

CHAPTER I

INTRODUCTION

This chapter generally discusses background of study, research problem, objective of study, significance of study, and terminology. Each of them needs to be clearly explained to get a deeper understanding about this research.

1.1 Background

Reading can increase intelligence. It also allows access to information as well as deepens one's knowledge. The more one reads, the wider, the knowledge is acquired or gained. The reverse is true that the less one reads, the less and limited knowledge one will be (Triatma, 2016, p.166). According to Santoso (2011), in reading, there are two important aspects that need to be considered. First is reading interest. It is a combination of a desire, personal will and motivation. Second is reading skills which pertain to eye skills and mastery of reading techniques with the goal of creating efficient reading habits. If there is no interest, then reading habits definitely will not develop. Thus, reading interest is the fundamental foundation for reading habits.

Reading interest in Indonesian society is still low. UNESCO data shows that the rate of reading interest among Indonesian people is very concerning which is only about 0.001%. This means that out of one thousand people, there is only one person who is reading diligently. Based on the *Most Littered Study Nation in the world* conducted by *Central Connecticut State University*, Indonesia is ranked on 60th out of 61 countries, regarding reading interest.

Though, in terms of infrastructures that support reading, Indonesia is rated high above European countries (Gewati, 2016, p.1).

It is a fact that reading interest among East Nusa Tenggara people is still low. This matter is supported by the head of the East Nusa Tenggara Provincial Library Agency, Fredik J. W. Tielman in Kupang, through a statement on Thursday (5/1/2017) at www.deligensi.com saying that though every year the number of visitors at the regional library of East Nusa Tenggara is increasing by 15%. However, overall, reading interest in East Nusa Tenggara as an archipelago province is still very low.

In 2019 the number of visitors in library English Education study program of Artha Wacana Christian University was 1.116 students'. Students tend to merely discuss topics related to materials that they are looking for, and then copy it directly from Google without reading it carefully. Even though there are assigned reading materials, given from textbooks, students incline not to read them. Therefore, the lecture process seems to be as if it is merely a process of transferring knowledge from lecturers to students. Another factor is that college students more often spend their time talking about matters unrelated to their academic studies. Rarely has ever been found or encountered around the campus where students are sitting while reading a book or discussing matters that are essentially related to their material courses.

From the descriptions above, the researcher is interested in investigating and conducting a study on the analysis of students' reading interest on English Education Study Program at Artha Wacana Christian University, Kupang in Academic Year 2020/2021.

1.2 Research Problems

Based on the background of the problem described previously, this case study can be formulated as such:

1. What are the types of students' interests in reading books?
2. What are the influencing factors to the students' reading interest?

1.3 Aims of Study

The research benefits are as follows:

1. To investigate the types of EESP students' reading interest.
2. To describe the influencing factors to EESP students' reading interest.

1.4 Significance of the Study

The result of this study can provide new knowledge and fresh information for readers since there is not much research done relate to this topic. This research can also raise students' awareness on how significant reading habit really is and on how important reading culture truly is in society, most especially within the world of the academic environment. This study will become a motivating factor for others to cultivate their reading interest as well. Moreover, the result of this study can also be used as a standard to measure the quality of the educational system of the Department of English Language Education. Furthermore, it can be utilized as one of the valuable references for conducting further research related to this matter. The expected results of research can find out about the student's reading interest.

1.5 Implication

The result of this study will support the theory of the types of reading interest according to Gage about types of reading interest and Prasetyono (2008). Khasanah (2015) suggested several factors influence of students reading interest. Gage (in Abd. Rachman, 1983:10), namely: spontaneous reading interest, and patterned reading interest.

Khasanah (2015) suggested several factors that influence students reading interest is internal factors and external factors. Internal factors which influence the students' reading interest are awareness, reading ability and attitude. External factors are motivation, internet, time allocation, learning system, library and language.

1.6 Application

With the results of this study, it is expected that it can provide benefits for several parties, both lecturers, and other parties to be able to add knowledge practically and help in applying the reading interest obtained during studying on campus, especially English study program and also as input for all students' to increase their reading interest and contribute thoughts and improvements in heading problems or the influence of students' reading interest.