



CHAPTER I

INTRODUCTION

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This chapter introduce what is the background of the study for this research, research problems, the objective of the study, scope and limitation, significance, and also the definition of key terms.

A. Background of the Study

In this global era, science and technology have changed drastically. We do not have to wait longer to obtain information quickly. These change had made education, especially in language learning, more easier than before. Language has important point in our live, it is because language is a tool for communicate to others. People uses language as means of expressing ideas, feeling, and acceptance to others. English, as an international language around the world has very important role for communicate to foreigners or common business

There are four basic skills of English, they are *writing*, *listening*, *reading*, and *speaking*. Most of students are more influent in to English through listening songs or watching movies. As for speaking skill, they only practiced what they had listened from the media above, while their reading skill is still far from well-known. As one of basic skills reading has the important role for us as foreign learner to obtain some or more information that we need in the textbooks or e-book that spread toward internet or library in school or states. Reading also can improve their micro (such as, grammar,

vocabulary, pronunciation and spelling skill) and macro skills (listening, speaking, writing, and reading skill)., even to translation skill.

As foreign learner, it is important for us to learn through whatever media we have such as movies, songs, or textbooks. Since reading is very important in learning second language as for three other skills, a great effort has been given to develop reading skill. Although many ways have been promoted in order to improve reading skill among students, reading is still something that is seems problematic.

According to Mariam (1991), she proposed that a major avenue of learning is through reading. Yet, if we do not understand what we are reading, we cannot learn or remember it. Comprehending is a major concerned, then, of all teachers who use printed material in the classroom, especially in English Language class.

According to Mc. Kool (2007), reading interest is defined as readings done when students are outside the school compound. Furthermore, the US Department of Education (2005) defined reading interests as whether they like to go to the library.

The percentage of reading books in Indonesia is still low than other countries. According to website CNN Indonesia, based on National Library years of 2017, the reading frequency of Indonesia only at rate 3-4 times a week, while amount of books that have reads by are only five to nine books per year.

According to the survey conducted by UNESCO in 2012(Kompas, 2016), Indonesia interest on reading only reach 0,001%, which is mean that, from 1000 people of Indonesia there only one people that have good interest on reading. Another research titled “Most Littered Nation in the World” that done by Central Connecticut State University on March 2016 stated that Indonesia got rank of 60 from 61 countries for the reading interest means Indonesia exactly one under Thailand (59) and one above Bostwana (61). This is crucial problem that faced by Indonesian teachers and Education Ministry.

On university level, reading is an important activity that lead students to know more about their certain study efficiently and quickly, especially English Language Study Program. It is often to read text in English to obtain information for their task or common use. Reading also influences to their score and English skill for reading and enrich their vocabulary list. But if they have no interest in reading, it will be no use. Many people can read a text but hardly can understand what the writing was all about. This is because the reading was not providing any information to the reader. This happened when the reader merely read the text without understanding the content.

In researcher hometown, Palangkaraya, the percentage of reading interest has increasing since 2017 (Radar Sampit, 2018). According to Head of Library and Province Archive Department (DPAP) in Central Kalimantan, Susana Ria Aden, society’ reading interest in Central Kalimantan ranks good. It can be seen from huge number of visitor to library per day, and the

enthusiasm for utilization of Go-Library Cars. Susana also said the average of visitor to library 200 people per day. It even increase to 500 when it is near for middle or school exam.

It is proving that interest for reading book in Indonesia, especially Palangkaraya is in good rank. College students also show their interest in reading and search information in library. They can also searching for book from *digital library* through internet. The problem the researcher wants to investigate is the students' reading interest toward electronic book (E-book) that widespread on internet and in *digital library* that available in library, especially for five semester students of English Language Department at IAIN Palangkaraya. Because researcher finds that in this semester, the students are more fluent to reading books due their reading class task in this one semester.

For another reason, as the students of English Language Department they have to read one book of academic subject to obtain information and improve the score. Reading activity also makes them easier in getting jobs, because good jobs require the people who have wide knowledge and high intellectual, such as translator, tour guide, lecturer, teacher, interpreter, and so on. From the phenomenon above, and some excuses mentioned, the researcher is interested in conducting a research entitled **“ANALYSIS OF STUDENT’S INTEREST ON READING ENGLISH E-BOOK ON ENGLISH LANGUAGE DEPARTMENT AT IAIN PALANGKARAYA”**.

B. Research problem

The problems that will discussing in this study are states below :

1. How far the students interest in reading E-book on English Language Department at IAIN Palangkaraya?
2. What is the advantage and disadvantage of E-book reading for students of English Language Department at IAIN Palangkaraya?

C. Objective of the Study

The objectives of this research are states below :

1. To analyze the interest of fifth semester students majored in English Language Department at IAIN Palangkaraya in reading.
2. To explain what are the advantages and disadvantages of reading E-book for English Language Department students at IAIN Palangkaraya.

D. Scopes and Limitation

The scope of this research is only conducted to students of English Language Department at IAIN Palangkaraya. The research is conducted limited only to analyze the students interest in reading, and also what are advantages and disadvantages of reading E-book.

As for the limitation of this research, the researcher will choose the fifth semester students of English Language Department that has 76 students. For the research instrument, researcher choose questionnaire as instrument because this researcher want to make clear of their interest in reading books and what make them reading E-book on their reading activity.

E. Significances

The researcher hopes that this research would give motivation to teachers, students, and local readers about reading interest in teaching and learning English activity. The researcher hopes this research will give comprehend for teachers so that they can increase their students interest in reading activity. As for the students, the researcher hopes through this research, the students can increase and influence their interest in reading books and other materials either that is printed materials or electronic materials with take the advantages that explain in this research.

F. Definition of Key Terms

a. Reading

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies (Gilakjani, P. & Sabouri, 2016). While interest is an adjective for desire to learn or know something (Oxford Dictionary, Fourth Edition, 2011).

b. Interest

Interest is desire or will to learn or know something. Cambridge Dictionary stated that interest meant the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something.

c. Reading Interest

Reading interest is the persistent tendency of particular source for reading which arising a strong desire to read.

d. Electronic Book (E-book)

An electronic book (E-book) is a digital publication that can consist of text, images, or a combination of both. An electronic book can be read on a proprietary digital device or on a computer, which requires special software such as Adobe Reader PDF, Netro PDF, and etc.

e. English Education Department

English Education Department is one of program study in Faculty of Teacher Training and Education Language at IAIN Palangkaraya.

f. IAIN Palangkaraya

IAIN Palangkaraya or State Islamic Institute of Palangkaraya is an Islamic Institute that located at G.Obos Street in Palangkaraya, Central Kalimantan.



CHAPTER II

REVIEW OF LITERATURE

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This chapter will introduce about the review of literatures, nature of reading, the definition, types, factors, and also the aim for reading. This chapter also introduce what is the definition of interest, the types, the nature for interest, and also the definition for electronic book or e-book.

A. Review of Literature

For this research, the researcher has done many sources from digital library, internet and so on. Although there are so many sources that has similar or even the same topic, but the researcher only choose some of them and there are seven main literature that the researcher found has similar topic to be put on this literatures review.

First, a journal article conducted by Al-Nafisah, Khaled; and AbdulgaderAlshorman, Rae'd (2011), titled *Saudi EFL Students' Reading Interests*. The research for this article can be conclude that there were significant factors that affects Saudi EFL Students on their reading activity. The researchers used a survey methodology and developed questionnaire to get the data collected by 460 respondents. The finding shows that there are such factors affect the students' interest such as lack of interest in their course, or their family member that going abroad so there is none that encourage them to read.

Second, a journal article conducted by E. Springer, Sheree; Harris, Samantha; & A. Dole, Janice (2017) titled *From Surviving to Thriving: Four*

Research-Based Principles to Build Students' Reading Interest, investigate about how and what teachers need to do for keep students' interest on reading activity. The researchers explain how and what the teachers to do by doing Four Research-Based Principles to build their students' focus. The researchers also give steps and tips for doing the principle in classroom practice.

Third, a journal article conducted by Shirin Shafiei Ebrahimi (2016) titled *Effect of Digital Reading on Comprehension of English Prose Texts in EFL/ESL Contexts*. The article research finding is want to acknowledge what effects from digital reading to students comprehension by using English prose text. The research can be conclude that there were significant differences from respondents that divide into two group. The finding shows significant positive result.

Fourth, a journal article conducted by Akarsu, O., & Dariyemez. T. (2014) titled *The Reading Habits of University Students Studying English Language and Literature in The Digital Era* investigate students habit on their reading activity when connected to internet. The result tell that most of respondents uses internet and checked their Facebook account. The respondents said that they also often listening music, reading news article, and read comic strips This is means that educators should develop and work on some applicable methods as the suggestion.

Fifth, a journal article conducted by Rahima S., A., Hanan A., T., Abdulmohsing A., D., & Taiba M., Sadeq.(2015) titled *Does E-Reading*

Enhance Reading Fluency?. The research of this article investigate of how extensive reading affects students' reading fluency. The result of this study acknowledge that paper books are better resources compared e-books. It means that based on respondents, they are more comfortable to read paper books than e-books due their lack of interest to reading application and the features.

Sixth, a study conducted by Vera M. (2018) titled *An Analysis of Students' Interest in Reading at UIN Ar-Raniry*, investigate about the interest of the students majored in English of UIN Ar-Raniry in reading. The result for the study is known that reading interest of students majored in English was low. There are factors that makes their reading interest low include the laziness to read although they are know that reading is important and had lots of benefit.

Last, a study conducted by Chitra M. (2017) titled *The Students' Motivation in Reading and Reading Intetest of The Fifth Semester Students of IAIN Palangkaraya* investigate about how motivation and reading interest influence the fifth semester students majored in English Language Department in IAIN Palangkaraya in reading. The finding of the study reveal that the respondents only acquired an average level of reading motivation, while for the result for their reading interest discover that the students more interested for non-academic related materials.

Based on related studies above, there are similarities and differences to this research. It is investigate the students' interest on reading activity.

According to related studies before, it is clearly enough that reading level on university level was in average. It also gain acknowledgement of what factors that affects students' interest on reading. As for the differences for this research from previous study is the reading material that using electronic book (e-book). It is because in this digital era, students must have read many books not only from printed form but also digital form that spread out in internet. This, follows up by the needs to increase the level of reading skill especially in English Language.

B. Nature of Reading

Reading can be enjoyable activity when it is carried out efficiently. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a researcher's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depen on her or his goal.

According to Longman Dictionary of Applied Linguistic, reading is said as "Perceiving a written text in order to understand is contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. It also can be state as saying a written text aloud (oral reading), this can be done with or without understanding of the content."

Many experts have given their definition about what reading really means. According to Harmer (1991, p. 90), reading is an exercise dominated by the eyes and the brain. It means that reading activity do our senses such as eyes and also brain involved. The eyes as one of five senses in our body has very important role in our live especially on reading because the eyes connected to our brain for gain information through books, articles, even phenomena around us. While the eyes are gain the information, our brain will produce it into a good information. Also, Ahuja and Ahuja (2001, p. 5) stated that reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of this messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

Eskey (1970, p. 40) stated that reading is exactly the most important of the four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reason why students learn the language. Most of foreign learners known English from reading or listening music. Without reading, the learners never know about anything. This is also supported by Goodman (1967) in Carrel (1996, p. 4) stated that reading is not passive, but rather than active process. In learning English as second language, reading is an active cognitive process of interacting with print and monitory comprehension to build up meaning.

Which mean that reading is an activity that has important role for foreign learners to learn English.

Latham as quoted by Burnes and Page (1985, p. 25) stated that reading is the art of reconstructing from printed page the researcher's idea, feelings, moods, and sensory impressions. This is mean that the reader will try to construct the researcher's idea, feelings and imagine the visual images during reading the text in order to understanding the meaning of the text. We can take a sample from biology book that contains not only picture but also the explanation to clarify what is the picture means. It goes same when we read a textbook or novel in English language. We can try to construct the researcher's idea and imagine it as a real visual in our mind.

Based on definition above, it can be concluded that reading is an interactive and a thinking process of transferring printed or monitory letters into meaning in order to communicate certain message between the researcher and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

C. Definition of Reading

Reading is an learning activity that involve reader and the media such as books, internet, articles, and etc., knowledge we obtain from reading is important for our comprehend especially in learning English Language. The students must train their skill on reading for books and texts, that their

reading ability will increase and influence their comprehend about English. Although they will faced some difficulties and stressed while do read English-based texts, but that will makes them more fluent to vocabulary and understand the grammar without nervous and scared. The students have to keep in mind that when they are do read English text, they can't take a look into dictionary as much as possible. It is for increasing their fluent to strange or new words they are find on the passage. If they find the new words, they have to trying guess the meaning of word through every other word clues that include or mentioned in the passage they have read.

There are many definitions for reading. Linguists stated many of reading definitions. Many of them stated that reading is a process to comprehend and understanding the meaning of words, idea, concept, and any information by the researcher in form of written as much as we can. According to Collins English Learner's Dictionary, reading is a an act of looking at and understanding point. This is very true because reading entails the use of vision to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the entire text.

William (1984) stated that reading is a process whereby one looks at and understands what has been written. In the reading activity, we will process and understand what the researcher wrote and imagine it as a visual in our mind. We can't only just take a look of the text or lines, sometimes, we have to do it many times to get the researcher's idea. That is called the process on reading.

It same goes by Rohani Ariffin (1992, p. 1), in her book entitled *Anthropology of Poetry for Young People* defined reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud. We can classify reading in silently as we read the material or textbook without any sounds that come out from our lips. As for reading in aloud as we read with sounds that come out from our lips as manifestation for what we are read.

Juel (1988) stated that reading is the process of getting to know the meaning of words and combines words in sentences and reading structures. A book can contains more than one thousand words that composed into sentences and paragraphs. So Juel clarify that by reading we can now the meaning of words and combines into good sentences and serve it in right structures. Meanwhile, according to Muchyidin (1980) is the process of symbol interpreting and giving meaning to it. Letters in a word classify as symbol that contains meaning. In anthropology, every letter has meaning. We can take sample Kanji in Japanese that said to be 'picture letter' that contain one meaning. So in Muchyidin perception, it is clearly said that reading can make us know the symbol, which is mean, the every letter in words and can put the meaning when it build together.

In addition, reading is a form of communication between reader and the print media read as the representative of author. A good communication requires a linguistic experience that is closely related to aspects of expression.

Furthermore, reading is a complex activity involving a variety of factors that comes from inside the reader and external factors. Reading can also be regarded as kind of human abilities, as a product of learning from the environment, and it is not a capability that is instinctive or inborn instinct. According to Nurhadi (1987), there are four basics must be skilled by a person to facilitate the process of reading. Among the other things are knowledge (especially, knowledge about techniques), experience, language skills, and the purpose of reading. For the knowledge itself, it based on our background knowledge that we got from school. Experience also has the role for a person to skilled in process of reading. Without experience, the learner will never get the knowledge he or she wants. As for the language skill, it is based on their basic knowledge and experience. The more higher their basic knowledge and experience, more higher their desire to skilled the language, and it will come along with their purpose for reading.

Those statement above show the various definitions of reading, means that reading is a complex process to think and understanding meaning of words that written in printed and online form which involve the intellectual act such as pronunciation and comprehension due to understand and getting meaning of the implied message on passage we are reading about.

D. Types of Reading

There are many types of reading. Types of reading that often uses are oral reading, silent reading, and also creative reading. We often uses silent

reading, especially in school. Oral reading often uses when teacher ask students to read text in the class. As for creative reading, we often do it when we read books in library or gain information from articles and journals from internet. Harras (1998, p. 42) stated reading has seven types as follows :

a. Oral Reading

Oral reading is the activity of reading by issuing a voice or activity of pronouncing the language sounds with a voice.

b. Silent Reading

Silent reading is a process of reading without making any sound. In this silent reading, there is no need sound or voice to comes out. Otherwise, the active organs are only the eyes and brain.

c. Intensive Reading

Intensive reading is a carefully read-only reading program. In this type of reading, students read only one or several kinds of reading material and aim to grow and hone critical reading skill.

d. Extensive Reading

Extensive reading is a widely reading program, both the type and variety of texts and the purpose is just to understand the main contents of the reading material that is read by using the time as soon as possible. Students are given freedom and flexibility in terms of having both types and scope of materials or reading material.

e. Literal Reading

The literal reading is a reading activity to recognize and capture the meaning that is written explicitly. The reader only tries to capture the literal (reading the lines) information in the reading and does not try to grasp the deeper meaning.

f. Critical Reading

Critical reading is a kind of reading activity that is done wisely, gracefully, deeply, evaluative, and analytically. It does not only to find the mistake.

g. Creative Reading

Creative reading is a process of reading to gain the added value of new knowledge contained in reading by identifying prominent ideas or combining previously acquired knowledge.

E. Factors of Reading

There are some factors affecting students into reading. According to Purwanto (1986), there are factors that can influence reading :

- a. *Internal factor*, this is factors which comes from the students' habit or condition such as interest, intelligent, attention, motivation and attitude.

1. Interest

Interest can be describe as willingness or desire for something or activity. Basically, interest is an acceptance of correlation

between ourselves and something that come from outside. The stronger the correlation, the more interest is form.

2. Intelligent

Intelligence is the psychophysical ability to react or adjust to the environment in the right way. The level of students intelligence greatly determine the level of students success to their learning. The greater their IQ or intelligence, the greater their chance for success, and vice versa.

3. Attention

Attention is the activity of the soul that is heightened on an object. To guarantee good learning outcomes, students must faced the objects that can attract their attention or their attention will not focus on the subject or object that being learned.

4. Motivation

Motivation is an internal state in self which it encourages us to do something. In learning and teaching activities, the level of motivation of students is not the same with each other so we need to help students to develop their motivation in learning especially in reading activity to be able to maintain harmony in learning and teaching activities,

5. Attitude

Attitude is an internal symptom that has affective dimensions in the form of tendencies or responds in a relatively fixed way to the

objects of people, goods, etc., both positively and negatively. Which means that attitude can be considered as a tendency to act in a certain way.

b. *External factor*, this is factors which comes from the outside of students' habit. This factors include family, school, friends, teacher and society.

1. Family

Family, especially parents are the first teachers who are able to see, understand, and respond to children's wishes. Also, what is first taught by parents will be inherent in children to their adulthood, this includes their attitude, habits, and personality.

2. School

School as a second home and as an instrumental for students and teacher to do teaching and learning activities. In school, students will meet their friends so that will influence their association and their learning motivation. In school, there are also has facilities and infrastructure that will support their educational activities besides at home.

3. Friends

Within their scope of association are getting wider, friends are place where students will have a close relationship. With friends, students will get a positive or negative urge in their learning

activities depends on the type of friends they choose. This also affects their desire to compete or get better result in fair competition when studying,.

4. Teacher

In the learning process, the teacher is something that is absolutely necessary. Without a teacher, teaching and learning activities will not occur. But the teacher also have consider what kind of student can be succeed in learning because the teachers are required to be highly knowledgeable, professional, understand the psychological condition of students and so on.

5. Society

Society is the next environment after family, friends, and also school environment. In society we can not act at will and are required to follow certain rules so that they can accepts us into the environment. It includes our degree of education. The higher the degree of our education, the more we are required to be polite and in accordance with the applicable norms in it.

F. Aims for Reading

A person can have purpose for reading and that will help them to understand what other people read about. If a person read for personal need, reading activity will be an relaxing and enjoyable, also the reading activity will not be a responsibility for doing task from school. It will be different if

they are reading for responsibility of their task, obtain latest information such as news, education, social and economy. They will do reading activity slowly and carefully to obtain the right and actual information.

According to Anderson (1972, p.214), stated by Tarigan on his book entitled “Membaca : Sebagai Suatu Keterampilan Berbahasa”, that the aims for reading is to acquiring information, include the content and understanding the meaning of material. Meaning, is close enough to our aim or intensive act in reading. There are seven aims for reading :

- a. Reading for details or facts. It means that through reading we can find or acquire details and facts that stated on our reading materials.
- b. Reading for main ideas, means that we read for searching and acquire the main ideas of the passage.
- c. Reading for sequence or organization, means that through reading we can sequence or organization information we acquire by the passage.
- d. Reading for inference, means that through reading we can conclude and inference.
- e. Reading to classify, means that through reading we can classify any information from passages and make a clarification about it.
- f. Reading to evaluate, means that through reading we can values the information we obtain on the passages.
- g. Reading to compare or contrast, means that through reading we can compare or contrast the information we acquire from the passages.

Also according to Grabe (2009, p. 8) there are six major aims for reading :

a. Reading to search for information

A reader should engage in search process that usually include scanning and skimming to find specific information. It can build a simple quick understanding of the text and allow the reader to search for information and identifying the specific form.

b. Reading for quick understanding

The reader skims when they want to determine what a text is about and whether or not a reader wants to spend more time reading it.

c. Reading to learn

A reader reads to learn when the information in the text is identified as important aspect and when the information will be used for some task or may be needed in future.

d. Reading to integrate information

This aim represents a more complex and more difficult task than reading to learn.

e. Reading to evaluate, critique, and use information

In other time, reader are asked to evaluated and critique information from some or many texts, include for make decision about which aspect of the material are most important, the most persuasive, or most controversial.

- f. Reading for general comprehension (in many cases, reading for interest or reading to entertain)

This is the most common aim for reading among fluent readers, and it is an default assumption for the term reading comprehension. It takes place as a reader reads a good novel, an interesting magazine, etc.

G. Definition of Interest

Interest is one of factors that important for influence reading skill. Interest can also describe as a desire of someone for looking information or do something in other activity beside reading. Another meaning of interest is an permanent willingness for looking and do some activity with happiness feeling. *Cambridge Advance Learner's Dictionary* (2005, p. 666) stated that interest is the feeling of wanting to give your attention to someone or wanting to be involved with and to discover more about something. As for the reading itself, if we have no interest to do the activity, it will become nothing. To be a good reader, we also need desire to do it. Sandjaya (2006, p. 2) stated that interest is a willingness that makes a person trying to look for or try activities in a particular field. The activities demand constant attention of someone who has a sense of fun. Interest is always followed by feeling of pleasure and satisfaction to doing an activity. This is mean that interest is very important in doing an activity such as reading. This is because interest is naturally a desire for someone to do something that is based on pleasure and without forcing

due to his or her needs. A high interest will make an activity better than the activity without interest in it.

According to Iskandarwassid (2015, p. 113), interest is a blend of desire and will for developing aptitude. There is a statement 'Reading is the way to go through the world', so if we want to read, there must be a desire to know something or gain some information for our knowledge. Moreover, the aptitude or skills we got often start from our experience especially information gain from reading activity. So it is relevant to the statement that says interest is a blend for desire and will for developing aptitude. Also Slameto (2010, p. 180) stated that interest is a pleasure or attention to some object continuously to gain the benefit from it. People who are interest to something has will to do something by themselves without being asked by someone. It can be concluded that the word interest may be used to refer to motivating pleasure which causes individual to give attention to person, thing, or activity. On reading activity itself, we do have pleasure or desire for gain information through books or articles. We will pay attention to its material and gain benefit which is the information we need.

Hidi & Renninger (2006, p. 113) said if students are individually interested in a certain activity or topic, they will direct their energy toward the process and learning, which, in return, bring the high result of performance with less effort. It is relevant to the fact that a person can be direct their attention and energy toward the process in a certain activity. It is natural to direct our energy to positive activity such as reading. Students will do the

activity to get the high result on their reading class or for get information they are need.

Based on the opinions above, the interest in reading is the pleasure that makes someone to pay attention. Interest in reading is also the element of concerns, wishes, encouragements and joys. The attention part can be seen from the concentrating in reading, there is a high desire to read, the willingness that arising from the inside and outside from their selves.

1. Types of Interest

There are many types of interest, according to its causes. It can cause by daily need, hobby, or even assignment from school. In university level, the most reason why students read is for their assignment or tasks. Another reason is for their needs to information besides the material classes such as biology, physics, or even social and cultures. According to Witherington, H.C.(1999), there are two types of interest. They are :

- a. *Primary Interest*. This is caused by person need for physical need such as foods, comforts, and activity. These three things including thought for primary needs for their daily routines.
- b. *Cultural or social interest*. This is caused by their level on study. The higher the level will more increase person's need for knowledge and skill.

Hidi (2007, p. 3) said there also two types of interest according to its reflect distinct areas or research focus. There are :

a. Individual Interest

This type of interest develops slowly, tends to be long lasting, and is associated with increased knowledge and value in personal significance. It depends on personal. The higher a person education, also the higher their comprehension for their material subject. For example, a student may have personal interest in reading non-academic material than academic material.

b. Situational Interest

This type of interest is influenced by external or from outside such as environment, obligation as a students, or following the hypes of some topic. Situational interest may or not have long-term effect in personal knowledge. For example, when a students heard music and want to know what is aim the song-researcher to wrote the lyric by searching it in internet.

Also from Carl Safran cited by Sukardi (2003) classified interest to four types, namely :

a. *Expressed Interest*, this type of interest is expressed verbally that showed is a person like or dislike one object or activity.

b. *Manifest Interest*, this is a type of interest that concluded from personal participation into some specific activity.

- c. *Tested Interest*, it is an interest that concluded from test or skills in specific activity.
- d. *Inventoried Interest*, this is an interest that showed by some interest inventory or activity list and activity that regarding to personal declaration.

H. Nature of Reading Interest

There are aspects that affect someone's reading interest, they are reading pleasure, awareness of the benefits of reading, reading frequency, and also the number of books that has been read. According to Lilawati (1988), says that interest in reading is a powerful and deep concern accompanied by feelings of pleasure to the activity of reading that makes people read on their own desire. From this statement, it says that interest on reading has an important role for learner to learning especially in English language. By reading activity, we can satisfy our desire or pleasure for what information we search and gain. This is also makes us want to read not because we are force to read, but the desire itself.

Also from Eskey (2002) that stated by reading, people learns to read and becomes better at reading. Due to this people who read extensively can become good readers as they are exposed to new words. Better in here means that we can read properly, include the structures. It also states that the more we read, the more we exposed and get new words. It is also knowledge us if we learns to read, we will becomes better at the activity. According to Mc

Kool (2004, p. 131) that defined reading interest as readings done when students are outside of the school area. Based on this statement, Mc Kool wants to say that reading activity can be done when students are outside of the school area, not only in the class. It is relevant to situation nowadays, where students, especially university students do their reading activity outside of their classes. Whether it is because their assignment or hobby, the reading activity must be done when they are outside of the school. Moreover, Khairuddin (2013, p. 169) says that reading interest also classified by the number of books read in a month and the number of times students read in a week and their favorite genres and types of English reading materials. From this statement, the number of books read by students will shows their interest on reading, as for their favorite genre. Nowadays, so many books include novels and story book that spread widely that can be read by the students. Most of people from teenagers to young-adults will choose books with their favorite topic.

The interest on reading is desire that drives individuals or groups to pay attention, to feel interested and pleased with the reading activity. According to Sinambela (1993) defined reading interest as positive attitude and activity of individual's self-interest on reading and their interest in reading books. It is clear that without interest, we can not have desire to read, or do anything that can be positive attitude for gain knowledge.

Interest on reading is not something that comes up in a person. Instead, interest on reading must be a process and anxiety that developed

from early age or in their childhood. Someone that familiar with books will have strong urge that drives them to do reading activity. If they do not familiar with books or not like the books, it will be difficult to them for develop the reading habits in adulthood.

Singer, cited by the Goddess (1997) stated that interest is not something that belongs to a person for granted, instead, it is something that can be developed. It is natural to have interest toward something, but interest itself is not something that we gain since we were born. It is comes slowly along with our ages and level of knowledge. And then, we have to develop our interest to be something that has positive meaning. Reading is one of the positive activity and meaning.

From the opinions above, it can be concluded that interest on reading is the element of concerns, wishes, encouragement, and joys in reading. The attention to read can be seen from individual desire on reading, has a high willingness to read, urges and pleasures that arising from the inside and outside them-selves. This is an activity that undertaken with high diligence and personal satisfaction.

a. Factors that Affects Reading Interest

To forming the reading interest as person's habit may takes a long time. This is because the process are influenced by some factors. There are internal factors and external factors. Internal factors are the factors that come from inside or individual urges, such as their habit, self-experiences, and innate. Prasetyono (2008) stated that the internal

factors which influence students' reading interest are intelligence, age, gender, reading ability, attitude, and their psychology need.

1. Age, the more a person ages, they will have desire or pleasure to gain knowledge. This is also a legal duty come from environment to go to school or university.
2. Gender, it is obvious that women are more attracted to read than men. This is comes from their self that read become a needs that must be fulfill. Based on often happened in society, most of population in the world, in this case, women, are choose reading as their hobby.
3. Reading ability, there will no interest if there is no ability for read. As for other activity, reading ability has role for a person interest in read. In reading process especially in English language, we often find new words and want to know what is the meaning. Based on this, reading ability has to be develop since we were child for gain more words and information.
4. Attitude, it is one of important factors that comes from internal. The attitude in the family, school, even in society will affect our live as human. One of the ways to develop our attitude is by reading. From reading, we can learn how to be polite when speaks to someone and do know how to put what we feel into words.

5. Psychology need, this one included on primary need in a person. When we get tired on daily routine, it is common to read some books to get calmness and it has one positive value, it is information that we get from the books.

As for the external factors, they are factors that come from outside of individual or person. Those are:

1. Environmental factors, including family environment, college, and the society.
2. Unavailable of suitable reading material
3. Social statues
4. Ethnicities.

Those external factors will affect individual motivation, willingness, and tendency to read. Hartadi (2009) explained that there are more factors that affect individual reading interest, they are :

1. The learning system in Indonesia does not make students to have high interest in reading activity beside the information or knowledge that have been taught in the class.
2. The number of entertainment on television and games at home or outside makes children or adults attention to stay away from books. Unfortunately, internet mostly used for not useful things. The community mostly searching for anything beside the latest information or up to date.

3. So many entertainment places, like recreation, karaoke, mall, supermarket, and etc.
4. There is a culture that mothers do often storytelling their sons or daughters before they go to sleep. It's applied verbally or orally and it is not accustomed through reading.
5. Mothers are busy with various activities in the home or office, some of them also help to get additional income for the family, which mean the time for reading is very low/
6. Most societies claims books are very expensive.

According to the factors that affect reading interest, there are internal and external factors. The internal factors are come from the individual's self, such as the needs for reading, needs for seek knowledge and information, and desire to always read. As for the external factors, they are come from outside of the individual, such as the technology, environment, the parenting, social status, and ethnicities. These factors are affects individual interest on reading activity.

I. Definition of Electronic Book (E-Book)

An electronic book (E-book) is a digital publication that can consist of text, images, or a combination of both. An electronic book can be read on a proprietary digital device or on a computer, which requires special software such as Adobe Reader PDF, Netro PDF, and so on.

Digital development enables the realization of paperless books or virtual books that easy to store and read whenever when needed. Supriyadi (2013) said that digital books or e-books provide students with the ability to convert text file format into digital books, even add videos and sounds in the book through specific application.

According to Megabella cited by Yani (2014 , p. 11) e-book is a digital version of a book. If usually a book can be seen in hands with a stack or collection of paper which contains text and images packaged in file.

E-books have been readily available since the early 1980's. According study conducted by *Library Journal*(2010a, 2010b, 2010c) that take place at United States, was reported that close to 700 school libraries offering e-books to readers with percentages climbing from elementary to secondary school libraries, and those who don't currently offer e-books reported they plan to start doing so soon. Most of e-books accessed through a web-based service on computer or smartphone with the use of e-readers application.



CHAPTER III

RESEARCH METHOD

CHAPTER III RESEARCH METHOD

In this chapter, we will discuss about the research method, its design, includes the sample, population, research instrument, data collection and analysis procedures

A. Research Method

The research applied quantitative research. This quantitative research related to collection and analysis for data in numeric form. According to Kowalczyk (2016), quantitative research methods are those methods in which numbers are used to explain findings. Bryman and Bell (2007) also defined quantitative research as a research which permits the researcher to obtain the facts and the data could be represented numerically. Similarly to Aliaga and Gunderson (2002), they stated that quantitative research is a method to dealing with numbers and anything that is measureable in a systematic way of investigation of phenomena and the relationship. Quantitative research methods is use in situations in which the researcher want to study how a specific variable affects another, disregarding the effects of other variables.

The advantages of this research methods are that it draws conclusions of large numbers of people, employs efficient data analysis, examines probable cause and effect, and people generally like numbers. The limitations for this research methods are that it is impersonal, the words of the participants are not heard, there is limited understanding of the context of participants, and it is largely research driven (Creswell, 2013).

B. Research Design

This research used survey design with questionnaire as its instrument. According to Kerlinger (1973) survey research is a study on large or small populations by selecting samples chosen from one place and to discover relative incidence, distribution and interrelations. Also from McIntyre (1999) stated that survey enable researchers to gather demographic data so that the details of construction of the sample may be extracted. Prisonneault and Kraemer (1993) stated that survey is a methods to gathering information about characteristics, actions, or opinions of a large group of people.

There are also types of surveys, they are Cross-Sectional Survey, Longitudinal Survey, and Explanatory or Correlational Survey. For this research, the researcher choose Cross-Sectional Survey. It is an approach of collecting data only once at time. This method drawn from specific population.

C. Population

Population According to Bailey (1978), population or universe is one of unit analysis, Spiegel (1961) also stated that population is total unit analysis about and from where the information collected. In other word, population is group or place which where the researcher take their data or information. This

as stated by Tuckman (1978), that population is a group where researcher collected the data and for who the conclusion will explained.

The population for this research is the students of English Education Study Program in IAIN Palangkaraya that located ad G.Obos Street. The researcher supposed the time does appropriate in which to get the information and data from students and so that it did not disturb the teaching learning process.

D. Sample

Sample According to Sax (1979, p. 181), sample is a limited number of people or respondents selected from a population. Kerlinger (1973, p. 118) also stated that sampling is taking any portion of a population or universe as representative of that population or universe. In other word, it can be conclude that sample is half of selected people for research and represents the population itself. Warwick (1975, p. 69) stated that sample is half of the entire population and chosen to represent the population itself. Same as Leedy (1980, p. 111) that stated sample carefully chosen so that researcher can see the characteristics of the population.

The sample of this research is the students of fifth semester of English Education Study Program of IAIN Palangkaraya who will be respondents to give information to this research. They are taken by using Cluster Sampling.

E. Research Instruments

In this research, the researcher were collected the data by using questionnaire to collect the data from respondents as the sample of this research.

In collecting the data, one of instruments that the researcher used was through questionnaire. Questionnaire were one of the techniques of data collection by using some questions. According to Margono (2002), questionnaire is a research document which contains of some questions or statement to gain information and answered by participants based on their opinion. Komalasari (2011, p.81) stated that questionnaire is a tool that contains questions submitted to respondents. Relatively, Babbie (2007) argued that questionnaire is a document consist questions and other types of item designed to valid the data appropriate for analysis. In other word, the questionnaires were distributed to gain the data about the students' interest in reading.

Rahmadi Nirwanto (2014) stated in his article on JEFL IAIN Palangkaraya, a good questionnaire requires a series of steps or procedures. In order to measure whether this instrument was suitable or not, it needed the validity and reliability test. Ary (2010, p.225) stated the validity as the extent to which an instrument measures what it claims to measure.

In other hand, reliability of measuring instrument is the degree for consistency with which it measures whatever it is measuring. Reliability can

also be defines theoretically as the ratio of the true score variance to the observed score variance in a set of scores.

a. Validity

Validity was define as the extent to which an instrumental measured what it claimed to measure.

a) Face Validity

To face validity of the questionnaire items as follows :

1. Language was used English
2. The questionnaire items were suitable to the topic of study in order to know the students' interest in reading E-book.

b) Content Validity

According to Arikunto (2006, p.151) questionnaire is a written statement used to obtain information from respondent which is personal data or things that respondent knew well. While Sugiyono (2008, p.199) said that questionnaire is one technique of collecting data by giving a set of questions or written statement to respondents to answer. The questionnaire made based on the student's behavior and needs in their reading material.

c) Construct Validity

To test the construct validity of the research instrument. If the score of $'XY > r$, it means the item is valid. Conversely, if the score

of $r_{XY} < r$, it means the item is not valid. One way to measure the validity of questionnaire is with product moment formula, which is :

$$r = \frac{N(\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{\sqrt{[N \sum X_i^2 - (\sum X_i)^2][\sum Y_i^2 - (\sum Y_i)^2]}}$$

Which r : the correlation of product moment coefficient

X: score of each question/item

Y: total score

N: total of respondents

b. Reliability

As for the reliability for the research instrument, the researcher use split-half method to get the reliability of the instrument. This technic grouped the item or questions into two groups according to its number, an odd number as the first half, and even number as the other one. The score for each items are calculated until the final score is clear. To get the reliability for all of the items is to corrected the correlation number with the formula,

$$r_{tot} = \frac{2(r_{tt})}{1 + r_{tt}}$$

Which r_{tot} : reability number for all items

r_{tt} : reability number for first-half and second-half

F. Data Collection Procedure

In this collecting data procedure, researcher will give students a questionnaire they must answered. The questionnaire were uses semi-closed ended questionnaire. In general, there are two types of questionnaire, namely open-ended questions and close-ended questions, but there also type of questionnaire called semi close-ended questions (Ulber, 2012).

To collecting the data, the researcher uses questionnaire to get the data from respondents. The questionnaires are distributed at the same time to the respondents. As for this research, the researcher choose semi close-ended questions that consist of closed as well as open-ended questions. The option for answer are already compiled, but there are still the possibilities of additional answers from respondents. Normally, this type of questionnaire used in the field for social research.

The questionnaire would be distributed directly to the students to know their reading interest. The researcher had provided the options in each questions, but they also might add their own additional answer for some questions. In this process, the researcher gave them for about 30 minutes to answer it. The data collection procedure are follow:

1. The researcher prepared the instruments questionnaire.
2. The researcher distributed the questionnaire directly to 76 students of English Language Department.
3. The researcher gave the respondents about 30 minutes to filled the questionnaire.

4. The researcher collected the responses.
5. The researcher calculated, analyzed, and interpreted the questionnaire
6. The researcher drew conclusion from the data finding and theories about English Language Department Students' Interest Toward Reading E-book at IAIN Palangkaraya.

The questionnaire consisted of 25 questions that adapted from previous study conducted by Vera Maulidar titled "*An Analysis of Students' Interest in Reading at UIN Ar-Raniry*". The 25 questions divided into 3 classifications, they are reading classification, interest classification, and reading e-book interest classification.

Question number 1 to 7 is questions for knowing their reading percentage. Question number 8 to 14 is questions for knowing their interest percentage, and question number 15 to 23 is question for knowing their reading e-book interest percentage. For questions number 24 and 25, it is questions that ask what are respondents opinion about advantages and disadvantages for reading e-book and what influence English Language Department students of IAIN Palangkaraya to read e-book nowadays.

G. Data Analysis Procedure

In analyzing the data, the researcher used basic statistical method. It is the statistical method applied by frequency distribution. Each questions will

be analyzed to get the frequency of their respond. The analysis procedure are follow:

1. The researcher obtained the data from respondents.
2. From data obtained, the researcher analyzed each questions respond in the form of frequency distribution table by using the following formula :

$$P = \frac{f}{n} \times 100\%$$

In which P = percentage
F = frequency
N = number of sample
100% = constant value

3. The researcher gets the result of analyzed data and giving conclusion for each questions respond and write it in table format and explanation under the table.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data which had been collected from the research in the field of study. The data were analysis of questionnaire, the research findings, and discussion.

A. Analysis of Questionnaire

The students were asked to fill in the questionnaire. The questionnaire has 25 questions with two questions to asking for their suggestion for reading E-book activity. This questionnaire were adopted from Vera Maulidars' semi close-ended questionnaire. The researcher distributed the questionnaires on 21st and 22nd October 2019 and the questions were in English. The following data would draw the interest of the students majored in English Language Department of IAIN Palangkaraya in reading E-book. There were 65 students that completed the questionnaire.

The result of the questionnaire would be interpreted as follows:

1. What is your hobby?

Table 1.1. The Students' Hobbies

No.	Hobby	Frequency	Percentage
1.	Reading	19	29%
2.	Exercise	4	6%
3.	Writing	2	3%
4.	Watching movies	41	63%
5.	Shopping	13	20%
6.	Drawing	7	11%
7.	Photography	11	17%
8.	Other	10	15%

In this question, the students can choose multiple answers for their hobbies. Based on the table above, the students who completed the questionnaires had enough attention to make reading activities as a way to spend their time. It can be seen to the answer percentage in the table. There

are 19 students (29%) who choose reading as their hobby and 41 students (63%) who choose watching movies. In general, students will choose watching movies as their media to learn English language, along with reading activity to gain information from the movies.

2. Do you like reading?

Table 1.2 The Reading Interest of Students

No.	Like	Frequency	Percentage
1.	Yes	55	85%
2.	No	10	15%

The table showed that most of the students were interested in reading. The data represented 85% of the students loved reading. Only 15% represented the students does not like reading. However, if we compared the data from the table 1.1, it indicated that the students not really paid their attention to reading activity. Although they choose reading as one of their main hobby, it can be seen that they had done reading activity as their duty as college students.

3. How often do you read?

Table 1.3 The Frequency of Times that The Students Spend in Reading

No.	Frequency of Time	Frequency	Percentage
1.	Always	2	3%
2.	Often	17	26%
3.	Sometimes	43	66%
4.	Rarely	4	6%
5.	Never	0	0%

Based on the table, it showed that almost of the students did not make reading as routine activity. The percentage was 66% answered sometimes they would do reading. Only 2 students answered always. This is also meant that reading activities is not their daily activities.

4. How many times do you go to library in a week?

Table 1.4 The Frequency of Time that the Students Spend to Go to Library in a Week

No.	Time	Frequency	Percentage
1.	0-1	34	52%
2.	2-3	28	43%
3.	4-5	2	3%
4.	6-7	1	2%

The table above indicated that the student rarely went to the library. It showed more than half of the students with 52% did not go to the library. They went to the library around 0-1 time in a week. Meanwhile, 43% of the students choose 2-3 times in a week, and there were only 2 student who have a routine time to go to the library with 4-5 times in a week. From these results, it can be said that the students awareness about how important to spend their time in the library was still apprehensive. The students were rarely to access the books.

5. How many hours do you spend in a day for reading?

Table 1.5 Time Spend in Reading

No.	Time	Frequency	Percentage
1.	Less than 1 hour	32	49%
2.	1-2 hours	25	39%
3.	3-4 hours	8	12%
4.	More than 4 hours	0	0%

From the table above, almost half of the students answered they spent their time less than 1 hour per day to do reading activity. It could be seen from their reading habits with less than 1 hour per day was considered still not enough. As a college student, they were required to read a lot, especially in completing the tasks. However the data also showed that only 12% of the students spent 3-4 hours to read. No one choose more than 4 hours for their spent time in reading.

6. What is your main reason in reading?

Table 1.6 Reason in Reading

No.	Reason	Frequency	Percentage
1.	Due to assignment	37	57%
2.	Hobby	14	21%
3.	To spend the free time	11	17%
4.	Other	3	5%

The table above identified that most of the students disliked reading activities. It was because their main reason for reading was due to the assignment. The percentage was 57%. It meant they would read if they forced to do it. Most of the students did not have the desire to read with the willingness. It was 21% of the students who had reading as hobby and 16% of the students who had reading activity for spend their free time.

7. Do you use pre-reading strategy before you read learning material?

Table 1.7 The Use of Pre-Reading Strategy before Reading

No.	Use	Frequency	Percentage
1.	Yes	31	48%
2.	No	34	52%

The table above showed that most of the students did not use pre-reading strategy before they read the material. The percentage was 52% of the students did not use the strategy, and 48% of the students use the strategy. From these results, it can be concluded that the students read without any caution to what's the point of their reading material.

8. What kind of book do you often read?

Table 1.8 Books that the Students Often Read

No.	Books	Frequency	Percentage
1.	Journal	7	11%
2.	Textbook	9	14%
3.	Novel	46	71%

4.	Newspaper	10	15%
5.	Magazines	7	11%
6.	Encyclopedia	6	9%
7.	Other	8	12%

In this question, the students can choose multiple or more than one answer. The result showed that the student had low interest in reading academic books. It was proved by the data that most of all student preferred novel as the most favorite book, instead of textbook with only 14%. From these results, it can be conclude that students mostly read novel than academic material.

9. What is your favorite genre of reading?

Table 1.9 Genres that the Students Often Read

No.	Genre	Frequency	Percentage
1.	Fiction	35	54%
2.	Science-Fiction	8	12%
3.	Science	8	12%
4.	Humor	41	63%
5.	Horror	16	25%
6.	Other	9	14%

In this question, the students can choose multiple or more than one answer. The table result carried out that the most favorite genre that students read are fiction (54%) and humor (63%), and the rarely genre that students read are science-fiction (12%) and science (12%). This difference sense of genre in reading was influenced not only by gender, but also the needs to read something new and fresh. The application on smartphone also has the role to their genre of reading. Usually, the female students would like to read fiction with some romance in it and the result showed it is related to their favorite genre. Meanwhile male loved to read humor.

10. In your spare time, especially when your lecturer is not available, what do you like to do?

Table 1.10 The student Activity in spare time

No.	Activity	Frequency	Percentage
1.	Reading book	18	28%
2.	Playing games	16	25%
3.	Doing assignment	5	8%
4.	Watching movies	21	32%
5.	Chitchat	4	6%
6.	Other	1	1%

The students activities in the spare time, especially when the lecture were not available varied. The most answered watching movies (32%), followed by reading book (28%) and playing games (25%). Most of the students said when they are watching movies, they will gain more vocabulary, it also work for reading book on their reading application in smartphone. But, the data also showed that only few students do the assignment in their leisure time. Although the two activities that mentioned first are also useful, but doing assignment is also important to searching information that relevant to their subject.

11. In doing the task from lecturer, what sources do you use often?

Table 1.11 Sources in doing assignments

No.	Sources	Frequency	Percentage
1.	Journal	24	37%
2.	Textbook	2	3%
3.	Instant article on web	34	52%
4.	Downloaded E-book	5	8%
5.	Other	0	0%

Based on the table above, more than half of the students (52%) mostly used the instants article on the internet as their sources in completing the assignments. It is regrettable because they were students that supposedly

had better to high interest in reading for accomplishing their assignment. In spite of the fact, there were 37% who still used the journal as the reference, followed by downloaded e-book (8%), and textbook (2%).

12. What book do you prefer to read?

Table 1.12 The book that student prefer to read

No.	Books	Frequency	Percentage
1.	English book	22	34%
2.	Indonesia book	37	57%
3.	Other	6	9%

The table above indicated that most of the student preferred to read Indonesian books (57%) rather than English books (34%) even though they were English Department students. Some of the students that choose 'other' option said that they also read some Japanese books to collect vocabulary not only in English. However, some of the possibility reasons they were not really into English books probably : 1) English was not their native language which made them hard to understand the text. 2) They were not used to read in English text.

13. How many books collection do you have (printed)?

Table 1.13 Books collection that the students have (printed)

No.	Book Collection	Frequency	Percentage
1.	None	6	9%
2.	1-5	36	55%
3.	6-10	9	14%
4.	11-20	5	8%
5.	>20	9	14%

The table indicated that more than half of the students (55%) had 1-5 book collection. The researcher could say that the students had low interest in reading beside the fact that were 9% of them who did not have books at all. However, there were some students who had 11-20 books collection (8%) and more than 20 book collection (14%). Although it has low

percentage, it still meant some of them cared about the important of reading activity.

14. How many books collection do you have (digital/E-book)?

Table 1.14 Books collection that students have (digital/E-book)

No.	Book Collection	Frequency	Percentage
1.	None	16	25%
2.	1-5	14	22%
3.	6-10	12	18%
4.	11-20	12	18%
5.	>20	11	17%

Based on the table above, there are some equal percentage for books collection in digital format. Although there is 22% of students that did have books in digital, but the percentage who had 1-5 books, 6-10 books, and also more than 20 books are in the low percentage, 20%. It meant that the technology and reading application has the role to them for reading in digital format.

15. Which format do you prefer to read?

Table 1.15 Book format that students prefer to read

No.	Format	Frequency	Percentage
1.	Printed	43	66%
2.	Digital/E-book	22	34%

The result was most half of the students (66%) preferred printed book than digital or electronic book. The researcher could say that the students choose the printed because it is easy to read without make their eyes hurt when look at screen for long time.

16. What is your reaction when your lecturer gives the task to read text book or journal in digital format?

Table 1.16 The students reaction if the lecturer gives the assignment to read

No.	Reactions	Frequency	Percentage
1.	Very happy	3	5%
2.	Happy	49	75%
3.	Dissatisfied	13	20%
4.	Very dissatisfied	0	0%

The result showed more than half of the students felt happy when the lecturer gave them assignment to read in digital format. The data represented 75%. This meant that the students felt happy because they can searched the materials from the internet that mentioned in question 11. However, about 20% of the students felt dissatisfied for the assignment, that can be they were think that read the material is tiresome.

17. How usually do you get the book?

Table 1.17 The way the students get the book

No.	How the student get the book	Frequency	Percentage
1.	Buy	23	28%
2.	Borrow	1	2%
3.	Download	43	65%
4.	Other	3	5%

The data showed that more than half students (65%) get the books through download from the internet. It was only 28% of the students bought the books while there is only 2% of the students preferred to borrow. The other 5% either download, borrow, or even bought the books.

18. Do you read the learning materials before you attend the class?

Table 1.18 Reading learning material before attend the class

No.	Frequency of time	Frequency	Percentage
1.	Always	4	6%
2.	Often	7	11%
3.	Sometimes	45	69%
4.	Rarely	9	14%

5.	Never	0	0%
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The result was none of the students chose to never read the material before they attend the class. Half of them chose sometimes to read that showed by percentage number of 69%. There were 11% of the students that chose often and 6% of the students chose always. It indicated that the students' reading interest was low, because the word 'sometimes' meant more learning to do not has desire to read.

19. Do you search the learning materials from digital library?

Table 1.19 Searching materials from digital library

No.	Frequency of time	Frequency	Percentage
1.	Always	7	11%
2.	Often	9	14%
3.	Sometimes	31	48%
4.	Rarely	17	25%
5.	Never	1	2%

The data showed that half of the students sometimes (48%) do searching their learning materials from digital library. As we know that the use for digital library is to get the book online from our university library and put it into our reading list. There were only 11% of the students that always searching their materials from digital library.

20. When exactly do you spend your time for reading?

Table 1.20 The time when the students spend for reading

No.	The time that students spend in reading	Frequency	Percentage
1.	When I have spare time	35	54%
2.	When I feel bored	17	26%
3.	I always read	12	18%
4.	Other	1	2%

The table showed that almost half of student (54%) will do reading when they had spare time. Due to previous questions, it can be said that they

were reading for what they want to read such as for novel. It also indicated from the previous questions, the students were forced to read by assignment completing. It was only 18% of the students who made reading as their routine activity. And for the rest of them would read when they feel bored (26%).

21. When you have spare time for read, are you reading from your gadget?

Table 1.21 Reading from gadget when have spare time

No.	Answer	Frequency	Percentage
1.	Yes	54	83%
2.	No	11	17%

The result was more than half of the students (83%) reading from their gadget. It may influenced by the technology and the easy for gaining information. Only 17% of the students did not reading from their gadget. Their reasons were 1) Read for a long time from the gadget screen made them dizzy 2) they are prefer printed books to read.

22. Do you think reading a lot can improve your achievement?

Table 1.22 Improving the achievement

No.	Improve the achievement	Frequency	Percentage
1.	Yes	63	97%
2.	No	2	3%

The table above showed that almost all of the students (97%) agreed that reading activity could improve their achievement. Only 3% of the students said that reading activity is not only option for improve the achievement on their subject. It meant the students knew one of most benefits of reading.

23. What is your score for your Academic Reading subject?

Table 1.23 The students' score for Academic Reading

No.	Score	Frequency	Percentage
-----	-------	-----------	------------

1.	Very good (A)	9	14%
2.	Good (B)	53	81%
3.	Enough (C)	2	3%
4.	Less (D)	1	2%

The table above showed that more half of the students had good score in their academic reading subject. The percentage was 81% of the students got B (good). The rest of students got A (14%). Only two person got C (3%) and one person got D (2%).

24. According to your opinion, how to increase the interest of college students to read?

No.	Answer
1.	Start from reading something that interesting. Even it is novel, not a science book. We will love reading everything if we love reading first.
2.	By doing it regularly and make it as our habit and we can start to read the genre we like.
3.	In my opinion, book that are read must be accompanied by pictures to make it more interesting.
4.	The way to increase interest of college students to read is the material are simple and easy to understand the language.
5.	The college have to make new rule for the college student to have bring a book in anywhere.
6.	In reading subject, maybe the lecturer ask the college student to read a book before the studying begin.
7.	We need use the colorful book or e-book in order to make interest to read, and some pictures include it, and also standard size of words.
8.	Get them to read what they like.
9.	Use the new topic or interesting topic, use the animation or colorful pictures, and use easy words to understand.

10.	Interest them by reading story or book that they love the topic.
11.	I think to increase the interest of college students to read are always go to read in library, have a book, watching movies, and other.
12.	College has to increase number of books in library.
13.	I think to increase student reading is give them more motivation.
14.	Just show them an interesting topic for make them sure that reading is fun.
15.	By make reading activity affordable and interesting.
16.	In my opinion, we must read book everyday.

There are many solutions from students to increase reading interest such as start reading from reading books or material that made them interested, use colorful book or pictures to make reading activity enjoyable, use new topic or interesting topic, the college must increase number of books in library. In summary, these solutions by students complied how they will get their interest on reading activity by doing it regularly and make the activity affordable and interesting by starting with the genre or books we like.

25. According to your opinion, is it okay to read book in digital format everyday?

No.	Answer
1.	Yes. It's okay. But we can be disturbed by other notifications from other applications.
2.	I think it's not okay. Because it can cause bad impact for health (eyes) and can make student feel bored.
3.	No, it's not. Because it make eyes tired, or the radiation of it will damage eyes health.
4.	I think it doesn't matter if someone who reads it enjoying. But if me, it's my problem because I have minus (eyes), so I can't read to much in digital format everyday. That's make my eyes tired.
5.	Yeah, it's okay, but not often. Because it can be broke your eyes.

6.	I think it's okay. But in my opinion, it will be better if we read book printed.
7.	As far as it's still controlled, I think that will be fine.
8.	I think that is good but not only from digital format, you must read some book (printed) too.
9.	It's not good to read a book in digital format every day. It can be bored and tired.
10.	I don't think so, because it will disturb our brain and our eyes. It's difficult to read in digital format everyday.
11.	Not really good, cause it will decrease the interest of college student to read book in print out and decrease economic level for researcher.
12.	I think so, because sometime we cannot read in textbook, we can read the resource like authentic text.
13.	It is okay but not recommended due to nature of gadget itself.

There are many opinions given by the students. According to their view, reading in digital format is okay but they prefer not doing it often because it can damage eyes health and or disturbed by notifications from other applications when they read the electronic books, but due to needs nowadays, read from gadget or smartphone is relevant because printed material or books are difficult to find especially for specific subject. As we know that radiation or UV light from smartphone screen can affect the eyes and make them tired or even worse make a person has disability for see objects from distance.

B. Research Findings

In questions number 1-7 that included in item classification of Reading. Students showed that they are lack of interest on reading activity. It can be seen from their answer in question number 1. In this first question, they are able to choose more than one hobby that caught their interest. Almost half of them choose 'watching movies' as their main

hobby and reading as the second choice they choose. In question number 2, the students asked are they like reading and almost all of them choose answer 'yes', but it seems they don't do the activity often because in question number 3, almost half of them choose 'sometimes' as their answer when asked are they often do reading activity. Although there is about 17 students choose 'often' for their answer in question number 3, but it's not that much.

In question number 4, most half of them choose 0-1 time or 2-3 times a week to go to library and in question number 5 they are spend time for reading less than one hour. When they are asked what is their main reason in reading in question number 6, most half of them answered they do reading due to assignment and when they are do the reading activity, half of them do not use pre-reading strategy when they are read their materials. It can be seen from the question number 8 for what kind of book they often read. Half of them choose novel as book that they often read and choose fiction and humor as their favorite genres of book when they answered question number 9.

Question number 10 asked them what are they doing in spare time especially when the lecturer is not available in the class. There are three options that has highest percentage: watching movies, reading book, and playing games. In other hand, when they asked what book they do prefer to read, most of them prefer Indonesia book or has Indonesia language in it.

The students also has book collection, printed and or digital (electronic book). But their collections are not balanced for each other. In question number 13, almost half of them have 1-5 printed books as their collection, while in question number 14, their e-book collection has more than 6-10 books. In question number 14, the percentage for book collection in number 1-5, 6-10, and more than 20 are equal. It means that the students do have read materials from electronic book than printed book. But, in question number 15, where they are asked which format they

do prefer to read, they are choose printed book instead of electronic book. The researcher could say that this caused by the advantage of printed book for eyes health.

When they are given assignment by the lecturer, half of them said that they are happy. This can be seen on their answer in question number 16, the percentage for 'happy' is 77%, while the answer of 'very dissatisfied' has zero percentage. And in this digital era, they use their gadget or smartphone to search and reading their materials. Most of the will downloaded their materials such as articles, journals, or textbook in internet. It can be seen in their answer in question number 17 where they choose 'download' for question how they usually get their materials. But they do reading the materials not often, even sometimes before they are attending the class. This can be seen in their answer in question number 18 where they choose 'sometimes' for reading the material before class started. Even they are choose 'sometimes' to answer question number 19 for searching their materials from digital library.

The students do reading activity when they have spare time and mostly they are do reading from their gadget. The students also aware that reading can improve their achievement on their subject and it is provable from their score on their Academic Reading that has B or A. They are also aware for increasing the college students' interest on reading activity. Some of them suggested some opinions, such as starting reading activity from something interesting, doing it regularly and make the activity as their habit, and interest the college students with new topic and motivation. They are also gave their opinions toward reading electronic book from their gadget everyday. The students think it's okay to do reading in digital format or from their gadget, but the disadvantages are follow. Such as the bad impact for eyes health, notifications from other applications, or even decreasing the interest of college student to read printed books and decrease economic level for the researcher.

From these findings, the researcher can conclude that the students only do the reading activity when they are have to do a task or lecturer asking to do so. The students also prefer to watching movies for their English language skill improvement beside reading activity. This is can be seen from their answer from question number 1 that watching movies has more than fifty percent of percentage.

They are also aware of their English language skill improvement by reading, however, they are not really pay attention to reading activity especially reading E-book because of the disadvantages and advantages that E-book brings to them such as the impact for their eyes health and or the damage that cell phone or gadget bring to the health of their body.

C. Discussion

After the researcher conducting the research entitles, “An Analysis of Student’s Reading Interest Toward Reading E-book on English Language Department at IAIN Palangkaraya”, the researcher collected the data that needed and now came into research finding.

In this section, the researcher finds that students beside kept abreast of the modern-day where it is a digital era, they are mostly read E-book by instruction from lecturers for searching textbook, articles, and even journal that has main object into their subject. The students reading E-book if the subject material are none or not available in the library and for them, this is are common thing. Furthermore, students said that they are like reading but they do not proof it by their action. It can be seen from the questionnaire respond, for example, in question number 3 where they are asked how often they do reading activity and almost half of them choose ‘sometimes’ it means that they had lack of interest to do the activity.

According to Purwanto (1986) stated on chapter two page 15, the factors that affecting students for reading are divide into two types, *internal factor* and *external factor*. These factors can affecting students to have interest in reading activity, and in the research finding, it seems that

the factors are not going well together. If the internal factors such as the interest, intelligent, attention, motivation, and attitude are going well together with the external factors, such as family, school, friends, teachers and society, the impact for reading activity will increase more.

The students also did not often spend their time for read. It can be seen on the question number 6 where their main reason for reading is causing by their task for reading journal or articles by their lecturer. And so for kind of books they often read is novel and the genres are fiction and comedy. Almost all of them has printed book less than ten books. As for digital book itself, all of them has it on their smart phone or laptop. However, almost of them prefer to read books in printed form than electronic book due to their eyes health in the future.

And how they got their reading materials were almost from internet, even it is journals, articles, or textbooks, and then downloaded them for task or printed so they can read it in paper form. This is a common nowadays, especially when everyone has their laptop or smartphone for themselves to learn from various sources that available on internet. However, the students are reading when they have spare time but they are not often do read subject materials instead they are reading novel or articles that commonly talked about music, film, or even watching some videos for spend their spare time.

The students also aware that reading activity can increase their achievement. Their average scores on Academic Reading Subject are B, which mean is Good. Only 9 persons got A score and one person got D score, which means that they are aware for reading activity is important for their study. However, it can be increasing if the students read more books from various genres and themes, printed or digital form, and more aware for the advantages and disadvantages of reading books from their gadgets like laptop and smartphones.

According to those findings, the researcher find that the students of English Language Department in IAIN Palangkaraya has middle level of

reading E-book activity, even though it is in non-academic materials. It can be seen from the answers of questionnaire that they are prefer novel than textbooks.

As for in this digital era, the students has to keep their acknowledgement and information from other sources beside printed books or articles, and searching it by internet is the fastest way to gain information. Along with this, they are also know what will gadget brings for them if they using it for long time.

The advantages for using gadget to gain information and read electronic book are 1.) It is easy to carry, because we don't have to bring books that may heavy or consuming more space in our bag or case. We only need our smartphone or gadget to read an E-book; 2.) Easier to gain information from internet, many sources has been uploading to internet by people around the world, so it is more easier to searching what we need in the internet at the time; 3.) Decreased the using of trees for making paper to making book, as we know that global warming issues still increasing every year, using kind of digital platform to read and searching information will be a need to students nowadays; 4.) Low or cheaper price than printed books, sometimes when we opened a bookstore website we often saw discount or low price for books we need for.

As for the disadvantages for using gadget to gain information and read electronic book are 1.) Body health problems, such as tired eyes, headache, and cramps in our hands because holding the gadget (smartphones) too long; 2.) The emission of radiation can effect the brain in the future; 3.) Notification from other applications can bothered when we read E-book, as we know that we are not only installed reading application on our smartphone, but also other applications to communicate with others, and the notifications sometimes can be a bothersome when we do reading activity.



CHAPTER V

CONCLUSION AND SUGGESTION

CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestions and recommendation in order to the future researcher.

A. Conclusion

After analyzing the data and discussing the result in the previous chapter, the researcher would like to draw conclusions:

In this study, the researcher found that reading English E-book interest of the students majored in English Language Department has average percentage. The percentage was 54% students answered sometimes they would read if they have spare time. Most of students also know that reading was important and had a lot of advantages. But, they did not proof it by their action. However, they would read if the lecturers gave them assignments or tasks to do. The students also find non-academic related materials more interesting than the academic ones. The students also gave the suggestions to increase their reading E-book interest, it is the same as if we read printed books as follow, start from reading something that interesting. Even it is novel, not a science book. We will love reading everything if we love reading first, read a book everyday, by doing it regularly and make it as our habit and we can start to read by the genre we like. In reading subject, the lecturers may asking the students to read a book before the studying begin. Also, attract with interesting topic and encourage them with some motivation to improve their reading skill not only in reading E-book, but also other information.

But we also have to know what the advantages and disadvantages of reading E-book. The advantages are :

1. It is easy to carry, because we don't have to bring books that may heavy or consuming more space in our bag or case.
2. Easier to gain information from internet.
3. Decreased the using of trees for making paper to making book.

4. Low or cheaper price than printed books.

The disadvantages for reading E-book are follow :

1. Body health problems, such as tired eyes, headache, and cramps in our hands.
2. The emission of radiation can effecting the brain in the future.
3. Notification from other applications can bothered when we read E-book.

B. Suggestion

According to the conclusion in the result of study, the writer would like to propose some suggestions for the students, teachers, and the future researcher as follow :

1. For the students

The students should try to read often in digital format especially in today condition that compelled them to up to date within the age, but they also have to aware to the disadvantages that may they get when using gadget or smartphone to access the reading application. They also need to enrich their vocabulary size as it will help them as well to read efficiently and effectively. Their reading interest may increasing to be better and help them to be an active reader in English language.

2. For the teachers/lecturers

The teachers or lecturers should give assignment to the students that require some references from journal and books, or various sources especially articles, textbook, e-book, and journals. The lecturers can also recommend or suggest another reading materials that not only focused on academic materials. Fictional books or even some music lyrics will add more interest into students varieties of reading material.

3. For the future researcher

The future researchers may develop the continuation of the result of the study to find another strategies or ways to increasing the students interest toward reading activity especially reading E-book.

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APPENDIX 1 Questionnaire**Research Questionnaires**

Date :

1. Respondent Identity

Name :

Faculty / Study Program :

Student Identity Number :

Signature :

2. Instruction:

- a. There are 25 questions in this questionnaire. Put a cross (X) on one of the options you deem appropriate to the actual situation.
- b. For the answer with the blank, you may fill the answer as you want which is appropriate with your condition.
- c. The results of these questionnaires are solely for research purposes and as a measure of future educational progress, and will not affect your lecturer's judgment.
- d. If you want to change the answers you have crossed, then circle your cross marks, then cross the other options you want.
- e. For the questions with the mark of *, you may choose more than one.
- f. Thank you for your willingness to fill this questionnaire sincerely and honestly.

Reading section

1. *What is your hobby?
 - Reading
 - Exercise
 - Writing
 - Watching movies
 - Shopping
 - Drawing
 - PhotographyOther:

2. Do you like reading?
 - a. Yes
 - b. No

3. How often do you read?
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

4. How many times do you go to library in a week?
 - a. 0-1 time
 - b. 2-3 times
 - c. 4-5 times
 - d. 6-7 times

5. How many hours do you spend in a day for reading?
 - a. Less than 1 hour
 - b. 1-2 hours
 - c. 3-4 hours
 - d. More than 4 hours

6. What is your reason for reading?

- a. Due to assignment
- b. Hobby
- c. To spend the spare time
- d. Others:

7. Do you use pre-reading strategy before you read learning material?
- a. Yes
 - b. No

Interest Section

8. What kind of books do you often read?

- a. Journal
- b. Textbook
- c. Novel
- d. Newspaper
- e. Magazines
- f. Encyclopedia
- g. Other:

9. *What is your favorite genre of reading?

- a. Fiction
- b. Science fiction
- c. Science
- d. Humor
- e. Horror
- f. Other:.....

10. In your spare time, especially when your lecturer is not available, what do you like to do?

- a. Reading book

- b. Playing games
- c. Doing assignment
- d. Watching movies
- e. chitchat
- f. Others:

11. In doing the task from lecturer, what sources do you use often?

- a. From journal
- b. From textbook
- c. Instants article in web (internet)
- d. Download e-book
- e. Other:

12. What books do you prefer to read?

- a. English
- b. Indonesia
- c. Others:

13. How many book collections do you have (printed)?

- a. None
- b. 1-5
- c. 6-10
- d. 11-20
- e. >20

14. How many book collections do you have (digital/E-book)?

- a. None
- b. 1-5
- c. 6-10
- d. 11-20
- e. >20

Reading E-book Interest Section

15. Which format do you prefer to read?
- a. Printed
 - b. Electronic book
16. What is your reaction when your lecturer gives the task to read text book or journal in digital format?
- a. Very happy
 - b. Happy
 - c. Dissatisfied
 - d. Very dissatisfied
17. How usually do you get the book?
- a. Buy
 - b. Borrow
 - c. Download
 - d. Other:
18. Do you read the learning materials before you attend the class?
- | | |
|--------------|-----------|
| a. Always | c. Rarely |
| b. Often | d. Never |
| c. Sometimes | |
19. Do you search the learning materials from digital library?
- | | |
|--------------|-----------|
| a. Always | c. Rarely |
| b. Often | d. Never |
| c. Sometimes | |
20. When exactly do you spend your time for reading?
- a. When I have spare time

- b. When I feel bored
- c. I always have a routine time for reading
- d. Other:

21. When you have spare time for read, are you reading from your gadget?

- a. Yes
- b. No

22. Do you think reading a lot can improve your achievement?

- a. Yes
- b. No

23. What is your score for your Academic Reading subject?

- a. Very Good (A)
- b. Good (B)
- c. Enough (C)
- d. Less (D)

24. According to your opinion, how to increase the interest of college students to read?

.....

.....

25. According to your opinion, is it okay to read book in digital format everyday?

.....

.....

APPENDIX II Example of Questionnaire from Students

Research Questionnaires

Date: _____

1. Respondent Identity
 Name : Muhammad Aldehnan
 Faculty / Study Program : FTK / TSI
 Student Identity Number : 1701921208
 Signature : AE

2. Instruction:
 a. There are 25 questions in this questionnaire. Put a cross (X) on one of the options you deem appropriate to the actual situation.
 b. For the answer with the blank, you may fill the answer as you want which is appropriate with your condition.
 c. The results of these questionnaires are solely for research purposes and as a measure of future educational progress, and will not affect your lecturer's judgment.
 d. If you want to change the answers you have crossed, then circle your cross marks, then cross the other options you want.
 e. For the questions with the mark of *, you may choose more than one.
 f. Thank you for your willingness to fill this questionnaire sincerely and honestly.

Reading section

1. *What is your hobby?
 Reading
 Exercise
 Writing
 Watching movies
 Shopping
 Drawing
 Photography
 Other: None

2. Do you like reading?
 Yes
 No

3. How often do you read?
 a. Always
 b. Often
 c. Sometimes
 d. Rarely
 e. Never

4. How many times do you go to library in a week?
 a. 0-1 time
 b. 2-3 times
 c. 4-5 times
 d. 6-7 times

5. How many hours do you spend in a day for reading?
 a. Less than 1 hour
 b. 1-2 hours
 c. 3-4 hours
 d. More than 4 hours

6. What is your reason for reading?

- d. Watching movies
- e. chitchat
- f. Others:

11. In doing the task from lecturer, what sources do you use often?

- a. From journal
- b. From textbook
- Instant article in web (internet)
- Download e-book
- e. Other:

12. What books do you prefer to read?

- English
- b. Indonesia
- c. Others:

13. How many book collections do you have (printed)?

- a. None
- 1-5
- c. 6-10
- d. 11-20
- e. >20

14. How many book collections do you have (digital/E-book)?

- a. None
- b. 1-5
- c. 6-10
- 11-20
- e. >20

- Due to assignment
- Hobby
- c. To spend the spare time
- d. Others:

7. Do you use pre-reading strategy before you read learning material?

- a. Yes
- No

Interest Fiction

8. What kind of books do you often read?

- a. Journal
- b. Textbook
- Novel
- d. Newspaper
- e. Magazines
- Encyclopedia
- g. Other:

9. *What is your favorite genre of reading?

- a. Fiction
- Science fiction
- c. Science
- Humor
- e. Horror
- Other: *obca or life*

10. In your spare time, especially when your lecturer is not available, what do you like to do?

- a. Reading book
- Playing games
- Doing assignment

Reading E-book Interest Section

6

15. Which format do you prefer to read?

- Printed
- Electronic book

16. What is your reaction when your lecturer gives the task to read text book or journal in digital format?

- Very happy
- Happy
- Dissatisfied
- Very dissatisfied

17. How usually do you get the book?

- Buy
- Borrow
- Download
- Other

18. Do you read the learning materials before you attend the class?

- Rarely
- Often
- Never
- Sometimes

19. Do you search the learning materials from digital library?

- Always
- Often
- Never
- Sometimes

20. When exactly do you spend your time for reading?

- When I have spare time

5

b. When I feel bored

- c. I always have a routine time for reading
- d. Other

21. When you have spare time for read, are you reading from your gadget?

- Yes
- No

22. Do you think reading a lot can improve your achievement?

- a. Yes
- b. No

23. What is your score for your Academic Reading subject?

- a. Very Good (A)
- Good (B)
- c. Enough (C)
- d. Less (D)

24. According to your opinion, how to increase the interest of college students to read?

By ~~doing~~ Make Reading activity Affordable and Interesting

25. According to your opinion, is it okay to read book in digital format everyday?

It is okay but not recommended due to nature of gadget itself

Research Questionnaires

Date :

1. Respondent Identity

Name : TRIA YOGA P.
Faculty / Study Program : FTIK/TB
Student Identity Number : 1701121233
Signature : *[Signature]*

2. Instruction:

- a. There are 25 questions in this questionnaire. Put a cross (X) on one of the options you deem appropriate to the actual situation.
- b. For the answer with the blank, you may fill the answer as you want which is appropriate with your condition.
- c. The results of these questionnaires are solely for research purposes and as a measure of future educational progress, and will not affect your lecturer's judgment.
- d. If you want to change the answers you have crossed, then circle your cross marks, then cross the other options you want.
- e. For the questions with the mark of *, you may choose more than one.
- f. Thank you for your willingness to fill this questionnaire sincerely and honestly.

Reading section

1. *What is your hobby?

- Reading
- Exercise
- Writing
- Watching movies
- Shopping
- Drawing
- Photography
- Other:

2. Do you like reading?

- Yes
- No

3. How often do you read?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

4. How many times do you go to library in a week?

- a. 0-1 time
- b. 2-3 times
- c. 4-5 times
- d. 6-7 times

5. How many hours do you spend in a day for reading?

- a. Less than 1 hour
- b. 1-2 hours
- c. 3-4 hours
- d. More than 4 hours

6. What is your reason for reading?

- Watching movies
- e. chitchat
- f. Others:

11. In doing the task from lecturer, what sources do you use often?

- a. From journal
- b. From textbook
- c. Instants article in web (internet)
- d. Download e-book
- e. Other:

12. What books do you prefer to read?

- a. English
- b. Indonesia
- c. Others:

13. How many book collections do you have (printed)?

- a. None
- b. 1-5
- c. 6-10
- d. 11-20
- e. >20

14. How many book collections do you have (digital/E-book)?

- a. None
- b. 1-5
- c. 6-10
- d. 11-20
- e. >20

- a. Due to assignment
- b. Hobby
- c. To spend the spare time
- d. Others: Information

7. Do you use pre-reading strategy before you read learning material?

- a. Yes
- b. No

Interest Section

8. What kind of books do you often read?

- a. Journal
- b. Textbook
- c. Novel
- d. Newspaper
- e. Magazines
- f. Encyclopedia
- g. Other:

9. *What is your favorite genre of reading?

- a. Fiction
- b. Science fiction
- c. Science
- d. Humor
- e. Horror
- f. Other: Motivation

10. In your spare time, especially when your lecturer is not available, what do you like to do?

- a. Reading book
- b. Playing games
- c. Doing assignment

Reading E-book Interest Section

15. Which format do you prefer to read?

- Printed
- Electronic book

16. What is your reaction when your lecturer gives the task to read text book or journal in digital format?

- Very happy
- Happy
- Dissatisfied
- Very dissatisfied

17. How usually do you get the book?

- Buy
- Borrow
- Download
- Other

18. Do you read the learning materials before you attend the class?

- Always
- Rarely
- Often
- Never
- Sometimes

19. Do you search the learning materials from digital library?

- Always
- Rarely
- Often
- Never
- Sometimes

20. When exactly do you spend your time for reading?

- When I have spare time

- When I feel bored
- I always have a routine time for reading
- Other

21. When you have spare time for read, are you reading from your gadget?

- Yes
- No

22. Do you think reading a lot can improve your achievement?

- Yes
- No

23. What is your score for your Academic Reading subject?

- Very Good (A)
- Good (B)
- Enough (C)
- Less (D)

24. According to your opinion, how to increase the interest of college students to read?

I think to increase student's reading is give them more motivation.

25. According to your opinion, is it okay to read book in digital format everyday?

I think no because the impact of this not good.

Research Questionnaires

Date: 21 October 2019

1. Respondent Identity

Name : Sul'owir
Faculty / Study Program : TBI
Student Identity Number : 170121103
Signature : *[Signature]*

2. Instruction:

- a. There are 25 questions in this questionnaire. If a cross (X) on one of the options you deem appropriate to the actual situation.
- b. For the answer with the blank, you may fill the answer as you want which is appropriate with your condition.
- c. The results of these questionnaires are solely for research purposes and as a measure of future educational progress, and will not affect your lecturer's judgment.
- d. If you want to change the answers you have crossed, then circle your cross marks, then cross the other options you want.
- e. For the questions with the mark of *, you may choose more than one.
- f. Thank you for your willingness to fill this questionnaire sincerely and honestly.

Reading section

1. *What is your hobby?
 - Reading
 - Exercise
 - Writing
 - Watching movies
 - Shopping
 - Drawing
 - Photography
 - Other: *Play Games, Play Musical Instrument*
2. Do you like reading?
 - a. Yes
 - No
3. How often do you read?
 - a. Always
 - b. Often
 - c. Sometimes
 - Rarely
 - e. Never
4. How many times do you go to library in a week?
 - 0-1 times
 - b. 2-3 times
 - c. 4-5 times
 - d. 6-7 times
5. How many hours do you spend in a day for reading?
 - Less than 1 hour
 - b. 1-2 hours
 - c. 3-4 hours
 - d. More than 4 hours
6. What is your reason for reading?

- Watching movies
- chitchat
- Others:

11. In doing the task from lecturer, what sources do you use often?

- From journal
- From textbook
- Instant article in web (internet)
- Download e-book
- Other:

12. What books do you prefer to read?

- English
- Indonesia
- Others:

13. How many book collections do you have (printed)?

- None
- 1-5
- 6-10
- 11-20
- >20

14. How many book collections do you have: (digital/E-book)?

- None
- 1-5
- 6-10
- 11-20
- >20

- Due to assignment
- Hobby
- To spend the spare time
- Others:

7. Do you use pre-reading strategy before you read learning material?

- Yes
- No

Interest Section

8. What kind of books do you often read?

- Journal
- Textbook
- Novel
- Newspaper
- Magazines
- Encyclopedic
- Other:

9. *What is your favorite genre of reading?

- Fiction
- Science fiction
- Science
- Humor
- Horror
- Other:

10. In your spare time, especially when your lecturer is not available, what do you like to do?

- Reading book
- Playing games
- Doing assignment

Reading E-book Interest Section

5

15. Which format do you prefer to read?

- a. Printed
- b. Electronic book

16. What is your reaction when your lecturer gives the task to read text book or journal in digital format?

- a. Very happy
- b. Happy
- c. Dissatisfied
- d. Very dissatisfied

17. How usually do you get the book?

- a. Buy
- b. Borrow
- c. Download
- d. Other

18. Do you read the learning materials before you attend the class?

- a. Always
- b. Often
- c. Sometimes
- d. Never

19. Do you search the learning materials from digital library?

- a. Always
- b. Often
- c. Sometimes
- d. Never

20. When exactly do you spend your time for reading?

- a. When I have spare time

6

a. When I feel bored

- b. I always have a routine time for reading
- c. Other

21. When you have spare time for read, are you reading from your gadget?

- a. Yes
- b. No

22. Do you think reading a lot can improve your achievement?

- a. Yes
- b. No

23. What is your score for your Academic Reading subject?

- a. Very Good (A)
- b. Good (B)
- c. Enough (C)
- d. Less (D)


24. According to your opinion, how to increase the interest of college students to read?

Just show them an interest topic for
Mathematics that reading is fun.

25. According to your opinion, is it okay to read book in digital format everyday?

It's not effective

APPENDIX III Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
 Telpun 0536-3226356, Fax. 3222105, Email : iaipalangkara@kemenag.go.id
 Website : <http://iaipalangkara.ac.id>

SURAT PENETAPAN JUDUL & PEMBIMBING SKRIPSI
 Nomor: B- 222 /In.22/III.1/PP.00.9/02/2019

Assalamu'alaikum Wr.Wb

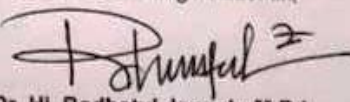
Berdasarkan Nota Usul dari Ketua Jurusan Pendidikan Bahasa tentang Usulan Penetapan Judul dan Dosen Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya menunjuk:

1.	Nama	: Hj. Apni Ranti, M.Hum	
	NIP	: 19810118 200801 2 013	
	Pangkat/Golongan	: Penata Tk. I (III/d)	
	Jabatan	: Lektor	
	Sebagai	: Pembimbing I	
2.	Nama	: Aris Sugianto, M.Pd	
	NIP	: 19830819 201503 1 001	
	Pangkat/Golongan	: Penata Muda Tk. I (III/b)	
	Jabatan	: Asisten Ahli	
	Sebagai	: Pembimbing II	

dalam penulisan skripsi:

Nama	: TRI KURNIAWATI	
NIM	: 1401120928	
Jurusan/Jerjang	: Pend. Bahasa / S1	
Program Studi	: Tadris Bahasa Inggris (TBI)	
Judul Skripsi	: An Analysis of English Language Department Student's Interest Toward Reading E-book at IAIN Palangka Raya	

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb.

Palangka Raya, 27 Februari 2019
 a.n. Dekan
 Wakil Dekan Bidang Akademik,

Dr. Hj. Rodhatul Jennah, M.Pd
 NIP. 19671003 199303 2 001

Tembusan:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Program Studi Tadris Bahasa Inggris (TBI);
3. Pembimbing I & Pembimbing II;
4. Mahasiswa yang bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telepon/Faksimili 0536-3226356 Email : info@iain-palangkaraya.ac.id
Website : http://iain-palangkaraya.ac.id

SURAT PERGANTIAN PEMBIMBING SKRIPSI

Nomor: B- 822 /In.22/III.1/PP.00.9/04/2021

Assalamu'alaikum Wr.Wb

Berdasarkan Nota Usul dari Ketua Jurusan Pendidikan Bahasa tentang Pergantian Dosen Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya menunjuk:

1. Nama : Rahmadi Nirwanto, M. Pd
NIP : 19700131 200212 1 002
Pangkat/Golongan : Penata Tk. I (III/d)
Jabatan : Lektor
Sebagai : Pembimbing I
2. Nama : Aris Sugianto, M.Pd
NIP : 19830819 201503 1 001
Pangkat/Golongan : Penata (III/c)
Jabatan : Lektor
Sebagai : Pembimbing II

dalam penulisan skripsi:

- Nama : TRI KURNIAWATI
NIM : 1401120928
Jurusan/Jenjang : Pend. Bahasa / S1
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF ENGLISH LANGUAGE DEPARTMENT STUDENT'S INTEREST TOWARD READING E-BOOK AT IAIN PALANGKA RAYA

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb.

Palangka Raya, 28 April 2021

Dekan
Dekan Bidang Akademik,

Nurul Wahdah, M.Pd
19800307 200604 2 004

Tembusan:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Program Studi Tadris Bahasa Inggris (TBI);
3. Pembimbing I & Pembimbing II;
4. Mahasiswa yang bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telepon/Faksimili (0536) 3226356 Email : info@iain-palangkaraya.ac.id
Website : http://iain-palangkaraya.ac.id

SURAT IZIN PENELITIAN

Nomor: B- 1441 /In.22/III.1/PP.00.9/09/2019

Berdasarkan surat dari saudara/i TRI KURNIAWATI, Tanggal 30 September 2019 perihal Mohon Izin Penelitian, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya memberikan izin kepada:

Nama : TRI KURNIAWATI
NIM : 1401120928
Tempat/Tgl. Lahir : PALANGKA RAYA, 28-11-1996
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Semester : XI (Sebelas)

Untuk mengadakan penelitian pada:

Lokasi Penelitian : Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya
Judul Skripsi : AN ANALYSIS OF STUDENT'S INTEREST TOWARD READING E-BOOK ON ENGLISH LANGUAGE DEPARTMENT AT IAIN PALANGKARAYA
Waktu Penelitian : Selama 2 (dua) bulan, terhitung sejak tanggal 01 Oktober sampai dengan 01 Desember 2019

Dengan Ketentuan :

1. Selama melaksanakan penelitian tidak mengganggu perkuliahan;
2. Setelah melaksanakan penelitian agar melaporkan hasilnya secara tertulis kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Up. Ketua Jurusan Pend. Bahasa FTIK IAIN Palangka Raya untuk mendapatkan surat keterangan telah melaksanakan penelitian.

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya
Pada Tanggal 30 September 2019



Dekan
Kabag Tata Usaha,

Martani, S.Ag, M.Si
NIP. 19720814 200003 1 003

Tembusan Yth:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Jurusan Pend. Bahasa;
3. Ketua Prodi TBI;
4. Kasubbag Mikwa dan Alumni FTIK.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telepon/Faksimili (0536) 3226356 Email: info@iain-palangkaraya.ac.id
Website : http://iain-palangkaraya.ac.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: B- 2839 /In.22/III.I/PP.00.9/09/2020

Memperhatikan Surat izin penelitian nomor: B-1441/In.22/III.1/PP.00.9/09/2019 dan berdasarkan surat permohonan saudara/i TRI KURNIAWATI, maka Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palangka Raya, dengan ini menerangkan bahwa:

Nama : TRI KURNIAWATI
NIM : 1401120928
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Jenjang : Strata 1 / S1
Lokasi Penelitian : Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya
Judul Skripsi : An Analysis of English Language Department Student's Interest
Toward Reading E-book at IAIN Palangka Raya

Mahasiswa tersebut telah dinyatakan selesai melaksanakan penelitian di Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya selama 2 bulan terhitung dari tanggal 01 Oktober s.d 01 Desember 2019.

Demikian Surat Keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Palangka Raya, 08 September 2020

an- Dekan
Wakil Dekan Bidang Akademik,



Dr. Nurul Wahdah, M.Pd
NIP. 19800307 200604 2 004

Tembusan Yth:
Dekan Fakultas Tarbiyah & Ilmu Keguruan.

CURRICULUM VITAE

1. Name : Tri Kurniawati
2. Place/Date of Birth : Palangka Raya, 28 November 1996
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Javanese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Akasia II, No. 56A, Kelurahan Panarung,
Kecamatan Pahandut, Kota Palangka Raya
9. HP/E-mail : +6281256730398
putrikurnniawati28@gmail.com
10. Parent :
 - a. Father : Imam Mulyanto
Occupation : Pegawai Negeri Sipil
Dinas Perindustrian dan Perdagangan
 - b. Mother : Nur Chaulah
Occupation : Housewife
11. Education Background
Formal Education :
 - a. Kindergarten : TK Perwanida 2
 - b. Elementary School : MIN Model Pahandut
 - c. Junior High School : MTsN 1 Model
 - d. Senior High School : MAN Model
 - e. University : IAIN Palangka Raya

Palangka Raya, 07 Mei 2021



Tri Kurniawati