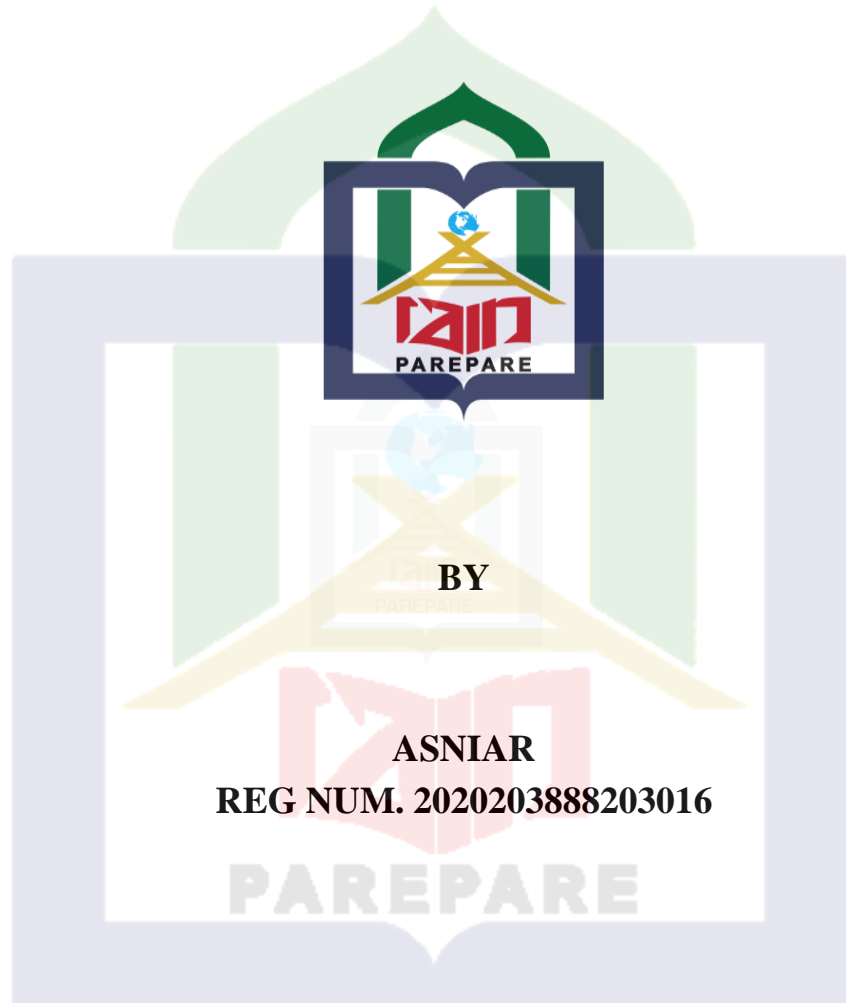


A THESIS
AN ANALYSIS OF READING INTEREST OF ENGLISH
EDUCATION STUDENTS AT IAIN PAREPARE
TOWARDS ENGLISH REFERENCES



BY

ASNIAR

REG NUM. 2020203888203016

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title : An Analysis of Reading Interest of English Education Students at IAIN Parepare Towards English References

Student Name : Asniar

Student Reg. Number : 2020203888203016

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination Decree : SK. The Dean of Tarbiyah Faculty Number: 4016 Year 2023

Approved By:

Principal Supervisor : Dra. Hj. Nanning, M.Pd.



EIN : 19680523 200003 2 005

Co-Advisor : Munawir, M.Pd



EIN : 19880930 202321 1 016

Knowing:
Dean of the Faculty Tarbiyah



Dra. Hj. Nanning, M. Pd.
EIN : 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : An Analysis of Reading Interest of English Education Students at IAIN Parepare Towards English References
Student Name : Asniar
Student Reg. Number : 2020203888203016
Study Program : English Education
Faculty : Tarbiyah
Basis for Assigning Examiners : B.2308/In.39/FTAR.01/PP.00.9/06/2024

Date of Graduation : Juni, 24th 2024

Approved By:

Dra. Hj. Nanning, M. Pd

(Chair)

(.....)

Munawir, M. Pd

(Secretary)

(.....)

Dr. Mujahidah, M. Pd

(Member)

(.....)

Muh. Yusuf, M. Pd

(Member)

(.....)

Knowing:

Dean of the Faculty of Tarbiyah



Dr. Nanning, M.Pd.

19830420 200801 2 010

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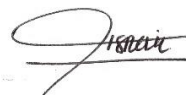
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Parepare, April 10th 2024 M
1 Syawal 1445 H



ASNIAR
Reg. Num. 2020203888203016

DECLARATION OF THE AUTHENTICITY OF THE THESIS

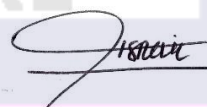
The writer who signed the declaration below:

Name : Asniar
Student Reg. Number : 2020203888203016
Place and Date of birth : Mangkoso, April 04th, 2002
Study Program : English Education
Faculty : Tarbiyah
Title of Thesis : An Analysis of Reading Interest of English Education Students at IAIN Parepare Towards English References

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

Parepare, April 29th 2024 M
20 Syawal 1445 H

The Writer,



Asniar
Reg Num. 2020203888203016

ABSTRACT

ASNIAR. *An Analysis of Reading Interest of English Education Students at IAIN Parepare Towards English References*. (Supervised by Hj. Nanning and Munawir)

This study aims to determine the reading interest of 6th semester English Education students at IAIN Parepare and what factors influence students' reading interest in English references. The formulation of the problem in this study, namely how the reading interest of 6th semester English Education students at IAIN Parepare towards English references, and what factors affect the reading interest of 6th semester English Education students at IAIN Parepare towards English references.

This research is qualitative research and uses case study research type. In this case study research, the researcher went through four stages: data selection, collecting data, analysing data, and writing a report on the results of data management. This research consists of two instruments, namely observation and interviews. The steps taken in the process of analysing data are as follows: first, reducing data. The researcher selects the data that has been obtained, and focuses the data according to the problems in the research. Second, data presentation. The data in this study is presented in the form of narrative text. Third, drawing conclusions and verification.

The conclusion of this study states that the reading interest of English Education students is still relatively low because students read English references only influenced by the demands of the task. There are also factors that affect the reading interest of English education students, namely the lack of vocabulary, low motivation in reading, a less support environment, and excessive use of social media. Reading English references has not become a culture among students. Students prefer to spend time with other activities rather than reading references both in English and Indonesian. Therefore reading English references must be grown so that students will get the references or readings in English.

Keywords: Reading Interest, English references, English Education

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof

ي	Ya	Y	Ye
---	----	---	----

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- a. Single vowels (monofong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أِي	Fathah and Ya	Ai	a and i
أُو	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
أَا/أِي	Fathah and	Ā	a and line

	Alif or ya		above
يٰ	Kasrah and Ya	Ī	i and line above
يٰ	Kasrah and Ya	Ī	i and line above
وٰ	Kasrah and Wau	Ū	u and line above

Example :

مات : māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : *raudahal-jannah* atau *raudatul jannah*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilah* atau *al-madīnatulfāḍilah*

الْحِكْمَةُ : *al-hikmah*

5. Syaddah (Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا : *Rabbanā*

نَجَّيْنَا : *Najjainā*

أَلْحَقُّ : *al-haqq*

أَلْحَجُّ : *al-hajj*

نُعَمُّ : *nu‘ima*

عُدُّو : *‘aduwwun*

If the letters ى bertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : *‘Arabi* (not ‘Arabiyy or ‘Araby)

عَلِيٌّ : *‘Ali* (not ‘Alyy or ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma‘arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الشَّمْسُ : *al-syamsu* (not *asy- syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (not *az-zalزالah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أَمْرٌ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example :

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlābi khusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

Wa māMuhammadunillārasūl

Inna awwalabaitinwudi‘alinnāsilalldhībīBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnu Rusyd, ditulis menjadi: Ibnu Rusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulis menjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata ‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihi wasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Reading is an activity that aims to develop an understanding of a particular subject or topic. Reading is a very important skill for every individual to master in order to enrich knowledge. By reading individuals get information, new knowledge and strengthen mindsets. knowledge and information can be obtained from various reading sources such as books, journals, articles, and others.¹

Reading requires strong encouragement and self-awareness to be able to do it. Those who do not have good awareness and interest will not get the full benefits of reading. Apart from increasing knowledge, reading can also improve language skills because from the reading process a person can acquire vocabulary and learn about grammar. According to Budi Artati (2006: 6) one of the benefits of reading is being able to increase your vocabulary. The number of words a person absorbs affects the fluency of oral and written communication. Reading as an effort to absorb vocabulary, knowledge of grammar, and recognize expressions is one way to increase vocabulary.² Thus, it is necessary to instill an interest in reading because reading can improve knowledge and language skills.

Interest in reading is an impulse and desire to read that arises from within a person. Developing an interest in reading is not an easy process, but that doesn't mean it can't be instilled in oneself. Interest is a feeling of liking and connection to an activity without anyone telling you to. Interest is basically the acceptance of a

¹Roni Risbianto, "The Advantages of Reading Responses for Young Learners," *Widya Manadala Catholic University*, 2018, 1–24.

² Imam Musbikin, *Penguatan Karakter Gemar Membaca, Integritas Dan Rasa Ingin Tahu*, (nusa media, 2021). P.9.

relationship between oneself and situations outside oneself. Interest is not innate at birth, but in the later process, interest in something that is influenced by a high desire to learn will then influence new interests.³ So it can be concluded that interest in reading is not something that only someone with special characteristics has, but anyone can have it through various processes.

Interest in reading is an enthusiastic attitude that a person has that is influenced by internal and external factors.⁴ There are various factors that can affect a person's interest in reading including lack of motivation, lack of understanding ability, and inadequate facilities. Ratna Sari Dewi, Fahrurrozi, and others in their research say that reading interest is a high inclination towards reading activities or a high willingness can also be identified as fond of reading. There are also factors that can affect reading interest, namely, environmental factors, lack of motivation, facilities, and reading sources.⁵ Therefore, it is necessary to overcome all the factors that affect a person's interest in reading so that interest in reading increases.

Interest in reading must be instilled and owned by every individual, especially for English Education students. Students with various functions and responsibilities must have a broad knowledge insight. One of the ways that students can develop their knowledge is by reading. However, looking at the current condition of students, only a small portion of them have an interest in reading.

Several previous studies have proven that students' interest in reading is still very low. Fajri Febrian, Hendri Irawadi, and friends in their research "Student

³ siti rochajati, *Melahirkan Duta Baca*, 1st ed. (Semarang: CV. Pilar Nusantara, 2020).

⁴ Herlina Usman, Arma Amir Hamzah, and Syahriah Madjid, "The Relationship between Interest in Reading and English Vocabulary Mastery at Elementary School," *Journal of Advanced Research in Dynamical and Control Systems* 12, no. 4 (2020): 585–94.

⁵ Ratna Sari Dewi, Uswatun Hasanah, and Apri Wahyudi, "Reading Interest And Reading Comprehension," *Talent Development & Excellence* 12, no. 1 (2020): 241–50.

Reading Interest" said that students of the 2018 FIK UNP Sports Coaching Education Study Program were very concerning, this is what must be addressed both by students, lecturers and all levels to further increase student reading time.⁶ Tri Kurniawati in her research "Reading Interest of English Education Students" states that students' reading interest is still in the low category. Many factors cause low interest in reading, one of which is reading material that is less interesting. From the results of data analysis, it was found that the factor that most influences students' reading interest is reading material. However, students prefer to read entertainment books such as storybooks and books about romance stories.⁷ Meanwhile, Eka Fajar Rahmani in her research "Analysis of English Education Students' Reading Interest in Scientific Articles" said that English Education students at FKIP Tanjungpura University do not utilize, or even have no knowledge of relevant scientific journals. Based on the results of the analysis, six out of seven indicators of interest in reading articles in scientific journals show that English Education students have no interest in journals with a percentage of 86%.⁸

From the three previous studies that have been described, the researcher found several differences in this study. This study was conducted with the aim of knowing how the reading interest of 6th semester English Education students towards English references. What factors influence the reading interest of 6th semester English Education students towards English references. While the 6th semester English Education students have passed the reading level courses namely literal reading,

⁶ Fajri Ferbrian et al., "Minat Baca Mahasiswa," *Jurnal Patriot* 2, no. 4 (2020): 1076–91.

⁷ Tri Kurniawati, "Minat Membaca Mahasiswa Program Studi Pendidikan Bahasa Inggris," *Jurnal Pendidikan* 13, no. 2 (2016): 227–38. (Jurnal Penelitian: IKIP PGRI Pontianak, 2015).

⁸ Eka Fajar Rahmani, "Analisis Minat Baca Mahasiswa Pendidikan Bahasa Inggris Terhadap Artikel Ilmiah," *Edukasi: Jurnal Pendidikan* 17, no. 2 (2019): 198,. (Jurnal Penelitian: FKIP Tanjung Pura Pontianak, 2019).

critical reading and interpretive reading. This study also has novelty in the object of research where in this study the researchers used English-language scientific references as objects while previous studies only focused on articles or scientific literature. And the researcher also used 5 indicators of reading interest as a reference in formulating interview questions. The difference between the three previous studies and this research is that the previous researcher focused on examining English Education students' interest in reading in English articles with the research subject of English Language Education students in the 3rd semester, the researcher focused on analyzing what factors influenced English Education students' reading interest. semester 2. semester English Language Education students, while other researchers focused on examining how interested they are in daily reading and how long students from the 2018 FIK UNP Sports Coaching Education Study Program students spend reading.

when attending some lectures, many English Education students are not interested in reading English references. Difficulty understanding the reading is the cause of disinterest. Previously, the researcher had also conducted preliminary study with 5th semester students in November 2023 regarding their interest in reading English references. Some students said that they never read English references, some other students said that they did not read English references very often. Students who never read English references said that they lacked vocabulary, while students who did not read very often were only able to read a few pages because they still had a little difficulty in understanding the reading so they felt bored to read. In a study conducted by Sherly Octaviana Putri and Nadia Sasmita Wijayanti entitled Factors affecting the English language skills of office administration education students said

that students have low interest in reading, vocabulary and understanding of student language structures that are still low so that when reading the meaning of reading is still dreamy.

From some of the background and problems that have been described above, the researcher chose research on reading interest in English references with the title "An Analysis of Reading interest of English Education Students at IAIN Parepare Towards English References."

B. Research Question

Based on the statement on the background, there are several problems that are researched through this research.

1. What is the reading interest of 6th semester English Education students at IAIN Parepare regarding English references?
2. What factors influence the low reading interest of 6th semester English Education students at IAIN Parepare towards English references?

C. The objective of the research

Based on the formulation of the problem above, the research wants to find out how the reading interest of sixth semester English Education Students at IAIN Parepare and what factors influence the low interest in reading English references.

D. Significance of the Research

The significance of this research is expected to be useful for researchers, students, and lecturers. Specifically, the significance of this research is as follows:

1. For the Lecturer

Through this research, it can provide information to lecturers that English language education students experience difficulties in reading English references and

have low interest in reading. In this way, lecturers can provide an understanding of the importance of reading as well as solutions to the difficulties faced by students.

2. For the Students

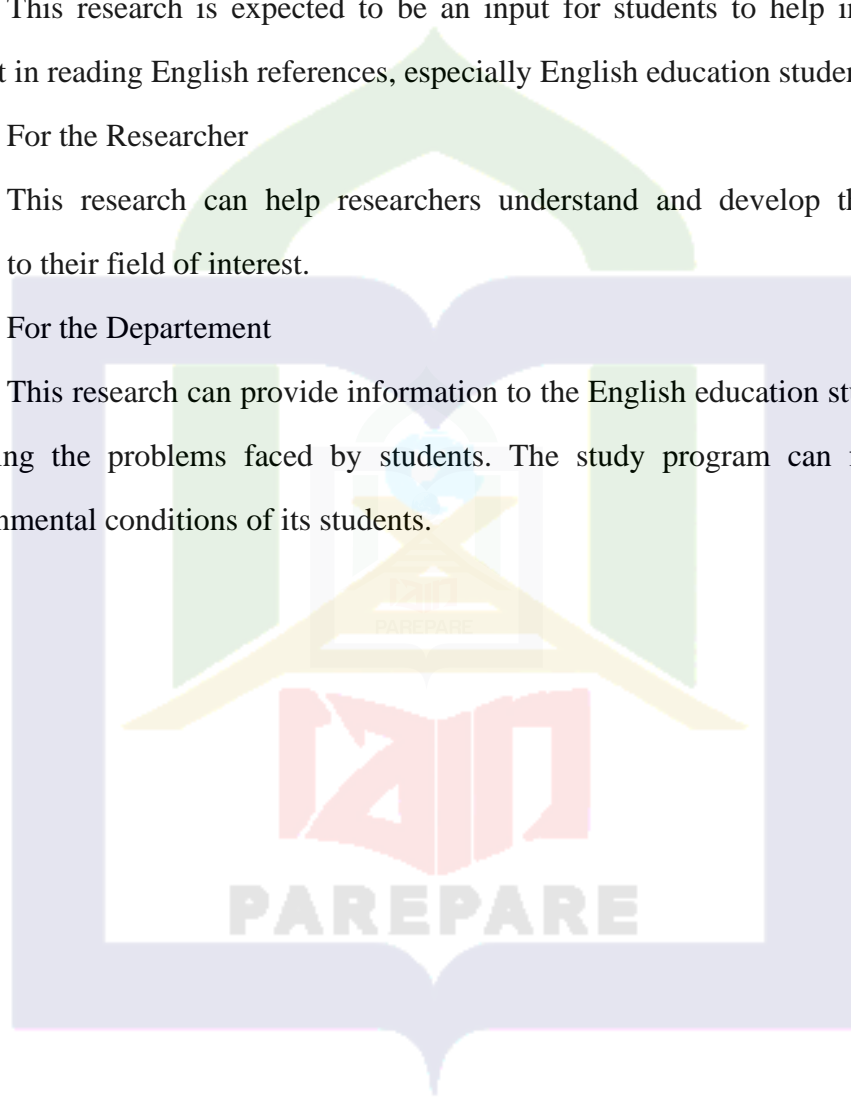
This research is expected to be an input for students to help increase their interest in reading English references, especially English education students.

3. For the Researcher

This research can help researchers understand and develop their abilities related to their field of interest.

4. For the Departement

This research can provide information to the English education study program regarding the problems faced by students. The study program can find out the environmental conditions of its students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

Eka Fajar Rahmi in her research entitled "Analysis of Reading Interest of English Education Students towards Scientific Articles." Explains how interest in reading, especially articles in scientific journals of English Education students in semester 3rd of the S-1 program at FKIP Tanjungpura University. Eka Fajar Rahmi conducted her research at Tanjungpura University using descriptive research methods that focus on analyzing content by describing, explaining, and interpreting the data that has been collected. Her research subjects were 3rd semester students of FKIP Tanjungpura University with a total of 109 people. The research data was collected through an open-ended questionnaire. The results explained that the students of English Education at FKIP Tanjungpura University did not use, or even have knowledge about relevant scientific journals. The results of data analysis show that six out of seven indicators of interest in reading articles in scientific journals show that English Education students have no interest in reading journals with a percentage of 88%. The absence of interest in reading articles in scientific journals is the main reason for students' low knowledge of scientific journals, so there needs to be an effort from the study program to solve this problem.⁹

Jumaroh and Aisyah in their research, "Interests and Reading Habits of Health Students in English Literature". This research discusses the interests and reading

⁹ Eka Fajar Rahmani, "Analisis Minat Baca Mahasiswa Pendidikan Bahasa Inggris Terhadap Artikel Ilmiah," *Edukasi: Jurnal Pendidikan* 17, no. 2 (2019): 198,. (Jurnal Penelitian: FKIP Tanjung Pura Pontianak, 2019).

habits of English language literature among health students. Jumaroh and Aisyah in their research used quantitative descriptive study research which included students' reading interests and habits, especially in English literature, as well as the obstacles faced by students in reading English literature. The population in the study was health students from levels I to IV and the sample selection used purposive sampling. The conclusion of this research states that students generally have poor reading habits. Of the 633 student respondents, only 51.7% liked reading, while 27.8% of students liked reading English literature. The amount of time students spend reading is only 2 hours every day. Of this duration, the time spent reading English literature is still less than 1 hour per day. Students prefer to access data online rather than in printed form, both in Indonesian and English. Student activities that are carried out for a long duration and hinder the development of their habits include watching TV, playing on cellphones, sports, and so on. The things that prevent them from reading English literature are lack of understanding of word meanings and access to difficult English literature sources.¹⁰

Febby Alifia Fitriyanti, Yuna Tresna Wahyuma, and Nina Puspitaloka in their research entitled "Analysis of Reading Interest of English Education of Students on Scientific Articles." This research aims to find out the extent of students' interest in reading scientific articles in English and what factors make students interested and not interested in articles in English. The research design used in this research is qualitative research with a case study approach. The results of the research show that students' interest in reading scientific articles in English is quite good. Students'

¹⁰ Jumaroh and Aisyah Aisyah, "Minat Dan Kebiasaan Baca Literatur Bahasa Inggris Mahasiswa Kesehatan," *Edukatif: Jurnal Ilmu Pendidikan*, 2021, (*Edukatif: Jurnal Ilmu Pendidikan, Universitas Muhammadiyah Pekajangan Pekalongan*, 3.2 (2021).

interest in reading does not arise from within themselves or because of their love of reading, but it is driven by the demands of being academics which require students to read a lot of various types of scientific articles for the sake of developing insight and knowledge, lecture material, majors taken, to add information and as a medium. support when working on lecture assignments and final assignments.¹¹

M. Ainul Yakin in his research "factors causing the low use of English language references in writing library science theses." This research aims to find out the extent of the use of English language reference sources in thesis writing in the library science department at UIN Sunan Kalijaga and what factors hinder the use of English language reference sources at UIN Sunan Kalijaga. The research method used is descriptive qualitative where researchers conduct research directly to find out what it is like to use English language reference materials in writing a thesis. Researchers also conducted direct interviews with alumni who had finished writing their theses. In collecting data in this research, several methods were used, including: active participation in real situations, direct observation, conducting analysis by interacting directly, in-depth interviews, and conducting careful analysis of documents and other materials. The results of this research explain that the use of English language reference materials in writing theses in the department of library science, faculty of adab, UIN Sunan Kalijaga is very low. This is due to students' low ability to use English and also due to a lack of motivation from lecturers so that students also use reference materials in English.¹²

¹¹ Feby Alifia Fitriyanti, Yuna Tresna Wahyuna, and Nina Puspitaloka, "Analysis of Reading Interest of English Education of Students on Scientific Articles," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 810–16.

¹² M A Yaqin, "Faktor-Faktor Penyebab Rendahnya Penggunaan Referensi Berbahasa Inggris Dalam Penulisan Skripsi Ilmu Perpustakaan," *Fihris X*, no. 2 (2015): 105–26.

The last research from Bambang Sucipto, "Analysis of Nursing Students' Reading Interest in English Articles". This study was conducted with the aim of finding out how far nursing students' reading interest in reading English articles and what things underlie the interest in reading nursing students. Researchers used a qualitative-descriptive approach and the sampling technique used was purposive technique. To obtain data from respondents, researchers distributed questionnaires via google form. The data that has been obtained and analyzed by researchers, researchers have concluded that the interest in reading English articles of Bina Insan nursing students is very far from what they expect or is still classified as very low. Students only read English Articles during English class hours, outside of class hours students do not read English articles. In addition, students have low confidence to read or perform in public. it is caused by the lack of knowledge and English language skills of students. So, the researcher states that there needs to be special attention from lecturers or institutions to foster students' interest in reading by providing learning methods or making competitions and institutions should provide interesting reading materials, apart from scientific books that can help students increase and foster motivation in reading.¹³

Several previous studies have been mentioned as research that is relevant to this research. The research above examines students' interest in reading English-language references as well as factors inhibiting the use of English-language references. The differences between the research that has been described and this research are in the research subjects used, the research method approach used, and the

¹³ Bambang Sucipto, "Analisis Minat Membaca Mahasiswa Perawat Terhadap Artikel Berbahasa Inggris," *JSS (Jurnal Scientific Solutem)* 3, no. 2 (2020): 1–6. (*Jurnal Scientific Solutem : Akademi Keperawatan Bina Insan Jakarta*, 3.2 (2020).

population. In previous research, only a few used English education students as subjects and the focus of previous research only discussed students' reading interest in scientific articles. In this research, the focus is on discussing the reading interest of 6th semester English education students at IAIN Parepare regarding English language references.

B. Some Pertinent Ideas

1. Definition of Reading

Finocchiaro and Bonomo in 1973 defined reading as a process of picking and understanding the meaning or meaning contained in a reading, namely getting and understanding the meaning contained in written language. According to Goodman in 1988 when someone reads, it does not only require the ability to take and pick meaning from printed material but also requires the ability to organize context to form meaning and meaning behind the rows of lines.¹⁴

Tarigan and Ahmad state that reading is a process carried out and used by readers to obtain messages conveyed by the author through the medium of words or written language.¹⁵ Nurhadi has two definitions related to reading, namely reading in a narrow sense and a broad sense. reading in a narrow sense is the activity of understanding the meaning contained in writing. while in a broad sense, reading is a critical and creative reading processing process carried out by readers to obtain a comprehensive understanding of a reading.¹⁶

¹⁴ Syamsul Rizal, "*Reading Skills : Teori Dan Praktik Pegukurannya*" (Yogyakarta: Penerbit Samudra Biru, 2018). P. 8.

¹⁵ Asih Riyanti, *Keterampilan Membaca*, 1st ed. (Yogyakarta: K. Media, 2021). P. 4.

¹⁶ Zartika Nofitri and Ena Noveria, "*Hubungan Kemampuan Membaca Pemahaman Dengan Kemampuan Menulis*," *Pendidikan Bahasa Indonesia* 9, no. 3 (2020): 80.

Fitriana in 2012 stated that reading is one of the most important skills in knowledge acquisition and language learning because reading is a strategy to gain knowledge and information through the thinking process. Through reading activities, readers can obtain various information, knowledge, and new ideas.¹⁷

as is known reading is very important because it became the first revelation that came down to the prophet Muhammad SAW. is the command to read. Allah says in Q.S. Al-Alaq/96: 1-5.



أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

Translation:

Recite in the name of your Lord who created, He has created man from a clot of blood. Read, and your Lord is the most gracious, who teaches (man) by the medium of the kalam, He taught man what he did not know....¹⁸

From some of the definitions described above, researchers can conclude that reading is the process of picking and understanding a reading so that the message or information that the author wants to convey through his written work is channeled to the reader.

¹⁷ Dewi Fatima Nur Alfatihah and Peptia Asrining Tyas, “The Correlation Between Undergraduate-Students’ Reading Interest and Their Reading Comprehension,” *Journal of Languages and Language Teaching* 10, no. 3 (2022): 343.

¹⁸ Al-Qur’an and translation, surah Al-Alaq Ayat 1-5.

2. The Concept of Reading Interest

According to Ginting, interest means the tendency of the heart (desire, liking) towards something. The greater a person's interest in something his attention is more easily devoted to it.¹⁹ Fariz Al Mutaqim in his book states that interest is a condition of a person or individual in carrying out an activity based on his own will without coercion from others.²⁰

Reading is one of the four language skills (listening, speaking, reading, and writing) that are important for every language user to learn and master.²¹ Dr. Epi Supriyani Siregar, M. Pd. Said that reading is a process carried out and used by readers to obtain messages that the author wants to convey through written language.²²

Reading interest is a person's tendency or desire to read certain books or writings that can grow and develop through motivation and passion in reading.²³ Reading interest is what drives a person's motivation to do reading activities and is very important in improving text comprehension because it can be the foundation for students to achieve reading goals.²⁴

Interest in reading is a person's desire supported by high self-motivation. By reading, students will obtain new information and knowledge through understanding

¹⁹ Maria Kanusta, *Gerakan Literasi Dan Minat Baca*, (Malang : Azka Pustaka, 2021). p. 42.

²⁰ Fariz Al Mustaqim, *True of My Self*, (Sukoharjo : FAM Group, 2019). p. 40.

²¹ Meliyawati, *Pemahaman Dasar Membaca*, (Yogyakarta : DEEPUBLISH, 2016). p. 2.

²² Dr. Epi Supriyani Siregar, *Pembelajaran Inkuiri Berbasis Multimedia*, (Medan : Ummu Press, 2023). p. 28.

²³ Irwan P. Ratu Bangsawan, *Mengembangkan Minat Baca*, (Surakarta : PT. Pustaka Adhikara Mediatam, 2023). P. 2.

²⁴ Ibid.

the reading text. Reading interest can be proven by a person's willingness to look for reading material that suits their respective interests.²⁵

From some of the definitions above, it can be concluded that reading interest is an encouragement or awareness that arises within each individual to carry out reading activities to obtain information without coercion from others.

3. Advantages of Reading English Reference

Reading English references has advantages for students. The advantages of reading English references are as follows:

a. Enriching insights and perspectives

Reading English-language references in the form of scientific books, scientific journals, articles in journals and so on. Reading English references can also help readers understand grammar through writing analysis and enrich vocabulary. In scientific references in English, readers will encounter a lot of vocabulary that they rarely encounter or use so that it can increase the reader's vocabulary.

b. Improve speaking and writing skills

Reading scientific references in English can also improve speaking and writing skills by reading readers can learn the structure of language so that it can become the foundation of readers in speaking and writing skills in English language. Language structures that exist in scientific references can help readers to learn to speak and write in a standardized and official manner.

²⁵ Eka Santi et al., "Reading Interest Strength and Vocabulary Acquisition of EFL Learners: A Meta-Analysis," *Journal of Language and Linguistic Studies* 17, no. 3 (2021): 1225–42.

c. Develop critical thinking skills

Reading is one of the activities that can develop an individual's critical abilities. In the reading process there are stages that need to be done to achieve critical thinking patterns, namely, analyzing, interpreting, and evaluating the information read. Thus, each individual can identify arguments and develop the ability to express opinions and make conclusions based on the information found.

4. Factors that influence reading interest

Several factors that can affect students' interest in reading, namely : ²⁶

a. Internal Factors

1) Feeling and attention Factors

Attention is a diversion of attention from all activities and focuses on a particular object of interest. According to Makmun (2017:153), attention is the concentration or concentration of all individual activities shown to an object or a set of objects. Therefore, students or individuals who have good attention to reading will focus themselves and their attention on reading. However, in a study conducted by Atikah Mumpuni and Rizki Umi Nurbaeti, it was stated that students' preferred activities were dominated by watching TV, browsing on social media, and playing online games.

2) Motivational Factor

Motivation is a change that arises in an individual so that it can encourage someone to do something. Each individual has different motivations in doing something. In reading activities, student motivation is also different. Reading can be

²⁶ Atikah Mumpuni dan Rizki Umi Nurbaeti, "Analisa Faktor Yang Mempengaruhi Minat Baca Mahasiswa PGSD," *Jurnal Dimensi* 11, no. 2 (2019): 126, *DWIJA CENDEKIA : Jurnal Riset Pedagogik*, no. 126 – 130 (2019).

done because of curiosity, the influence of the surrounding environment, and lecture assignments.

b. External Factor

1) Environmental Factor

The environment is one of the factors that influences students' interest in reading. Students whose environment is surrounded by people who like reading will like reading, on the other hand, if students are in an environment where they don't like reading or often play on social media and so on. This can influence other people to like certain activities or habits.

2) Facility Factor

One of the things that can affect students' interest in reading is the library. Students only visit the library occasionally. The level of student visits to the library is influenced by several factors, such as the availability of books sought, student needs, and library environmental conditions. The availability of books that suit the needs of students will make students visit more often to find and read books. Likewise with the condition of the library, with a clean, quiet library environment situation and adequate library facilities will make students comfortable.

5. Indicators of Reading Interest

In addition to being influenced by several factors, high reading interest is also supported by several indicators. There are five indicators that indicate a high interest in reading, namely :²⁷

²⁷ Eka Fajar Rahmani, "Analisis Minat Baca Mahasiswa Pendidikan Bahasa Inggris Terhadap Artikel Ilmiah." *Edukasi : Jurnal Pendidikan* 17, no. 2 (2019)

a. Attention

Someone who has a good interest in reading has more attention to reading. Someone will prefer to focus their attention on reading activities than other activities. Good attention makes a person not easily affected by the environment or surrounding conditions.

b. Time use

Interest in reading can be determined by how often a person uses their time effectively for reading. With the amount of time spent reading, it can prove the level of attention to reading. one's interest can be recognized when one's free time is more often used for reading. And also how much time is used when reading.

c. Motivation

one of indicators of interest in reading is the motivation to read a high desire to read will provide encouragement to overcome the obstacles experienced in reading.

d. Emotion

In emotional reading activities is defined as the ability to summarize the results of reading and being able to provide responses to books or readings that are read.

e. Effort to use

Efforts to read can be done in various ways, such as borrowing books from others, buying books, and so on.

6. How to Increase Reading Interest

Increasing interest in reading requires a gradual process. Steps are needed as an effort to increase interest in reading. The steps that can be taken to increase interest in reading are as follows:²⁸

a. Building motivation for reading interest

The main step that needs to be taken in an effort to increase interest in reading is to build self-motivation. With self-motivation to read, it will change the view to be open to something that we did not know at first. Until it will increase our attractiveness to do the reading activity.

b. Read something you like

Each individual has a different reading genre. Someone in an effort to familiarize themselves with reading should choose reading that matches their favorite reading genre. If someone reads with a genre that is not liked, he will feel bored faster and his motivation will decrease. So to continue to maintain interest and motivation in yourself, you should adjust the reading genre according to your favorite.

c. Making appropriate and comfortable time for reading

The high level of motivation without being supported by the right time can affect reading activities. Inappropriate reading time often makes someone lazy to read. Everyone has the right reading momentum: some people like to read when the lesson hours are empty or are resting, some like to read while traveling, and there are also some people doing reading activities before bed.

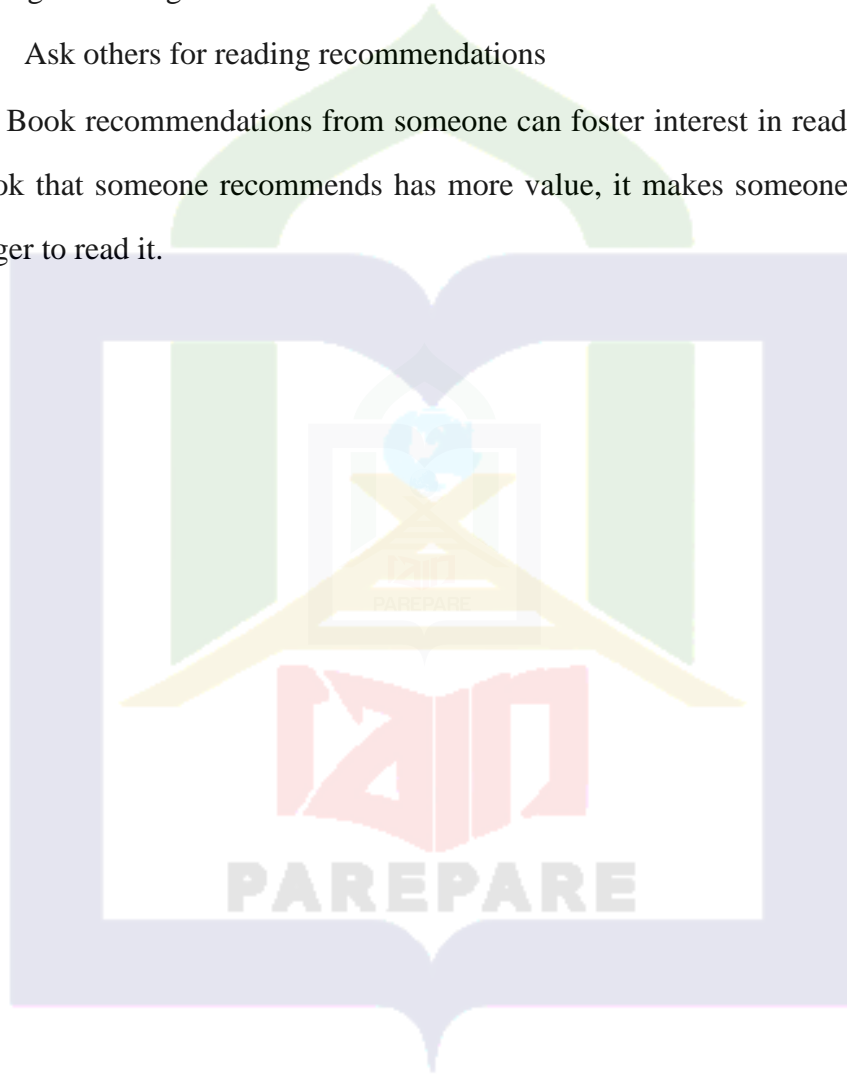
²⁸ Periyeti, "Usaha Meningkatkan Minat Baca Mahasiswa," *Jurnal Pustaka Budaya* 4, no. 1 (2017): 55–67., *Jurnal Pustaka Budaya*,: Perpustakaan Universitas Andalas, 4.1 (2017)

d. Cultivate curiosity

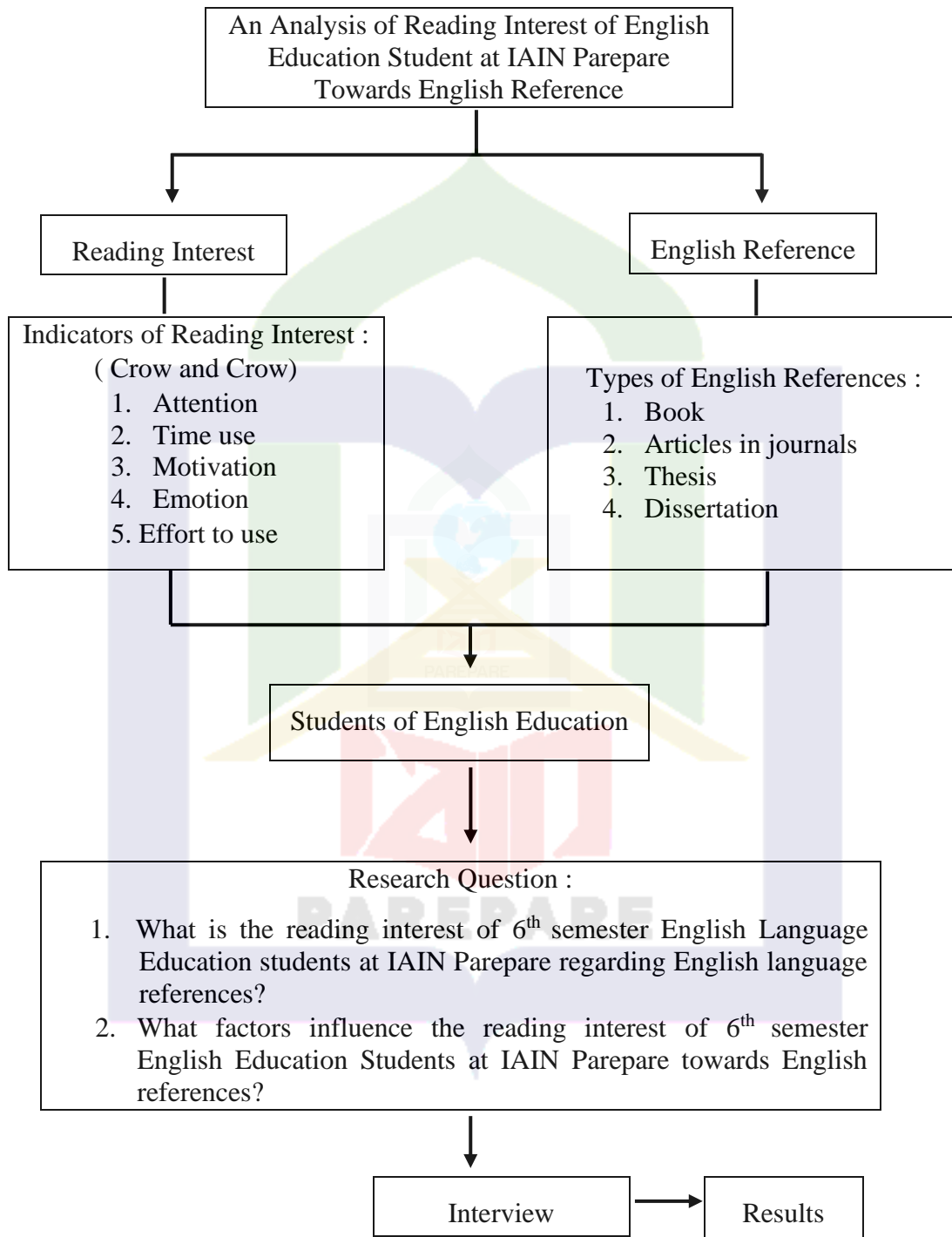
Interest in reading must be cultivated in a person to generate curiosity. Curiosity and curiosity are effective things to further encourage yourself to start something or reading activities.

e. Ask others for reading recommendations

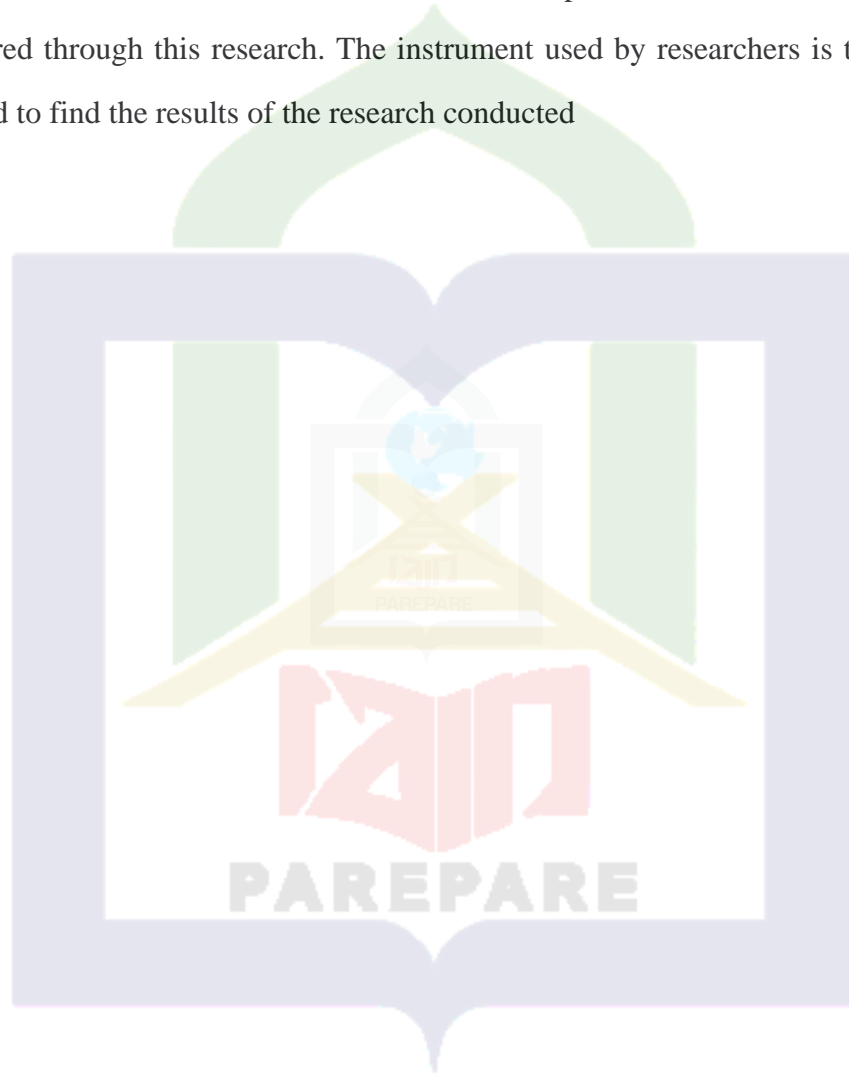
Book recommendations from someone can foster interest in reading. Because the book that someone recommends has more value, it makes someone feel curious and eager to read it.



C. Conceptual Framework



The conceptual framework in this research is reading interest and English language references as the main concepts. To determine students' reading interest, researchers used 5 assessment indicators and English language references, namely scientific references. In the research there are 2 problem formulations that will be answered through this research. The instrument used by researchers is the interview method to find the results of the research conducted



CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a qualitative research. With this study, researchers wanted to explain how the reading interest of Tadris English students towards English references in semester 5 at IAIN Parepare.

Qualitative research is research that has the aim of understanding social reality how it is not how the world should be, so a qualitative researcher must have an open mind. Qualitative research is research in which no mathematical, statistical or computer models are used. The research process first begins by compiling basic assumptions and rules of thinking that will be used in research. Qualitative research is research in which researchers do not use numbers in collecting data and in interpreting the results.²⁹

The type of research that the researcher chooses is case study research. Case study is defined as a method or strategy in revealing a particular case. Case study research methods examine cases or phenomena in an environment in depth to examine the background, conditions, and interactions that occur. In conducting case study research, a researcher should take the following steps:

1. Case selection

Case selection is not arbitrary but must be purposeful. Cases can be selected by researchers by making a person, environment, program, process, and society or certain social units as objects.

²⁹ Mamik, *Metodologi Kualitatif* (Sidoarjo: Zifatama Publisher, 2015). (Sidoarjo : Zifatama Publisher), 2015. P. 3.

2. Data collection

Data collection can be done through several data collection techniques, but the priority in case study research is observation, interviews and document analysis.

3. Data analysis

4. Report preparation/writing

B. Location and Duration of the Research

This research was conducted at IAIN Parepare on 6th semester students majoring in Tadris English. This location was chosen because based on the experience and observation of the researcher, the reading interest of Tadris English students is still low. This research was conducted for approximately one month to collect and manage the data obtained.

C. Focus of the Research

The focus of this research is the analysis of reading interest of 6th semester Tadris English students towards English references at IAIN Parepare.

D. Types and Data Sources

The data in this study were obtained directly from the field with the aim that this research gets clearer and more accurate information. The technique used in determining sources is to determine the number of students who will be interviewed to obtain information.

The data for this study were obtained from the students of English Department of IAIN Parepare. In addition, students will be asked to answer various questions in accordance with the interview guidelines.

E. Instrument of The Research

Data collection techniques are important things that researchers must do. The feasibility and validity of data is obtained from the correctness of data collection. Therefore, researchers must pay attention to this stage. The data collection techniques used by researchers in this study are as follows:³⁰

1. Observation

Observation is direct observation. Observation can be done in several ways, such as tests, questionnaires, various images, and sound recordings. Observation is used as a complement to obtaining data. In this study, researchers used a questionnaire to make observations and obtain data.

According to Spradley, there are several stages in observation, namely:

- a. Selection of a setting where and when interesting processes and individuals can be observed.
- b. Provide a definition of what can be documented in the observation and in each case.
- c. Training for the observer so that there is standardization, such as the research focus.
- d. Descriptive observations that provide a general description of the field.
- e. Focused observations that increasingly concentrate on aspects relevant to the research questions
- f. Selective observation which is intended to deliberately capture only key aspects

³⁰ Dr. Agus Salam, *Metode Penelitian Kualitatif*, (Pasaman Barat : CV. Azka Pustaka), 2023. P. 29-33.

- g. The end of observation when theoretical fulfillment has been achieved, that is, when further observation does not provide further knowledge.

2. Interview

Interview is a technique used by researchers to assess a person's condition. The interview is conducted by the interviewer who asks questions and the interviewee as the giver of answers to these questions. This technique was also used by researchers in this study to collect research data.

Creswell in 1998 describes several interview procedures, as follows:

- a. Identify informants based on a pre-selected sampling procedure.
- b. Determine the type of interview to be conducted and what useful information is relevant in answering the research questions.
- b. Prepare appropriate recording devices.
- c. Check the condition of the recording device.
- d. Draw up the interview protocol, which is approximately four to five pages long with approximately five open-ended questions and enough space between questions to record responses to informants' comments.
- e. Decide where to conduct the interview. During the interview match the questions, complete them at that time, respect the informant and be polite.

No.	Indicators Of Reading Interest	Interview Questions
1.	Attention	In one week, how many readings can you complete?
2.	Time Use	How much time do you spend reading English references every day?
3.	Motivation	Do you have some English references collections?
4.	Emotion	In writing scientific paper, do you use a lot of English references?
		How often do you share your reading on a topic based on the English references you have read?
5.	Effort to Use	How often do you take the time to visit the library or search the internet for English references?
6.	Factors influencing students' reading interest in English-language references	What makes you less interested in reading English references?

Table 1. Research Indicators and Interview Question

F. Techniques of Collection Data

Data collection in research is an essential process, because the data collected will form the basis of research analysis and conclusions. The techniques used in this research are interviews.

An interview is an activity that involves an interviewer and an interviewee. In this process, the interviewer will ask a number of questions that must be answered by the interviewee. According to Gorden, an interview is a conversation between two people, in which one party tries to direct the conversation to obtain information for

some specific purpose.³¹ That is, an interview is a conversation between two people where one party aims to explore and obtain information for a specific purpose.

In this study, researchers involved 15 English education students as samples to obtain data related to the reading interest of 6th semester English education students at IAIN Parepare towards English references. The sampling technique used was simple random sampling, which aims to ensure that all elements in the population have the same opportunity to be selected as representatives.

In this study, researchers used face-to-face interviews as a data collection method. Face-to-face interview is a data collection process in which the researcher asks questions and records answers from participants directly. The researcher has prepared 7 questions related to students' reading interest in English references. To collect interview data, the researcher conducted the following procedures:

1. Preparing the Question Concept

The researcher designed the questions to be asked to the research subjects. These questions were drafted in such a way that they were relevant to the research objectives and able to elicit in-depth information about students' reading interest in English references. The questions were pretested to ensure that they could be well understood by the participants and could provide the expected data.

2. Conducting the Interviews

The researcher conducted face-to-face interviews with each participant. These interviews were conducted at a mutually agreed place and time so that the participants felt comfortable and could provide honest and in-depth answers. During the interview, the researcher took notes and recorded the participants' answers. This

³¹ Umar Sidiq and Moh Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, Ed. Anwar Mujahidin, 1st Ed. (Ponorogo: CV Nata Karya, 2019), p.56-60.

recording can be in the form of written notes, audio recordings, or videos, depending on the consent of the participants and the needs of the research.

3. Transcribing Interview Results

After the interviews are completed, the researcher makes a transcript of the interviews. This transcript includes the entire conversation between the researcher and the participant, including the questions asked and the answers given. Care was taken in the transcription process to ensure that all important information was accurately recorded and no details were missed.

G. Techniques of Data Analysis

Data analysis is a method of processing data into accurate information, which is easily understood by readers and is useful as a reference source for researchers who are looking for solutions related to the topic of the problem being discussed. With this technique, the data produced is guaranteed to be correct and systematic, so there is no doubt about using it as a reference source. The steps in the research data analysis process are as follows:³²

1. Data reduction

Data reduction is defined as the process of selecting, focusing, and transforming data. Data from field observations, interviews and documentation found a lot of mixed data so researchers need to reduce data. In reducing data, researchers will select data that is relevant to the formulation of problems in research, focus, and reduce data that is not in accordance with the research concept. The results of the

³² Dr. Indra Prasetia, S. Pd., M. Si., *Metodologi Penelitian Pendekatan Teori Dan Praktik*, (Medan : Umsu Press), 2022. P. 148-149.

reduction will provide a clearer picture for collecting further data. This stage requires a thought process, depth of insight and discussion can also be done to add insight.³³

2. Data presentation

After going through the data analysis stage, the next step that must be done is data presentation. The data presentation referred to in this study is in the form of narrative text and in the form of tables or graphs. In qualitative research, what is often used in presenting data is narrative text.

3. Drawing conclusions or verification

The next analysis activity is drawing conclusions and verification. The initial conclusions put forward are still temporary, but will change if no strong evidence is found in the next data collection. However, if at an early stage it has been supported by valid and consistent evidence, then the conclusion is a credible conclusion.

³³ Nikma Fitriasaki, *Metodologi Penelitian Pendidikan*, 1st ed. (Padang, Sumatera Barat: PT. Global Eksekutif Teknologi, 2022). P.218.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings, data analysis, and discussion. The results of the data in this study are presented in the form of findings (research description) and further explained in the data analysis and discussion techniques.

A. Findings

To answer the research questions in the previous chapter, researchers conducted interviews with Tadris English students in semester 6 at IAIN Parepare. Each student was given seven types of questions with the aim of finding out how the reading interest of Tadris English students and what factors affect students' reading interest in English references. The following are the results of the researcher's interviews with Tadris English students:

4. What is the reading interest of 6th semester English Education Students at IAIN Parepare regarding English language references?

Anda meluangkan waktu berapa lama untuk membaca referensi berbahasa Inggris setiap hari ? (How much time do you spend reading English references every day?)

Representative statements:

“Kurang lebih saya meluangkan waktu 1 hingga 2 jam, karena saya biasanya akan membaca referensi untuk mencari referensi untuk proposal penelitian.”

(I usually spend about 1 to 2 hours searching and reading references that are relevant to my research proposal.)³⁴

“Saya meluangkan waktu untuk membaca referensi berbahasa Inggris 1-2 jam perhari karena kebanyakan referensi yang saya baca merupakan bacaan

³⁴ Annisa Ahmad, Raden Ajeng Siti Dwi Wulandari, and Hikma Fitria Amir, Interview in English Department of IAIN Parepare on April 16th, 2024

berbahasa Indonesia dan saya lebih sering menghabiskan waktu dengan bermain media sosial.”

(I spend 1-2 hours per day reading English references, as most of the references I read are usually in Indonesian, and I often spend time playing social media.)³⁵

“Hampir tidak ada, karena saya memang tidak tertarik walaupun itu sebenarnya berhubungan dengan ke-prodia-an ku. Kecuali kalau memang ada tugas yang mengharuskan membutuhkan kegiatan membaca, ya baru saya menyempatkan waktu untuk membaca referensi itu.”

(Almost never, because I'm not interested, even though it's related to my field. Unless there is an assignment that requires me to read, then I take the time to look for references.)³⁶

“Saya tidak membaca referensi setiap hari hanya membaca referensi apabila ada tugas yang mengharuskan membaca atau mencari referensi karena saya lebih suka pake AI.”

(I don't read references every day; I only look up and read references when an assignment requires it, because I prefer to use AI.)³⁷

“Saya meluangkan waktu sekitar 1-2 jam untuk memahami makna teks Bahasa Inggris dengan menerjemahkannya terlebih dahulu ke Bahasa yang saya pahami.”

(I take about 1-2 hours to understand the meaning of the English text by first translating it into a language I understand.)³⁸

From the interview results above, on average, students spend 1 to 2 hours a day reading English references. However, this is done because of the demands of lecture assignments that require students to read English references. Therefore, it can be concluded that students will only take the time to read English references per day if influenced by coursework.

Dalam waktu satu minggu, berapa jumlah bacaan yang dapat anda selesaikan ? (In one week, how many readings can you complete?)

³⁵ Sri Rahmawati Hasman, Interview in English Department of IAIN Parepare on April 16th, 2024

³⁶ Riani, Interview in English Department of IAIN Parepare on April 16th, 2024

³⁷ Rani Pebriani, Interview in English Department of IAIN Parepare on April 16th, 2024

³⁸ Sari Azhari Annas, Interview in English Department of IAIN Parepare on April 16th, 2024

Representative statements:

“Dalam waktu satu minggu, setidaknya 1-2 buku yang saya selesaikan karena saya lebih suka membaca E-book.”

(In one week, I can finish at least 1-2 books because I prefer reading e-books.)³⁹

“Saya tidak menyelesaikan dalam satu minggu karena butuh waktu lama untuk menyelesaikan satu buku untuk di baca.”

(I can't finish one book in a week because it takes me longer to finish the book I'm reading.)⁴⁰

“Dalam waktu satu minggu itu, saya mungkin tidak pernah menyelesaikan bacaan referensi yang berbahasa Inggris karena sibuk melakukan kegiatan sehari-hari.”

(In one week, I may not have time to finish reading English references because I am busy with various daily activities.)⁴¹

“Kalau bacaan Bahasa Inggris mungkin hanya 1 bacaan saja. Itupun tergantung kebutuhan kalo saya ada tugas atau kebutuhan dengan teks yang berbahasa Inggris, maka saya baca tapi jika tidak ada yah mungkin dalam seminggu itu bisa jadi tidak ada yang saya baca.”

(English reading may only be one a week. It also depends on my needs. If there is an assignment or I need an English text, I will read it. However, if there is no need, I might not read anything in a week.)⁴²

From the results of the interview above, students' attention to English-language references is still relatively low. Students read English references not because of their own motivation but because of the needs of lectures, outside of these needs students do not read these references.

Seringkah anda meluangkan waktu untuk mengunjungi perpustakaan atau menelusuri di media internet untuk membaca referensi berbahasa Inggris?

³⁹ Yunita Fitrah Nur, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴⁰ Nur Halimah, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴¹ Fadila Maulana, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴² Syafira Ramadhani Sumardi, Interview in English Department of IAIN Parepare on April 16th, 2024

(How often do you take the time to visit the library or search the internet for English references?)

Representative statements:

“Secara pribadi saya jarang mengunjungi perpustakaan. Akan tetapi saya sering mencari referensi melalui online, seperti google scholar.”

(Personally, I rarely visit the library. However, I often search for references online, for example through Google Scholar.)⁴³

“Saya lebih sering menelusuri referensi berbahasa Inggris di media internet karena menurut saya lebih praktis.”

(I mostly search for English-language references on the internet because I find it more practical.)⁴⁴

“Saya pergi ke perpustakaan apabila ada tugas yang mengharuskan pergi ke perpustakaan cari referensi dari buku dan kalau cari referensi di media sosial saya sangat sering karena lebih fleksibel dari dilakukan dimana saja, kapan saja, dibandingkan ke perpustakaan.”

(I go to the library if there is an assignment that requires me to look for references from books. However, I often look for references on social media because it is more flexible-I can do it anywhere and anytime, compared to having to go to the library.)⁴⁵

“Saya lebih sering melihat referensi di internet, dan hampir setiap hari. Melalui internet juga mempermudah dalam membaca dimana pun dan kapan pun.”

(I look for references on the internet more often, almost every day. The internet makes it easy for me to read anywhere and anytime.)⁴⁶

From this interview above, students tend to look for English references on the internet rather than visiting the library. Students do not have a high interest in visiting

⁴³ Raden Ajeng Siti Dwi Wulandari, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴⁴ Yunita Fitrah Nur and Hardiyanti, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴⁵ Rani Pebriani, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴⁶ Andi Magfirah, Interview in English Department of IAIN Parepare on April 16th, 2024

the library to read English references, students prefer to search on the internet because it is more practical and can be done anywhere and anytime.

Dalam menulis sebuah karya tulis ilmiah, apakah anda banyak menggunakan referensi berbahasa Inggris? (In writing a scientific paper, do you use a lot of English references?)

Representative Statement:

“Kadang saya menggunakan referensi berbahasa Inggris tapi saya sering menggunakan referensi pakai Bahasa Indonesia agar mudah dipahami karena jika dari referensi dari Bahasa Inggris kadang saya kurang mengerti pembahasannya.”

(Sometimes I use English references, but more often I use Indonesian references to make it easier to understand. English references are often difficult to understand because of their complexity.)⁴⁷

“Tergantung, karena kalau topik yang saya cari mengandung materi Bahasa Inggris, maka referensi yang saya gunakan pun berbahasa Inggris. Jika materi non-bahasa Inggris, sekiranya ada satu atau dua referensi Bahasa Inggris yang saya gunakan.”

(It depends, if the topic I'm looking for contains English material, then the references I use are also in English. However, if the material is not in English, I might only use one or two English references.)⁴⁸

“Tidak terlalu, saya menggunakan referensi berbahasa Inggris ketika saya tidak temukan apa yang saya inginkan dalam referensi berbahasa Indonesia.”

(I don't use English references very often. I only use them when I can't find what I'm looking for in Indonesian references.)⁴⁹

“Iya, saya banyak menggunakan referensi dalam bahasa Inggris sebab pribadi saya berasal dari Pendidikan Bahasa Inggris yang memerlukan lebih banyak referensi Bahasa Inggris.”

(Yes, I use a lot of references in English because my background is in English Education, which requires more references in the language.)⁵⁰

⁴⁷ Rani Pebriani and Hikma Fitria Amir, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴⁸ Andi Magfirah, Interview in English Department of IAIN Parepare on April 16th, 2024

⁴⁹ Yunita Fitrah Nur, Interview in English Department of IAIN Parepare on April 16th, 2024

From this interview above, when students use English-language references in writing a paper such as a scientific paper. So it can be said that students still have the effort to find out and understand the contents of the reading so that it can be a reference in a scientific paper outside of the requirements of lecture assignments.

Apakah anda memiliki beberapa koleksi referensi berbahasa Inggris? (Do you have some English reference collections?)

Representative Statement:

“Yah, saya punya beberapa seperti jurnal dan buku karena suatu waktu saya akan Kembali membaca referensi tersebut.”

(Yes, I have some references such as journals and books because I may need to read them again in the future.)⁵¹

“Yah, saya memiliki banyak referensi berbahasa Inggris karena itu adalah kebutuhan saya dalam perkuliahan.”

(Yes, I have a lot of English references because that is what I need in my studies.)⁵²

“Yah, saya memiliki beberapa koleksi bacaan tapi tidak banyak karena biasanya saya hanya akan membaca 2 atau 3 referensi bacaan.”

(Yes, I have some reading collection, but not much as I usually only read 2 or 3 references.)⁵³

From this interview above, stated that the motivation of students in reading English references is still relatively low, because only a small number of students have English reference collections.

⁵⁰ Raden Ajeng Siti Dwi Wulandari and Muhammad Alfian Has, Interview in English Department of IAIN Parepare on April 16th, 2024

⁵¹ Andi Magfirah, Interview in English Department of IAIN Parepare on April 16th, 2024

⁵² Yunita Fitrah Nur, Hikma Fitria Amir, and Sari Azhari Annas, Interview in English Department of IAIN Parepare on April 16th, 2024

⁵³ Srywulan Handayani and Sri Rahmawati Hasman, Interview in English Department of IAIN Parepare on April 16th, 2024

Seringkah anda menyampaikan hasil bacaan anda terkait suatu topik berdasarkan referensi Bahasa Inggris yang telah anda baca? (How often do you share your reading on a topic based on the English references you have read?)

Representative Statement:

“Ya, saya sering menyampaikan hasil bacaan saya terkait suatu topik berdasarkan referensi Bahasa Inggris yang telah saya baca. Saya melakukannya melalui tulisan. Karena saya selalu berusaha untuk membagikan pengetahuan dan informasi yang saya peroleh dari referensi Bahasa Inggris.”

(Yes, I often share what I have read about a topic based on the English references I have read. I usually do this through writing because I always try to share the knowledge and information that I have gained from the English references.)⁵⁴

“Yah, saya terkadang memberikan opini saya terkait referensi yang saya baca kepada teman saya terkait referensi Bahasa yang saya baca.”

(Yes, I sometimes give my opinion about the references I read to my friends, especially those related to the language I am learning.)⁵⁵

“Terkadang, jika saya tiba-tiba mendengar teman-teman saya membicarakan suatu yang relate dengan napa yang telah saya baca, maka saya cenderung ikut dalam pembahasan dengan menyampaikan apa yang telah saya dapat dari apa yang telah saya baca.”

(Sometimes, if I hear my friends talking about something related to what I have read, I tend to join the discussion by sharing what I know from the references I have read.)⁵⁶

From this interview above, it can be seen that students are able to explain or make English references that have been read as a foundation in argumentation. This indicates that students' emotions as readers are influenced by the flow of discussion in a reading so that attention is completely diverted to what they read.

⁵⁴ Yunita Fitrah Nur, Interview in English Department of IAIN Parepare on April 16th, 2024

⁵⁵ Raden Ajeng Siti Dwi Wulandari, Interview in English Department of IAIN Parepare on April 16th, 2024

⁵⁶ Andi Magfirah, Interview in English Department of IAIN Parepare on April 16th, 2024

5. What factors influence the reading interest of 6th semester English Education Students at IAIN Parepare towards English references?

To answer the second problem formulation in this study, researchers conducted interviews with several 6th semester students of English education at IAIN Parepare. The following are the factors that influence the reading interest of English education students towards English-language references:

Hal apa saja yang menyebabkan anda kurang tertarik untuk membaca referensi yang berbahasa Inggris? (What makes you less interested in reading English references?)

a. Lack of Vocabulary

Representative Statement :

"Saya terkadang malas membaca referensi berbahasa Inggris karena sulit memahami maksud dari bacaan itu. Saya sulit memahami bacaan karena kosakata yang saya ketahui masih sedikit."

(I am sometimes lazy to read English references because it is difficult to understand the meaning of the reading. I find it difficult to understand what I am reading because I have little vocabulary.)⁵⁷

"Saya tidak terlalu sering membaca referensi berbahasa Inggris karena kadang saya kurang memahami bacaan ketika menemukan kosakata yang tidak saya ketahui, sehingga membuat saya cepat bosan."

(I don't read English references very often because sometimes I don't understand what I'm reading when I find vocabulary that I don't know, so it makes me bored quickly.)⁵⁸

"Ada beberapa faktor yang membuat saya jarang sekali membaca referensi berbahasa Inggris yaitu karena malas dan kurangnya kosakata, sehingga saya harus menerjemahkan terlebih dahulu."

(There are several factors that make me rarely read English references, namely laziness and lack of vocabulary, so I have to translate first.)⁵⁹

⁵⁷ Nur Halimah, Interview in English Department of IAIN Parepare on April 16th, 2024

⁵⁸ Sri Rahmawati, Interview in English Department of IAIN Parepare on April 16th, 2024

⁵⁹ Miftahul Iksan, Interview in English Department of IAIN Parepare on April 16th, 2024

“Saya membaca referensi berbahasa Inggris jika memang ada tugas kuliah. Itupun ketika saya membaca harus menerjemahkan terlebih dahulu. Karna kadang saya tidak tahu arti kosakatanya.”

(I read English references if I have a class assignment. Even then, when I read, I have to translate first. Because sometimes I don't know the meaning of the vocabulary.)⁶⁰

b. Low motivation in reading

Representative Statement :

“Saya termasuk mahasiswa yang jarang membaca referensi berbahasa Inggris dikarenakan tidak adanya motivasi untuk terus membaca. Saya biasanya hanya membaca kalau ada tugas perkuliahan yang mengharuskan menggunakan referensi berbahasa Inggris. Tidak ada tugas berarti saya tidak membaca referensi berbahasa Inggris.”

(I am one of those students who rarely read English references because there is no motivation to keep reading. I usually only read when there is a lecture assignment that requires using English references. No assignment means I don't read English references.)⁶¹

“Saya jarang membaca referensi berbahasa Inggris, karena sulit untuk dipahami sehingga saya pun tidak tertarik atau termotivasi membaca referensi berbahasa Inggris. Saya secara pribadi lebih senang membaca referensi yang berbahasa Indonesia.”

(I rarely read English references because they are difficult to understand, so I am not interested or motivated to read English references. I personally prefer to read Indonesian references.)⁶²

c. Less favorable environment

Representative Statement :

“Untuk saya sendiri kenapa jarang membaca referensi berbahasa Inggris dikarenakan lingkungan sekitar saya tidak terlalu mendukung. Kebanyakan teman saya itu sangat jarang membaca, apalagi untuk referensi berbahasa Inggris.”

⁶⁰ Hardiyanti, Interview in English Department of IAIN Parepare on April 16th, 2024

⁶¹ Annisa Ahmad, Hikma Fitria, dan Nurul Rahma, Interview in English Department of IAIN Parepare on April 16th, 2024

⁶² Yunita Fitrah Nur, Interview in English Department of IAIN Parepare on April 16th, 2024

(For myself, I rarely read English references because the environment around me is not very supportive. Most of my friends rarely read, especially for English references.)⁶³

”Untuk membaca referensi berbahasa Inggris itu jarang. Karena saya lebih sering menghabiskan waktu dengan kegiatan-kegiatan organisasi atau lainnya.”

(To read English references is rare. Because I spend more time with organisational activities or working after attending lectures.)⁶⁴

d. Excessive use of social media

Representative Statement :

“Hal yang mempengaruhi minat baca saya terhadap referensi berbahasa Inggris adalah lingkungan. Karena lingkungan sekitar saya lebih sering menghabiskan waktu untuk bermain media sosial dan bermain game. Hal itu juga mempengaruhi kebiasaan saya, ketika saya mulai membaca terkadang dipengaruhi oleh notifikasi atau tontonan yang ada di media sosial.”

(The thing that affects my interest in reading English references is the environment. Because the environment around me spends more time playing social media and playing games. It also affects my habits, when I start reading it is sometimes influenced by notifications or watching on social media.)⁶⁵

B. Discussion

This section discusses the findings related to the reading interest of 6th semester English education students towards English references that have been conducted by researchers at IAIN Parepare. The researcher explains how the reading interest of English education students and what factors influence the reading interest of English education students.

⁶³ Safira Ramadhani, Andi Magfirah, Interview in English Department of IAIN Parepare on April 16th, 2024

⁶⁴ Hikma Fitria Amir, Sari Azhari Annas, Interview in English Department of IAIN Parepare on April 16th, 2024

⁶⁵ Sri Rahmawati, Miftahul Iksan, Riani, dan Rasya, Interview in English Education of IAIN Parepare on April 16th, 2024

1. What is the reading interest of 6th semester English Education Students at IAIN Parepare regarding English language references?

Based on the results of interviews with 15 English education students in semester 6 at IAIN Parepare who became respondents, researchers found data that English education students' reading interest in English-language references is still relatively low.

English education students' attention to reading English references is still lacking. Students are only able to spend one to two hours a day reading. This is also influenced by the existence of lecture assignments that require the use of English-language references. In one week, students were only able to complete at least two to three English references. However, most students are not able to complete one reading in one week.

The visits of English education students to the library are very rare. Students often search and read English references on the internet rather than visiting the library. Students' personal book collection is also still lacking, students only have two or three English reference books that are read occasionally when students need to support lecture assignments.

The use of English references in writing a scientific paper is still dominated by Indonesian references. English references are only used when it is required or the material topic is not found in Indonesian references. On the other hand, students who read or have read English references are able to explain or convey information obtained from reading. This can be used as a motivation for students to get used to reading so that they can obtain and share information from their reading.

No.	Indicators of Reading Interest	Total	Percentage
1	Attention	7	46,6 %
2	Time use	4	26,6 %
3	Motivation	5	33,3 %
4	Emotion	6	40 %
5	Effort to use	6	40 %

Tabel 2. English Education Students Reading Interest in English References

Based on the results of the above research, the researcher concluded that the reading interest of English education students is still low. English education students are expected to have broad insights as prospective educators and get used to reading English references because one of the skills that must be mastered is reading.

Based on the results of the above research, researchers use Crow and Crow's theory regarding reading interest indicators to analyze the data that has been found from interviews in the field. As for the indicators of reading interest according to Crow and Crow are attention, time used, motivation, emotions, and effort to use.

2. What factors influence the reading interest of 6th semester English Education Students at IAIN Parepare towards English References?

Based on the results of the research, the researcher found several factors that influence the reading interest of English education students towards English-language references. The factors that influence the reading interest of English education students are as follows:

a. Lack of Vocabulary

Vocabulary is very important for anyone in learning a language. In English, vocabulary is very influential on a person's ability, especially English education

students. However, in this study, the researcher found that one of the main factors affecting English education students' reading interest in English references is vocabulary.

Based on the interview results, students rarely read English references due to lack of vocabulary making it difficult to understand the reading. Jumatriadi in his research entitled 'The Relationship between Reading Interest and Vocabulary Mastery with English Reading Comprehension' concluded that there is a significant relationship between vocabulary mastery and English reading comprehension. The higher the vocabulary mastery, the higher the reading comprehension. Conversely, the lower the vocabulary mastery, the lower the reading comprehension.⁶⁶ Fika Megawati in her research entitled 'Students' Difficulties in Achieving Effective English Learning' states that students find it difficult to understand the content of reading in English due to low vocabulary mastery so that the message contained in reading is very difficult to interpret.⁶⁷

Thus it can be concluded that vocabulary mastery greatly affects the reading interest of English language education students towards English references. Students will be more interested in reading English references when they are able to understand the content of the reading. However, if students find it difficult to understand the meaning of the reading, then the students' interest in reading English references will be low.

⁶⁶ Jumatriadi, "Hubungan Minat Baca dan Penguasaan Kosakata dengan Pemahaman Bacaan Berbahasa Inggris: Studi Korelasional Pada Mahasiswa Jurusan Pendidikan Agama Islam Sekolah Tinggi Ilmu Tarbiyah Palapa Nusantara Lombok-NTB," *Jurnal Keislaman Dan Ilmu Pendidikan* 1, no. 02 (2019).

⁶⁷ Fika Megawati, "Kesulitan Siswa dalam Mencapai Pembelajaran Bahasa Inggris yang Efektif," *Jurnal Pedagogia* 5, no. 2 (2016).

b. Low motivation in reading

Based on the results of the study, it was found that motivation is one of the factors that influence English education students' reading interest in English references. Some students stated that reading English references was only done when there were demands for lecture assignments, otherwise if there were no assignments that required the use of English references students would not read English references. Febby Alifia Fitriyanti, and others in their research entitled 'Analysis of Reading Interest of English Education of Students on Scientific Articles' found that the factors that make students interested in reading scientific articles are educational factors. Students are motivated to read because of lecture material and final assignments that require students to read a lot of scientific articles.⁶⁸

Nella Johary and Lena Nesyana Pandjaitan in their research 'The Relationship between Academic Self Efficacy and Motivation to Read English Literature' obtained data that the biggest reason students read English literature is to fulfil college assignments that require reading English literature. And the biggest obstacle experienced by students when reading English literature is limited vocabulary and difficulty understanding the meaning. These reasons and obstacles trigger the low motivation of students in reading English literature.

Based on the results of research that has been conducted by researchers and several previous studies, it can be concluded that the low interest in reading of English education students is caused by a lack of motivational factors in reading. This arises because of the lack of vocabulary so that it is difficult to understand the

⁶⁸ Fitriyanti, Wahyuna, and Puspitaloka, "Analysis of Reading Interest of English Education of Students on Scientific Articles," *Jurnal Pendidikan: Edumaspul* 6, no. 01 (2022).

meaning of reading and students are only required by assignments or lecture materials that require using English-language references.

c. Less favorable environment

Tri Kurniati in her research entitled 'Reading Interest of English Education Study Programme Students' found that reading has not become a student hobby. Thus, the reading culture is also still relatively low. Students sometimes read with the aim of improving their understanding of lecture material. However, not every day students do it and when reading the time spent is only less than one hour.⁶⁹

In this study, the interest in reading English references of 6th semester English education students at IAIN Parepare is still low. Students read because of lecture assignments but the time spent by a small number of students who read every day reaches 1 to 2 hours. This happens because reading, especially on English references, has not become a culture among English education students. And also students spend more time with organisational activities even just gathering to exchange stories outside of material or lecture assignments according to statements made by several students in this study.

d. Excessive use of social media

Based on the results of the study that showed the low reading interest of English education students towards English-language references was caused by the use of social media. Unwise use of social media can reduce student productivity. Students prefer to explore the available application platforms rather than reading

⁶⁹ Tri Kurniawati, "Minat Membaca Mahasiswa Program Studi Pendidikan Bahasa Inggris," *Jurnal Edukasi* 13, no. 02 (2015)

references or other knowledge on the internet. This can cause students' low interest in reading English-language references.

Dukpe Bawa Kojo, and others in their research also concluded that the average student spends time every day preferring to surf social media. The considerable use of social media has a negative impact on students. The culture of reading and student performance in academics can decrease due to students' unwise use of social media. From the above statements, it can be concluded that social media is very influential on students' reading interest and academic ability if it is not used wisely, so it is necessary to make efforts to overcome and increase reading interest, so that it becomes a culture among students.⁷⁰

No.	Factors that Influence Reading Interest	Total	Percentage
1	Lack of Vocabulary	4	26,6 %
2	Low Motivation in Reading	4	26,6 %
3	Less Favorable Environment	4	26,6 %
4	Excessive Use of Social Media	3	20 %

Table 3. Factors Affecting English Education Students Low Interest in Reading English References

⁷⁰ Dukper Bawa Kojo, Baffour Ohene Agyekum, “ Exploring the Effects of Social Media on the Reading Culture of Students in Tamale Technical Univercity,” *Jurnal of Education and Practice* 9, no. 07 (2018).

CHAPTER V

CLOSING

This chapter contains conclusions and suggestions. The conclusions in this study consist of the results obtained from the analysis of English Education students' reading interest in English-language references. The suggestions provide recommendations for the development of reading interest of English Education students.

A. Conclusion

The conclusion of this study states that the reading interest of English Education students is still relatively low because students read English references only influenced by the demands of the task. There are also factors that affect the reading interest of English education students, namely the lack of vocabulary, low motivation in reading, a less supportive environment, and excessive use of social media. reading English references has not become a culture among students. students prefer to spend time with other activities rather than reading references both in English and Indonesian. therefore reading English references must be grown so that students will get used to references or readings in English.

B. Suggestions

1. To Students

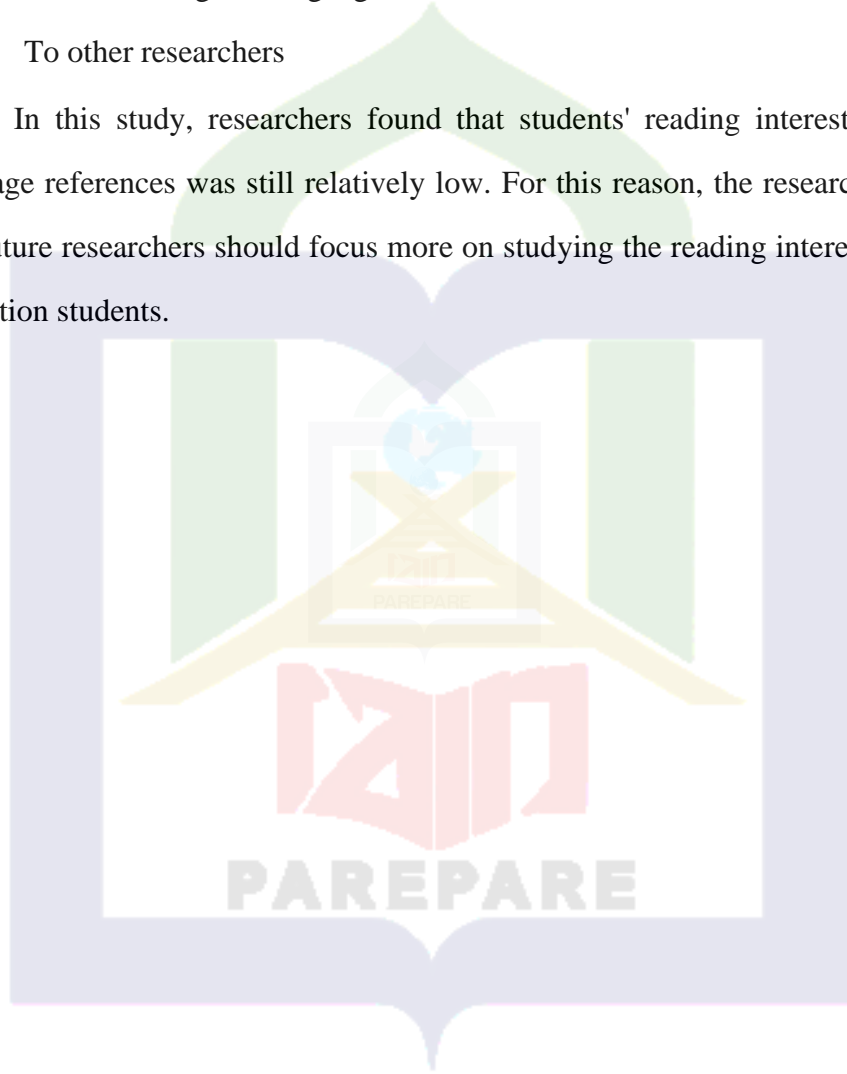
The researcher suggested that students spend one day reading English references to increase their knowledge and practice their reading skills. The researcher hopes that students will have a target of one week to complete one reference.

2. To the English Education study program

For the English Education study program, the researcher suggests creating a program that can foster and increase the reading interest of English Education students related to English-language references.

3. To other researchers

In this study, researchers found that students' reading interest in English-language references was still relatively low. For this reason, the researcher suggests that future researchers should focus more on studying the reading interest of English Education students.



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Appendix 1. Instrument of Interview

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : ASNIAR
NIM : 2020203888203016
FAKULTAS : TARBIYAH
PRODI : PENDIDIKAN BAHASA INGGRIS
JUDUL : AN ANALYSIS OF READING INTEREST OF ENGLISH EDUCATION STUDENTS AT IAIN PAREPARE TOWARDS ENGLISH REFERENCES

PEDOMAN WAWANCARA

1. Anda meluangkan waktu berapa lama untuk membaca referensi berbahasa inggris setiap hari?
(How much time do you spend reading English references every day?)
2. Dalam waktu satu minggu, berapa jumlah bacaan yang dapat anda selesaikan?
(In one week, how many readings can you complete?)
3. Seringkah anda meluangkan waktu untuk mengunjungi perpustakaan atau menelusuri di media internet untuk membaca referensi berbahasa Inggris?
(How often do you take the time to visit the library or search the internet for English references?)
4. Dalam menulis sebuah karya tulis ilmiah, apakah anda banyak menggunakan referensi berbahasa Inggris?

- (In writing a scientific paper, do you use a lot of English references?)
5. Apakah anda memiliki beberapa koleksi referensi berbahasa Inggris?
(Do you have some English reference collections?)
6. Seringkah anda menyampaikan hasil bacaan anda terkait suatu topik berdasarkan referensi bahasa Inggris yang telah anda baca?
(How often do you share your reading on a topic based on the English references you have read?)
7. Hal apa saja yang menyebabkan anda kurang tertarik untuk membaca referensi yang berbahasa Inggris? (What makes you less interested in reading English references?)


Parepare, 19 January 2024


Approved by

Consultant Commissions

Consultant

Co-Consultant


Dra. Hj. Nanning, M. Pd.
NIP. 19680523 200003 2 005


M. Mawir, M. Pd.
NIP. 19880930 202321 1 016

Appendix 2. Documentation


















Appendix 3. Virtue of Consultant Degree


**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 4016 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;

Mengingat : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi

6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;

8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**

Kesatu : Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd.
2. Munawir, M.Pd.


Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa


Nama : Asniar
NIM : 2020203888203016
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An analysis of reading interest of English education students of IAIN Parepare towards English references

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 13 September 2023
Dekan,

Nuzulifah, M.Pd.
NIP. 19030420 200801 2 010



Appendix 4. Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-904/In.39/FTAR.01/PP.00.9/03/2024

22 Maret 2024

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE

Cq. 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 : ASNIAR
Tempat/Tgl. Lahir : MANGKOSO, 04 April 2002
NIM : 2020203888203016
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : MANGKOSO, KEL. MANGKOSO KEC. SOPPENG RIAJA KAB. BARRU

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

AN ANALYSIS OF READING INTEREST OF ENGLISH EDUCATION STUDENTS AT IAIN PAREPARE
TOWARDS ENGLISH REFERENCES

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai selesai.

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

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Appendix 5. Permission Research

SRN IP0000172


PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 172/IP/DPM-PTSP/3/2024

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. 23 Tahun 2022 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 :

M E N G I Z I N K A N

KEPADA
NAMA : **ASNIAR**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **MANGKOSO, KAB. BARRU**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN ANALYSIS OF READING INTEREST OF ENGLISH EDUCATION STUDENTS AT IAIN PAREPARE TOWARDS ENGLISH REFERENCES**


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

LAMA PENELITIAN : **01 April 2024 s.d 30 April 2024**

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

Dikeluarkan di: **Parepare**
Pada Tanggal : **28 Maret 2024**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**


HJ. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSR
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Badan
Sertifikasi
Elektronik



Appendix 6. Letter of Research Completion



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal 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-1721/ln.39/FTAR.01/PP.00.9/05/2024

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfah, M.Pd.
NIP : 19830420 200801 2 010
Pangkat / Golongan : Pembina / IV a
Jabatan : Dekan Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Asniar
NIM : 2020203888203016
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Mangkoso, Kec. Soppeng Riaja Kab. Barru

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai tanggal 01 April 2024 sampai dengan tanggal 30 April 2024, dengan judul penelitian **"AN ANALYSIS OF READING INTREST OF ENGLISH EDUCATION STUDENTS AT IAIN PAREPARE TOWARDS ENGLISH REFERENCES"**.

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

Parepare, 27 Mei 2024



Dr. Zulfah, M.Pd.
19830420 200801 2 010

CURRICULUM VITAE



Asniar was born on April 04th 2002 in Mangkoso, South Sulawesi. She is the fifth child from Nursam Kuddu and Juhera. She has two brothers and two sisters. She started her education at SD INPRES MANGKOSO and graduated in 2014, in the same year she continued her education in junior high school at SMPN 1 SOPPENG RIAJA and graduated in 2017. After that, she continued his high school education at SMAN 1 SOPPENG RIAJA and graduated in 2020. She then enrolled and was accepted into the S1 Programme majoring in English Education Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare in 2020 and graduated in 2024.

During her education, she has participated in several organisations, namely when she was in junior high school she participated in Scouts and PMR at the base of SMPN 1 SOPPENG RIAJA and when she was in high school she participated in Scouts Ambalan Bala Putri Dewi at the base of SMAN 1 SOPPENG RIAJA and Organisasi Siswa Intra Sekolah (OSIS). At the college level she joined the Himpunan Mahasiswa Islam (HMI) Kom. Bumi Harapan in 2020 and served as secretary of Kohati in 2022. The author completed her studies with the thesis title “An Analysis of Reading Interest of English Education Students at IAIN Parepare Towards English References.”