fikiran orang lain melalui tulisannya.
- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Ketika saya merasa bosan dalam membaca maka ada beberapa langkah yang akan saya lakukan seperti melakukan diskusi dengan teman-teman terlebih dahulu, akan tetapi disini diskusi yang kami lakukan berada di tempat-tempat yang bisa membuat otak saya bisa lebih rileks, dan setelah mendiskusikannya maka saya bisa lagi membaca buku bacaan saya.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Cara saya beradaptasi pada era ini adalah dimana era ini dikenal sebagai era digitalisasi ketika kita dulunya sering membaca melalui buku yang cetakan, sekarang ini lebih ke file seperti pdf misalnya atau di aplikasi-aplikasi khusus membaca, jadi saya biasanya membaca di pdf jadi lebih simple dibawa kemana-mana bukan berupa bentuk buku cetakan yang sifatnya sensitif seperti kalau kita sedang minum sambil baca buku takutnya minuman kita tumpah bukunya basah dan rusak kalau di hp tinggal di lap.

- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Muh Firmansyah J.N: Menurut saya mengatur waktu membaca itu tidak termasuk mengatur waktu karena membaca saya tidak punya jadwal khusus untuk membaca namun membaca sebagai hobi ketika saya memiliki waktu luang dan memiliki mood yang baik kemudian membaca tapi ketika saya lebih butuh untuk menggambar saya, saya menggambar. Jadi saya tidak mengatur waktu tapi saya meluangkan waktu untuk membaca.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Muh Firmansyah J.N: Jadi satu langkah yang saya lakukan dalam kesulitan memahami bacaan yaitu, saya sering membawa handphone dan handphone saya fasilitasi dengan aplikasi KBBI dimana ketika saya kesulitan dalam memahami kata atau bahasa saya mencari arti dan definisi dari arti kata tersebut kemudian di telaah kembali melalui pikiran.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Membaca itu sangat penting tentunya, dimana kita mampu untuk beradaptasi pada era milenial saat ini dan tidak menutup kemungkinan membaca akan dimasukkan dalam sebuah kurikulum pembelajaran nantinya karena merupakan sesuatu yang sangat penting.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Muh Firmansyah J.N: Jadi cara saya untuk mengontrol diri ketika kondisi saya membaca buku yang sulit untuk dipahami misalkan kemarin saya membaca buku novel kemudian hari ini saya membaca buku filsafat tentu nuansanya dan bebannya saat berfikir itu beda, buku filsafat cenderung lebih berat untuk difikirkan jadi cara saya sendiri saat itu adalah dengan misalkan membaca satu kalimat yang sulit untuk saya pahami saya tutup buku dulu kemudian merenungi kalimat tersebut dan apabila ketika saya menemukan kata tidak saya pahami saya kembali buka KBBI.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Muh Firmansyah J.N: Kalau saya ketika telah menghabiskan buku terkadang saya hanya mendiskusikannya dengan diri sendiri, ketika hal tersebut menurut saya bisa saya nalar dengan sendirinya.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Muh Firmansyah J.N: jika menanyakan pendapat pribadi saya tidak bisa memberikan data konkrit tentang hal tersebut, saya hanya memberikan yang saya pandang dari kacamata saya bahwa budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris pada era revolusi industri 4.0 khususnya dari angkatan 2017 hingga 2018 mungkin sudah lebih akrab dengan saya pribadi saya memandang bahwa mayoritas Mahasiswa Pendidikan Bahasa Inggris itu lebih akrab dengan bacaan-bacaan bahasa Indonesia yang dimana kemudian seharusnya menjadi batu loncatan untuk meningkatkan literasi untuk membentuk pribadi kita sebagai pelajar bahasa Inggris tapi diam di Bahasa Indonesia itu sendiri, jadi menurut saya minat baca Mahasiswa Pendidikan Bahasa Inggris masih tahap menengah ke bawah
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?

Muh Firmansyah J.N: Jadi untuk solusi membaca ini langkah awal saya untuk tetap mencintai membaca itu dengan mencari sesuatu yang disukai, misalnya seseorang suka tentang menggambar, jadi biasanya orang membaca buku tentang panduan menggambar misalkan ataupun yang suka kisah romansa membaca novel, kemudian dikaitkan dengan revolusi industri 4.0 ini mungkin bisa disebar melalui ee file-file pdf atau melalui link google drive yang berisikan tentang konteks-konteks bacaan yang kurang lebih banyak diminati Mahasiswa Pendidikan bahasa Inggris, karena kalau secara detail saya tidak bisa menyebutkan karena saya tidak paham betul bacaan seperti apa mayoritas bacaan Pendidikan bahasa Inggris itu sukai. Terima Kasih.

4. Nama : Elwianto
Umur : 22 Tahun
Hari/Tanggal : 14 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?
Elwianto: Tentunya bisa meningkatkan kualitas Intelektual seseorang.
- b) Anwar: Gendre buku apa yang anda sukai dalam membaca pada era revolusi industri 4.0 ?
Elwianto: Kalau saya lebih suka buku fiksi yah, tapi saya tetap mengimbangi dengan buku-buku Non fiksi.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Elwianto: kalau saya secara pribadi kesulitan yang saya alami toh karena kondisi daerah yang tidak memungkinkan serta faktor jauhnya tempat tinggalku dari kota, bisa dibilang saya tinggal di daerah terpencil atau pelosok desa yang susah untuk mendapatkan jaringan sehingga saya kalau membaca buku di era industri 4.0 sangat susah.
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
Elwianto: Ketika saya menemukan masalah maka langkah awal yang saya lakukan yaitu merenungi sendiri kata-kata yang ada dalam buku tersebut, ketika nalar saya

sudah tidak bisa untuk menjangkau nya maka saya akan meminta teman saya untuk meluruskan bahan bacaan saya.

- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Elwianto: Pastinya selalu mengikuti setiap keadaan yang ada, misalnya harus mengikuti zaman saat ini.
- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?
Elwianto: Ketika saya merasa bosan maka hal yang saya lakukan yaitu dengan pergi mencari sesuatu yang bisa membuat otak saya lebih tenang.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?
Elwianto: Sebagai Mahasiswa tentunya mampu beradaptasi dengan situasi yang ada misalnya lingkungannya giat dalam membaca tentunya orang lain akan ikut dengan membaca walaupun tidak suka dalam membaca.
- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Elwianto: Cara saya yaitu meluangkan beberapa menit dalam sehari dalam membaca tentunya.
- i) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Elwianto: Membaca merupakan hal yang paling penting, karena dengan membaca maka akan mengetahui apa yang seseorang sampaikan dalam bentuk tulisan.
- j) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Elwianto: Tentunya dengan membaca melalui dari buku-buku yang saya sukai terlebih dahulu agar ketika membaca buku yang orang lain anggap susah di pahami maka bagi saya adalah itu hal mudah.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Elwianto: Jadi cara saya mengontrol diri yaitu dengan selalu bersama teman-teman yang bisa mendorong saya dalam hal membaca, misalnya saja ikut dengan komunitas cabaca yang bisa mengatasi kesulitan saya dalam membaca.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Elwianto: Ketika saya telah menghabiskan buku bacaan saya maka hal yang saya lakukan adalah mendiskusikan dengan teman sebaya yang menurut saya telah memiliki kapasitas pemikiran yang mampu mengarahkan saya.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Elwianto: kalau saya budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris begitu-begitu sajaja karena ruangnya toh tidada tempat cari referensi Bahasa Inggris atau mau cari novel-novel Bahasa Inggris dan kekurangannya itu satu karena tidada perpustakaan di Tarbiyah.
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?
Elwianto: kalau saya solusinya toh kan dalam membaca pada era revolusi industri 4.0 sangat berkaitan dengan teknologi jadi, ketika kondisi jaringan menunjang dalam mengakses buku-buku melalui google maka bagi saya bisa menunjang meningkatkan minat baca.

5. Nama : Muhammad Ridha Razak
Umur : 23 Tahun
Hari/Tanggal : 17 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Seseorang akan dipermudah dalam membaca tentunya dikarenakan adanya peningkatan-peningkatan tertentu pada hal tersebut.
- b) Anwar: Genre buku apa yang anda sukai dalam membaca pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Genre buku saya yaitu Non fiksi sebab saya masih pemula dalam membaca.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: saya mengalami kesulitan membaca di era revolusi industri 4.0 karena terkadang sulit untuk beradaptasi dengan apa yang kita baca dikarenakan komposisi bacaan yang tidak sesuai dengan apa yang kita butuhkan.
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Kalau saya pastinya akan mendiskusikan dengan teman-teman atau dengan senior-senior di kampus.
- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Tentunya dengan membaca suatu bacaan yang memang menjadi apa yang kita butuhkan.
- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?

- Muhammad Ridha Razak: Ketika saya merasa bosan maka saya akan menyimpan buku tersebut dan pergi jalan-jalan.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Dengan memposisikan diri sesuai dengan literasi bacaan.
- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Muhammad Ridha Razak: Dengan mengindahkan waktu luang disela-sela rutinitas.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Muhammad Ridha Razak: Dengan membaca suatu bacaan dengan cara berulang-ulang, dan tentunya dengan menelaah baik-baik isi bacaan.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Pasatinya sangat penting, karena membantu seseorang agar memiliki pengetahuan yang luas.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Muhammad Ridha Razak: Rehatkan diri sejenak.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Setelah menghabiskan buku biasanya saya mendiskusikan dengan teman-teman sekitar saya.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Muhammad Ridha Razak: Mungkin budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris masih belum maksimal,
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?
Muhammad Ridha Razak: Dengan mengedepankan membaca bacaan sesuai dengan apa yang menjadi kebutuhan kita.

PAREPARE

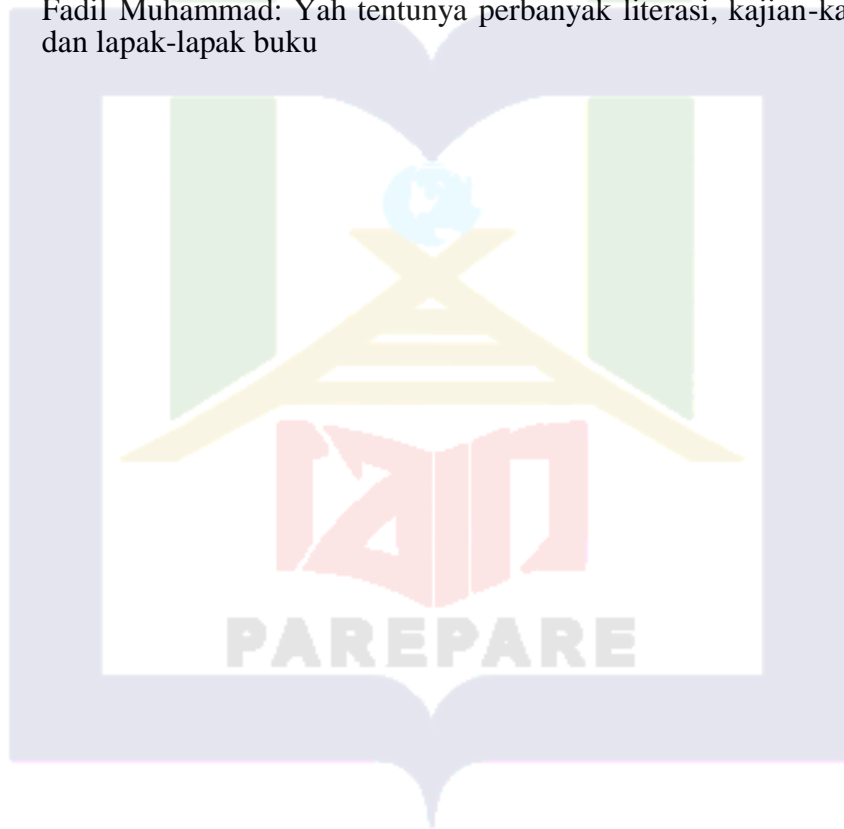
6. Nama : Fadil Muhammad
Umur : 21 Tahun
Hari/Tanggal : 19 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?
Fadil Muhammad: Jadi adapun dampaknya tentunya membaca adalah sangat penting dan luar biasa tentunya dapat menambah wawasan dan pengetahuan.
- b) Anwar: Gendre buku apa yang anda suka dalam membaca pada era revolusi industri 4.0 ?
Fadil Muhammad: Jadi kalau masalah pemilihan gendre buku, tentu untuk lebih bisa memudahkan saya dalam membaca, maka saya memilih buku bergendre Nonfiksi.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Fadil Muhammad: jadi tentunya kesulitan yang membuat kita malas membaca seperti yang kita ketahui bahwasanya kita terperangkap dalam dunia gadget, dimana semestinya gadget tersebut menjadi hal yang positif malah menjadi hal yang negatif, kenapa saya mengatakan demikian ? karena terkadang kita banyak membuang-buang waktu di dunia gadget bukan dalam bentuk membaca tapi dalam dunia game dan sosial media.
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
Fadil Muhammad: Tentunya ketika saya mengalami kesulitan dalam membaca maka saya mendiskusikannya dengan senior yang tentunya bisa membimbing saya dalam membaca dan kemudian melakukan diskusi dengan teman-teman yang menurut saya bisa menambah wawasan saya.
- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Fadil Muhammad: Tentunya untuk menyesuaikan diri dengan lingkungan sekitar bagaimana caranya kita tetap update artinya apa kita tidak tertinggal zaman seperti itu. Kita harus menyesuaikan dengan zaman seperti itu jadi apa yang dilakukan sekitar kita positif dan baik untuk diri kita sendiri tentunya kita harus melakukan hal tersebut karena kapan kita tidak berkembang sesuai dengan beriringnya perkembangan zaman maka kita akan ketinggalan.

- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?
Fadil Muhammad: Jadi tentunya ketika saya merasa bosan dalam membaca maka langkah yang saya lakukan untuk mengatasi masalah tersebut yaitu dengan menyimpan buku tersebut di dalam tas saya dan kemudian saya hanya membawanya saja setiap saya pergi kemanapun, maka hal ini yang terus saya lakukan agar ketika malas dalam membaca ternyata ada buku yang harus saya habiskan kemudian pindah ke buku yang lainnya.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?
Fadil Muhammad: Yah kalau beradaptasi saya rasa justru lebih mempermudah kita melakukan literasi di era revolusi industri karena apa lagi-lagi saya sampaikan bahwasanya semua sudah ada di dalam gadget, mau kita latihan menulis, latihan berbuat tulis, puisi dan semacamnya saya pikir itu mudah untuk beradaptasi karena kita tau perkembangan zaman melalui gadget.
- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Fadil Muhammad: Nah, saya pikir ini adalah hal yang paling penting kita ketahui bagaimana caranya mengatur waktu di era revolusi industri sekarang, tentunya kalau bagi saya pribadi saya pernah menjadwalkan pokoknya minimal satu hari itu membaca 15 menit, membaca buku seperti itu karena sepengetahuan kita bersama kapan kita tidak jadwalkan cara membaca kita maka kita akan keasyikan bermain hp, maka kemarin saya itu membuat jadwal, pokoknya 15 menit untuk membaca, itu minimal, maksimal lewat dari 15 menit itu boleh.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Fadil Muhammad: Sebenarnya mudah sekali yah ketika kita mendapatkan sebuah bacaan yang sulit kita pahami, tentunya yang pertama ada yang namanya google silahkan cari di google cari pengertian dan hubungannya terlebih lagi saya pikir kalau di dunia kampus kita tidak akan kehabisan ilmu atau kita tidak akan kehabisan sumber pengetahuan ilmu, karena sebelum-sebelumnya banyak senior-senior kita yang bisa kita temani untuk sharing atau mencari pengetahuan-pengetahuan juga, misalnya ketika kita membaca buku dan kita tidak pahami saya pikir itu kita bisa garis bawahi lalu kita bawakan pada senior untuk diskusi, atau dengan teman-teman untuk mencari apa sebenarnya maksud dari pada buku ini.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Fadil Muhammad: Membaca merupakan sesuatu yang begitu penting dalam diri seseorang karena dengan membaca maka pengetahuan seseorang akan bertambah dan tentunya menjadi sebuah point besar bagi orang tersebut agar bisa menjadi orang yang sukses kedepannya dan juga membaca dapat melatih seseorang agar bisa terampil dalam berbicara dimuka umum.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Fadil Muhammad: Tentunya kalau mengontrol kesulitan-kesulitan dalam membaca saya pikir, banyak yah kesulitan, apalagi kalau kita tidak memahami apa maksud dari pada buku itu sendiri, jadi kalau saya secara pribadi kalau ada hal-hal yang tidak saya ketahui kadang saya tulis di buku atau saya garis bawahi bahwasanya ini hal-hal yang tidak saya pahami. Dan

- tentunya kalau ada yang tidak saya pahami yah itu lagi saya pasti akan diskusikan dan bawa ke orang-orang tertentu apa makna dari buku ini.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Fadil Muhammad: Jadi ketika saya telah menghabiskan buku bacaan saya maka saya akan mencari senior-senior yang memiliki kapasitas untuk mengarahkan saya dalam membaca, atau mencari teman yang juga pecinta buku agar bisa mengarahkan saya dalam membaca buku.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Muhammad Ridha Razak: kalau persoalan pertanyaan nomor 9 saya kurang tau dengan budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris di era revolusi industri 4.0 apalagi 2 tahun belakangan ini kuliah kita kuliah online kurang bertatap muka seperti itu, jadi saya kurang memahami budaya literasi membaca Mahasiswa Pendidikan bahasa Inggris.
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?
Fadil Muhammad: Yah tentunya perbanyak literasi, kajian-kajian diskusi, dan lapak-lapak buku



7. Nama : Wahyudi
Umur : 22 Tahun
Hari/Tanggal : 11 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?

Wahyudi: Tentunya begitu banyak dampak yang ditimbulkan dalam membaca, seperti seseorang akan menemukan sebuah pengetahuan yang baru tentunya, dan pastinya dapat meningkatkan intelektual seseorang.

- b) Anwar: Genre buku apa yang anda sukai dalam membaca pada era revolusi industri 4.0 ?

Wahyudi: Kalau genre buku, saya masih tetap memilih buku yang Non fiksi, hanya terkadang saya pun membaca buku yang fiksi agar kemampuan daya analisis saya meningkat.

- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?

Wahyudi: kesulitan membaca yang saya alami di era revolusi industri 4.0 karena faktor lingkungan sekitar saya yang malas membaca sehingga membuat saya menjadi malas, padahal awalnya saya sangat gemar dalam membaca, namun akhir-akhir ini saya sudah sangat jarang membaca karena pergaulan.

- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?

Wahyudi: Tentunya langkah awal yang saya lakukan yaitu mendiskusikan dengan teman-teman yang ada di komunitas dan kemudian dengan teman-teman yang setu tempat tinggal dengan saya.

- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?

Wahyudi: Jadi cara saya menyesuaikan diri yaitu dengan selalu membaca buku, misalnya ketika ada waktu luang untuk membaca maka saya akan membaca.

- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?

Wahyudi: Kalau saya sendiri jarang merasa bosan dengan buku-buku karena menurut saya buku itu adalah guru yang dapat memberikan sebuah pengetahuan baru tanpa mengikuti jenjang pendidikan.

- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?

Wahyudi: Jadi cara saya yaitu dengan mengetahui berbagai buku yang bisa diakses melalui media, dan tentunya mudah untuk dipahami.

- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?

Wahyudi: Dengan meluangkan waktu sebanyak 30 menit dalam sehari untuk membaca.

- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?

Wahyudi: Tentunya dengan melakukan diskusi dengan teman-teman lain yang dianggap mampu untuk memberikan solusi terhadap apa yang telah dibaca.

- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Wahyudi: Kalau saya membaca begitu penting karena dengan membaca seseorang dapat menambah pengetahuan melalui apa yang dia baca.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Wahyudi: Agar kesulitan-kesulitan bisa diatasi maka hal yang perlu kita lakukan adalah dengan membudayakan kebiasaan membaca terlebih dahulu.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Wahyudi: Setelah saya menghabiskan buku bacaan saya maka saya akan mendiskusikan dengan teman-teman sekitar saya karena teman-teman saya adalah orang-orang literasi jadi menurut saya mereka mampu memberikan arahan kepada saya.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Wahyudi: jadi budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris itu bisa dikatakan hanya 0,1 % dibandingkan dari banyaknya Mahasiswa Pendidikan Bahasa Inggris sebab dari hasil ngelapak beberapa bulan yang lalu banyak bisa dikatakan Mahasiswa yang duduk dan membaca itu kebanyakan Mahasiswa yang bukan dari Mahasiswa Pendidikan Bahasa Inggris.
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?
Wahyudi: kalau saya solusinya untuk meningkatkan minat baca pada era revolusi industri 4.0 yaitu kemauan dari dalam diri orang itu sendiri, kalau misalnya diajak untuk suka membaca maka saya pikir agak susah karena pasti banyak alasannya kalau nda suka membaca, jadi intinya tergantung kesadaran dirinya sendiri untuk meningkatkan minat bacanya.

8. Nama : Asrianti
Umur : 23 Tahun
Hari/Tanggal : 13 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?

- Asrianti: Dampak yang ditimbulkan membaca pada era revolusi industri sekarang yaitu lebih luasnya pengetahuan yang diperoleh dari membaca.
- b) Anwar: Genre buku apa yang anda sukai dalam membaca pada era revolusi industri 4.0 ?
Asrianti: Genre buku saya yaitu buku Nonfiksi dikarenakan saya malas dalam membaca.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Asrianti: Kendala yang saya hadapi dalam membaca yaitu saya cepat bosan dan mengantuk jika membaca suatu buku tanpa adanya gambar dalam buku tersebut.
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
Asrianti: Kalau saya ketika menemukan masalah dalam membaca maka saya akan mendiskusikan dengan teman-teman kemudian ke komunitas yang ada.
- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Asrianti: Cara menyesuaikan diri dengan lingkungan sekitar yaitu selalu menerima ajakan untuk membaca bersama meskipun cepat bosan setidaknya dengan membaca bersama memberikan sebuah suasana yang berbeda.
- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?
Asrianti: Kalau saya memang cepat bosan dalam membaca, maka untuk masalah ini solusi saya hanya meminta buku yang memiliki gambar untuk dibaca.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?
Asrianti: Cara saya beradaptasi yaitu dengan lingkungan literasi membaca yaitu dengan menerima ajakan membaca ketika diajak oleh literasi membaca.
- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Asrianti: Cara mengatur waktu saya agak sulit bahkan jarang. Karena saya tidak terlalu suka membaca.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Asrianti: Keterampilan yang saya lakukan dalam menghadapi kesulitan yang saya temui pada saat membaca yaitu dengan menggambarkan keadaan, kejadian, lokasi, ataupun masalah dari suatu bacaan yang saya baca ketika dalam buku yang saya baca tersebut tidak memiliki gambar satupun.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Asrianti: Sangat penting menurut saya karena dapat memberikan ilmu pengetahuan baru kepada seseorang tanpa mengikuti jenjang pendidikan.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Asrianti: Cara yang saya lakukan agar dapat mengendalikan diri menghadapi kesulitan yang saya alami pada saat membaca yaitu dengan meluangkan waktu lebih banyak untuk membaca, semisal dalam satu hari saya harus membaca setidaknya 3 paragraf.

- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Asrianti: Ketika saya telah membaca buku maka saya akan mendiskusikannya dengan senior-senior.
- m) Anwar : Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Asrianti: menurut saya budaya literasi membaca Mahasiswa Pendidikan Bahasa Inggris pada era revolusi industri 4.0 ada yang memiliki budaya literasi membaca yang tinggi ada juga yang rendah, ini hanya kesimpulan umum karena sebelumnya saya tidak pernah sama sekali mengawasi ataupun menilai minat baca Mahasiswa dikarenakan saya sendiri tidak terlalu suka membaca
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era rovolusi industri 4.0 ?
Asrianti: solusinya yang dapat saya berikan dalam meningkatkan minat baca Mahasiswa pendidikan bahasa Inggris yaitu dengan seringnya mengadakan lapak baca yang menarik agar Mahasiswa lebih tertarik lagi untuk meningkatkan kualitasnya dengan membaca

9. Nama : Fatiyatul Muawanah Amdar
Umur : 21 Tahun
Hari/Tanggal : 15 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Bertambahnya wawasan pengetahuan.
- b) Anwar: Gendre buku apa yang anda suka dalam membaca pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Gendre buku saya hanyalah Nonfiksi yang menurut saya mudah untuk saya pahami.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Pengaruh social media yang tinggi, kurangnya minat dan motivasi dari diri sendiri dan orang lain serta ketersediaan bacaan.

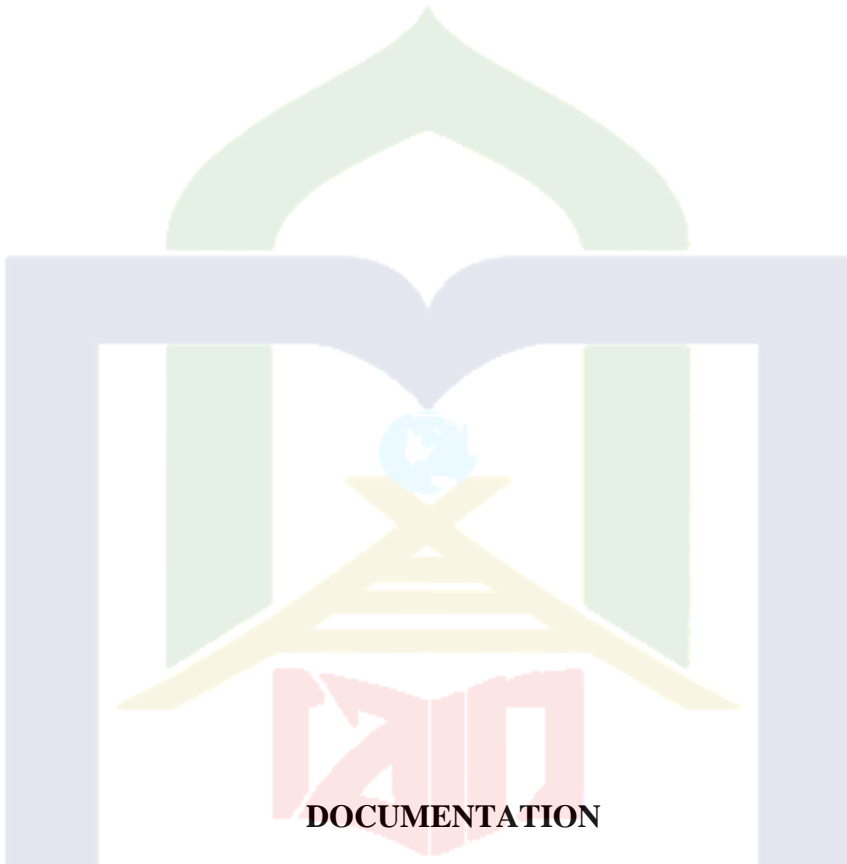
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Jadi ketika saya menemukan masalah dalam membaca maka saya akan mendiskusikannya dengan orang tua saya dan kemudian bersama teman-teman saya melalui whatsapp.
- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Meluangkan waktu untuk membaca di rumah.
- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Ketika merasa bosan yah pasti saya akan pergi jalan-jalan untuk merefreshing otak saya.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Mengikuti kegiatan yang dapat memicu saya untuk membaca seperti : kuliah, komunitas baca, bedah buku, dan webinar.
- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Fatiyatul Muawanah Amdar: Membuat schedule membaca buku.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Fatiyatul Muawanah Amdar: Bertanya ke ahlinya atau melakukan diskusi/bedah buku dengan teman dan orang lain.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Membaca itu sangat penting.
- k) Anwar: Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Fatiyatul Muawanah Amdar: Mencari solusi di google atau melewati bacaan tersebut.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Ketika buku bacaan saya telah selesai maka saya akan mendiskusikannya dengan teman-teman atau dengan senior-senior.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Fatiyatul Muawanah Amdar: Budaya literasi membaca Mahasiswa PBI saya lihat masih rendah.
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?
Fatiyatul Muawanah Amdar: Alangkah bagusnya Mahasiswa PBI satu sama lain memberi motivasi untuk rajin membaca dan membuat komunitas baca serta kegiatan-kegiatan lainnya yang bisa meningkatkan minat bacanya.

10. Nama : Nurfadilah Usman
Umur : 22 Tahun
Hari/Tanggal : 18 September 2021

Pertanyaan :

- a) Anwar: Apa dampak yang ditimbulkan seseorang dalam membaca pada era revolusi industri 4.0 ?
Nurfadilah Usman: Dampaknya yaitu buku adalah sebuah guru yang mampu mengarahkan seseorang dalam hidup dan tentunya memberikan pemahaman yang luas.
- b) Anwar: Genre buku apa yang anda sukai dalam membaca pada era revolusi industri 4.0 ?
Nurfadilah Usman: Genre buku saya yaitu hanya buku Nonfiksi, yah jadi menurut saya buku Nonfiksi juga bisa memberikan pengetahuan.
- c) Anwar: Kesulitan apa yang menjadi kendala sehingga Anda malas dalam membaca pada era revolusi industri 4.0 ?
Nurfadilah Usman: Jadi kalau saya kesulitanku itu di era revolusi industri 4.0 kan kita membaca melalui Handphone atau gadget toh jadi susahki yang tidak mengerti tentang teknologi sebab untuk mencari buku yang berbasis internet atau buku-buku online masih jarang yang mengetahui situsnya atau tempat pengambilan buku-buku tersebut.
- d) Anwar: Apa yang anda lakukan ketika menemukan kesulitan dalam membaca pada era revolusi industri 4.0 ?

- Nurfadillah Usman: Ketika saya menemukan kesulitan dalam membaca maka saya akan mendiskusikan dengan orang-orang yang dekat dengan saya yang tentunya bisa memberikan arahan kepada saya.
- e) Anwar: Bagaimana Anda menyesuaikan diri di lingkungan sekitar untuk membaca pada era revolusi industri 4.0 ?
Nurfadillah Usman: Cara saya menyesuaikan diri di lingkungan sekitar yaitu dengan meposisi diri sesuai dengan keadaan, misalnya kita harus pintar-pintar dalam melihat situasi.
- f) Anwar: Ketika anda bosan dalam membaca langkah apa yang anda ambil untuk mengatasi masalah tersebut pada era revolusi industri 4.0 ?
Nurfadillah Usman: Yah jika bosan maka saya akan menyimpan buku tersebut sebentar kemudian bermain game, dan setelah itu melanjutkan membaca kembali.
- g) Anwar: Bagaimana diri Anda beradaptasi pada literasi membaca pada era revolusi industri 4.0 ?
Nurfadillah Usman: Tentunya dengan mengikuti sebuah zaman tentunya.
- h) Anwar: Saat Anda berada pada situasi literasi era revolusi industri 4.0, bagaimana Anda mengatur waktu membaca dengan baik ?
Nurfadillah Usman: Cara saya yaitu dengan tidak begitu terpengaruh terhadap teknologi yang tentunya bisa menghambat bacaan yang ada.
- i) Anwar: Keterampilan apa yang Anda lakukan untuk menemukan solusi dari permasalahan Anda, misalnya kesulitan dalam memahami sebuah bacaan ?
Nurfadillah Usman: Keterampilan yang saya lakukan yaitu dengan selalu membaca sebuah buku agar saya bisa membaca sebuah buku dimana dan kapanpun itu.
- j) Anwar: Menurut anda seberapa penting membaca dalam hidup kalian pada era revolusi industri 4.0 ?
Nurfadillah Usman: Membaca tentunya sesuatu yang sangat penting karena dengan membaca seseorang bisa tampil dalam berbicara dan memberikan ilmu pengetahuan baru.
- k) Anwar : Bagaimana Anda dapat mengendalikan diri untuk mengontrol kesulitan-kesulitan yang Anda alami pada saat membaca ?
Nurfadillah Usman: Tentunya dengan menghentikan membaca, lalu kemudian melakukan sebuah diskusi.
- l) Anwar: Setelah menghabiskan buku bacaan apa yang lakukan agar bisa mengerti isi dari buku tersebut pada era revolusi industri 4.0 ?
Nurfadillah Usman: Setelah buku bacaan saya selesai maka saya akan melakukan bedah buku dengan teman-teman di kampus maupun di tempat tinggal saya.
- m) Anwar: Bagaimana budaya literasi membaca Mahasiswa Prodi Pendidikan bahasa Inggris pada era revolusi industri ?
Nurfadillah Usman: menurut saya budaya literasi membaca Mahasiswa Pendidikan bahasa Inggris masih terbilang minim karena saya pribadi juga termasuk Mahasiswa yang bisa dibilang sangat jarang membaca dikarenakan perasaan bosan jika membaca buku terlalu lama.
- n) Anwar: Bagaimana solusi Anda agar minat baca Mahasiswa Prodi Pendidikan bahasa Inggris bisa meningkat pada era revolusi industri 4.0 ?
Nurfadillah Usman: solusi yang bisa saya berikan itu seperti yang saya lakukan terhadap diri saya sendiri dalam membaca, seperti membawa buku kemanapun saya pergi, juga meluangkan 15 menit dalam sehari untuk membaca.



DOCUMENTATION



Picture.1



Picture. 2



Picture. 2

Picture.3



Picture.4





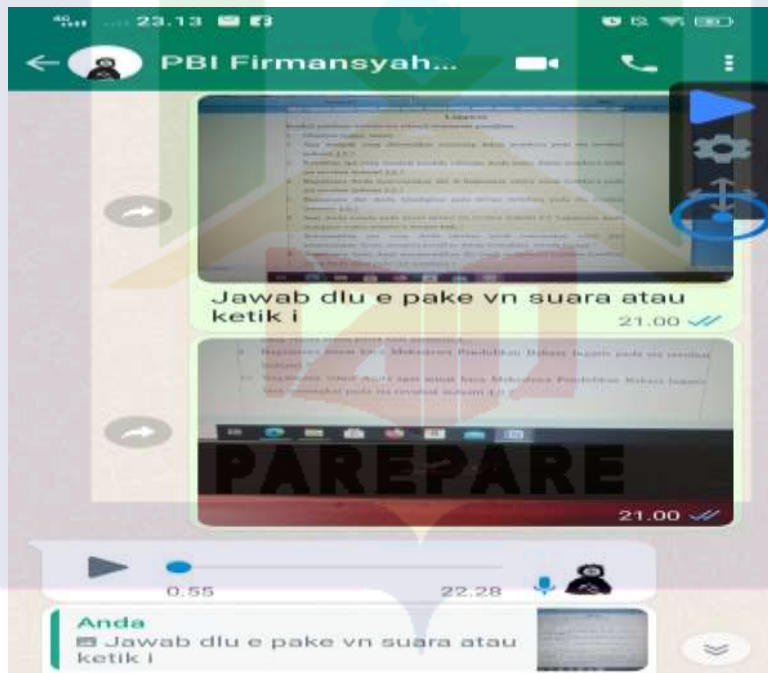
Picture.5



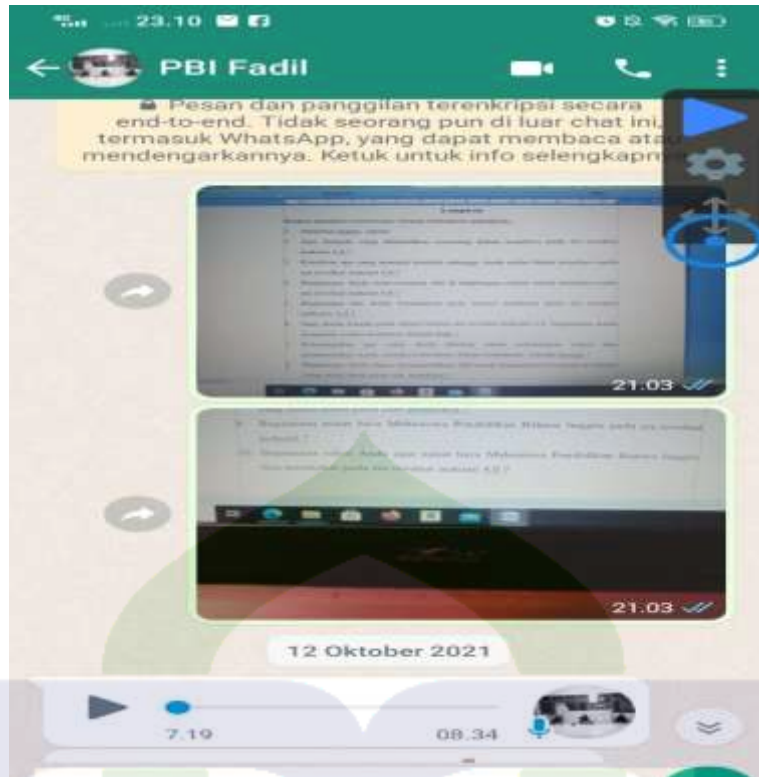
Picture.6



Picture.7



Picture.8



Picture.9



Picture. 10

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Dirgahayu Bustang
Alamat : Parepare
Umur : 21

Pekerjaan : Mahasiswa

Menerangkan bahwa :

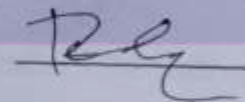
Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara dan memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

PAREPARE

Parepare, 9 September 2021



Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : MAWI FIRMANISYAH -JKI
Alamat : MAPOLO II
Umur : 22 TAHUN
Pekerjaan : MAHASISWA

Menerangkan bahwa :

Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 12 September 2021

(MAWI FIRMANISYAH -JKI)

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Arif Rahman
Alamat : Parepare
Umur : 22
Pekerjaan : Mahasiswa

Menerangkan bahwa :

Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 10 September 2021


ARIF RAHMAN

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Elwanto
Alamat : Majene
Umur : 21
Pekerjaan : Mahasiswa

Menerangkan bahwa :

Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 14 September 2021

IAIN
PAREPARE

24

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Elwanto
Alamat : Majene
Umur : 22
Pekerjaan : Mahasiswa

Menerangkan bahwa :

Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

IAIN
PAREPARE

Parepare, 14 September 2021



Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Muhammad Didha Rizak
Alamat : Parepare
Umur : 23
Pekerjaan : Mahasiswa

Menerangkan bahwa :


Nama : Anwar
Nim : 17.1300.100

Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 17 September 2024



IAIN
PAREPARE

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Fadi Muhammad

Alamat : Pinrang

Umur : 21

Pekerjaan : Mahasiswa

Menerangkan bahwa :

Nama : Anwar

Nim : 17.1300.100

Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 19 September 2021




PAREPARE

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Wahyudi
Alamat : Pinrang
Umur : 22
Pekerjaan : Mahasiswa

Menerangkan bahwa :


Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 11 September 2021

IAIN
PAREPARE


Wahyudi

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Arianbi
Alamat : Luwu Timur
Umur : 23
Pekerjaan : Mahasiswa

Menerangkan bahwa :

Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE"

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 13 September 2022

Aguathy

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Fatiatul Muawanah Andar
Alamat : Parepare
Umur : 21
Pekerjaan : Mahasiswa

Menerangkan bahwa :

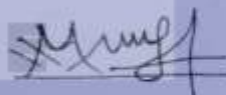
Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.


PAREPARE

Parepare, 15 September 2017



Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : Nurfadillah Usman
Alamat : Pimrang
Umur : 22
Pekerjaan : Mahasiswa

Menerangkan bahwa :

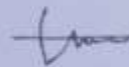
Nama : Anwar
Nim : 17.1300.100
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul " ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENTS IAIN PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

PAREPARE

Parepare, 18 September 20





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Jalan ...
Parepare ...

Nomor : B.3120/tn.30.5.1/PP.00.9/10/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi dan Penetiban

Yth. Kota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare

Nama : Anwar
Tempat/Tgl. Lahir : Majene, 10 Juli 1999
NIM : 17.1300.100
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Cokroaminoto, Kel. Baru Kec. Balaan Kab. Toli-Toli

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul

"Analysis of Reading Literacy Culture in The Industrial Revolution 4.0 Era For English Education Student IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 06 Oktober 2021
Wakil Dekan I,

Handwritten signature

1 Muh. Dahlan Thalib



SRN IP000706

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23394 Faksimile (0421) 27719 Kode Pos 91111. Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 707/IP/DPM-PTSP/10/2021

- Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi,
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian,
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.
- Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KERADA
 NAMA : **ANWAR**
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **TARBIYAH / PENDIDIKAN BAHASA INGGRIS**
 ALAMAT : **JL. HOS COKROAMINOTO, KEC. BAOLAN KAB. TOLI-TOLI**
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **ANALYSIS OF READING LITERACY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0 ERA FOR ENGLISH EDUCATION STUDENT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **13 Oktober 2021 s.d 13 November 2021**

- Rekomendasi Penelitian berlaku selama penelitian berlangsung
- Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal: **15 Oktober 2021**

PR. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Dra. Hj. AMINA AMIN
Pangkat : **Pembina Utama Muda, (IV/c)**
NIP : **19630808 198803 2 012**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 3
- Sistem Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah dibundling secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **SSA**
- Dokumen ini dapat dibuktikan keabsahannya dengan terdapat QR Barcode DPMPTSP Kota Parepare (scan QRCode)



Batal
Siang
Elektronik





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Attal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.252/Jn.39.5.1/PP.00.9/01/2022

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. I/ IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,
Kelembagaan
dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Anwar
NIM : 17.1300.100
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Jl. HOS Cokroaminoto, Kec. Baoian, Kab. Toli-Toli

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Oktober 2021 sampai dengan bulan November 2021, dengan judul penelitian "Analysis Of Reading Literacy Culture In The Industrial Revolution 4.0 Era For English Education Student IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 19 Januari 2022

Wakil Dekan I,



Muh. Dahlan Thalib

CURRICULUM VITAE



ANWAR, lahir di Majene, Kabupaten Majene, Provinsi Sulawesi Barat. Lahir pada tanggal 10 Juli 1999 merupakan anak ke Enam dari Tujuh bersaudara, anak dari pasangan Bapak Rasidin H. Enggang dan Ibu Sitti Isa Bangsaana Penulis berkebangsaan Indonesia dan beragama Islam. Adapun riwayat pendidikan penulis yaitu mengawali pendidikan di SDN 4 Toli-toli dan lulus pada tahun 2011, pada tahun yang sama penulis

melanjutkan pendidikan di SMP Swakarya Toli-toli dan lulus pada tahun 2014, pada tahun yang sama penulis melanjutkan pendidikan di SMAN 3 Toli-toli dan lulus pada tahun 2017. Kemudian penulis melanjutkan pendidikan di Institut Agama Islam Negeri (IAIN) Parepare. Dengan mengambil Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah pada tahun 2017. Kemudian menyelesaikan studinya di (IAIN) Parepare pada tahun 2021 dengan judul skripsi:



