

**Factors Affecting EFL Students Interest on Academic
Reading**

A THESIS



Written By:

Name: OKA SANDRIA

Student's Number: RRA1B213031

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JAMBI UNIVERSITY

2020

APPROVAL

This thesis is entitled “*Factors Affecting EFL Students Interest on Academic Reading*” written by Oka Sandria, student’s number RRA1B213031 has been corrected and approved to be examined in front of the board of examiners.

Jambi, June 2020

The First Advisor

Dra. Radiatan Mardiah, M. Hum.

NIP: 196802121993032002

Jambi, June 2020

The Second Advisor

Nely Arif, S.Pd. M.Pd.

NIP: 198403142008121001

LETTER OF RATIFICATION

This thesis entitled *Factors Affecting EFL Students Interest on Academic Reading* written by Oka Sandria, student's number RRA1B213031, has been defended in front of the board of examiners on July 2020 and was declared acceptable.

The board of examiners

1. Dra. Radiatan Mardiah, M. Hum (Chair Person) 1. _____
NIP. 196802121993032002
2. Nely Arif, S.Pd, M.Pd (Secretary) 2. _____
NIP. 198403142008121001
3. Dr. Sri Wachyuni, SS., MHum, MA MA., Ph.D (Main Examiner) 3. _____
NIP. 197012091999032003
4. Nyimas Triyana Safitri, S.Pd., M.Ed. St (Member) 4. _____
NIP. 198110232005012002
5. Dr. Masbirorotni, S.Pd, M.Sc.Ed (Member) 5. _____
NIP. 198201052006042001

Jambi, July 2020

Ratified by

The Dean of FKIP
Jambi University

The Head of Language and
Arts Department

Prof. Dr. rer. nat. Asrial, M.Si
NIP. 196308071990031002

Dra. Armiwati, M.Hum
NIP. 19660831199412200

DECLARATION OF ORIGINALITY

1, **Oka Sandria, RRA1B213031**, clarify that this thesis is my own work and has not been submitted in any form for another degree or diploma at my university or other institute or tertiary education. Information derived from published and unpublished work of others has been acknowledged in the text and as list of references is given in the bibliography.

Jambi, July 2020

Oka Sandria

RRA1B213031

ACKNOWLEDGMENTS

Assalamualaikum warrahmatullahi wabarokatu

Firstly, I want to say Alhamdulillahirobbil‘alamin and so many thanks to the only one who most graceful Allah SWT who has given guidance and help me to accomplish the research entitled “Reading Interest of EFL Student’s at English Study Program”.

This thesis is dedicated for my lovely family. My father and my mother (Idris.M and Opet Irawati), my wife Cindy Pratami and my daughter Naomi Kimi Al Zalfa Sandria, and my other family which helped me that I cannot mention here. Thank you very much for always supporting me. Dear mom and dad, I am the lucky son ever for having you as my parents. I love you all now and forever.

Special thanks to my supervisors, Dra. Radiatan Mardiah, M. Hum and Nely Arif, S.Pd. M.Pd. Their comments, suggestions, corrections and supports really help me in the whole process of writing this thesis. Thank you so much for handling and correcting me patiently. I would like to thank the board of examiners, Sri Wachyuni, Dr SS., MHum,MA MA.,Ph.D and Nyimas Triyana Safitri,S.Pd.,M.Ed.St who give comments and suggestions that really contribute to this thesis, and also thank to the Head of English Study Program, Delita Sartika, S.S., M.ITS., P.hD.

I also thanks to my best friends Rizky Izefti Aulia, S.Pd, Roza Novrianti, Siti Aisyah, and Noprizal Setiawan for giving supports, loves, prays, and do everything until this study finish, thank you for everything guys. I hope we can get success together as soon as possible.

Jambi, July 2020

Oka Sandria

RRA1B213031

DEDICATION

This thesis is dedicated to my parents, my wife and my daughter

Hi mom and dad...

Thank you for giving your life on me

ABSTRACT

Sandria, Oka (2020). *Factors Affecting EFL Students Interest on Academic Reading*. Thesis, Faculty of Teacher Training and Education, Jambi University in Academic Year 2020. First supervisor: Dra. Radiatan Mardiah, M, Hum, and second supervisor: Nely Arif, S.Pd, M.Pd.

The research entitled “Factors Affecting EFL Students Interest on Academic Reading.” was aimed analyzed and describe factor affecting students’ interest in academic reading. This research was conducted in Jambi University. The researcher used qualitative approach and the design for this research was descriptive qualitative. Researcher used closed ended to do the research by using Google Form Application. In addition, at the end of the questionnaire the researcher also provides an option to the participants to write their own answer. Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as “yes/no” or among set multiple choice questions. The data were analyzed and describe the data. Based on the results of the questionnaire they had filled out it was found that all participants have a hobby of reading and are very interested in reading all types of texts including reading academic texts, when asked about the factors that influence their interest in reading academic texts, they receive a variety of answers, the majority or the highest answer says that they read when they find shocking information, besides that other answers that are also quite emergent are because they are easy to read. Interest in reading is influenced by several factors, both internal and external factors. These factors include reading motivation, environmental influences both at home and on campus, library support facilities and others.

Keywords: Reading, reading interest

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CHAPTER I

INTRODUCTION

This chapter presents the general description of the research. It involves background of the study, research question, the purposes of the study, limitation of the study, significant of research and key term.

1.1 Background of the Research

Reading is one of the most important components of learners' language and it is an essential tool for lifelong learning for all learners. In order to face the 21st century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, Noorizah (2011: 2) states reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers. Thus the achievement of quality basic education calls for the development of good reading habits of both young and adult learners.

Krashen (2004) claims that reading is an activity which promotes cognitive development and lowers writing anxiety when it is done regularly. In other words, reading is an activity that enables the learner to comprehend and acquire the language such better understanding. Troike (2006) adds that reading has played an important role in the language learning process, especially for the EFL (English as a Foreign Language) learners since reading is considered as the most important aspect for student's to develop their L2 competence. In addition, reading can

also enrich the learner's knowledge of the language in term of grammar, discourse structure, and also vocabulary.

Reading comprehension is generally defined as understanding of a text written in English proved by the competence to correctly choose the right answer of the question asked from the text. In the reading lecturer should know what factor affects students interest in reading and type of reading materials interest the EFL students. All students are expected to be able to understand the main idea of the text, factual information, vocabulary, and stated and unstated information the text.

The factor which may affect students' low reading ability and it might be a classical problem. It was found that the English study program at Jambi University encounter the problem in understanding the text was because they lack of vocabulary knowledge. The limited vocabulary knowledge that the students' have was actually related with their frequency in reading. As the more they read the more vocabulary and new words they can encounter, but how can they encounter many vocabularies if they have no interest in reading. They read only if they are instructed by they lecturer.

This study was not going to discuss the whole factors, because of time and the chance to investigate it, this study only focused on students reading interest in academic text. Interest becomes one of the factors which may affect the students' reading ability because reading is a skill. A skill can not only be developed by learning but it can also be done by reading any type of books. To practice reading is not an easy thing to do because a reader must look for books that make the reader interested in reading books and knowing a purpose any kinds of text. Someone who has no interest in reading will not be able to understand the text well. Because of an interest is like a factor that can push or support someone to do something. In case of reading interest,

someone who has an interest in reading will have a long term memory about what is being read. So that the memory or it can be said the prior knowledge will also affect the understanding of the text being read.

Based on the reasons above related to student's interest on reading and the types that influence them to read so many student's didn't want to read text book or E-book, then the writer is interested to analyses what type of reading materials interest the student and what are factors students' interest in reading academic text. Thus the writer would like to conduct the study entitled: "**Factors Affecting EFL Students Interest on Academic Reading**".

1.2 Research Problem

Based on the background of the study above, the problems of the study are as follows:

"What are the factor affecting students' interests in academic reading?"

1.3 Purpose of Research

The objective of this research was to describe what is the factor affecting in academic reading.

1.4 Limitation of Research

The research is only conducted to the fourth semester of college students' at English study program who was studying in SLA (Second Language Accusation). The research is conducted limited only to find out the factors affecting interest in academic reading.

1.5 Significance of Research

The writer hopes that the research has two significances. Theoretically, the result of this study can give contribution to support the theories about the student's interest in reading, and give insight to researchers who might study the similar topic. Practically, especially for EFL lecturer who might use this research result as an input for English teaching learning, after knowing the factors that affect student interest in reading in order to provide an array of reading materials then the students will be more engaged and engrossed in their reading. And for the students, hopefully they will have a better improvement in reading by finding the reading materials which provide textual, realistic, readable, and convincing text that will interest.

1.6 Key Term

Reading:

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs (Hunt, 2004,:37).

Reading interest:

Reading interest reading interest refers to how excited an individual is to engage in reading some written material Thomas (2001).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about theories that related to this research. It includes definition of academic reading, kind of academic reading, reading, definition of reading, purpose of reading, factor affecting in reading, reading interest, and kind of interest.

2.1 Academic Reading

Academic reading is very different to everyday reading. Whilst studying at University the students will have a higher quantity of reading and they will need to be able to grasp main ideas, theories, key themes and arguments. Academic reading introduces the students to new ideas and enables them to think in a different way. Academic reading is more than just recognizing words on a page. It requires concentration on a deeper level, and readers will need to understand the meaning of what the author is trying to say and think about the main theories and concepts.

2.1.1 Kinds of Academic Reading

Weir et al (2005) showed the kinds of academic reading, that:

1. Reading books and articles: a book for people who are learning to read to help them become accustomed to looking at and understanding written words, when read academic sources, reader can have a level of trust in the data on which they are based. Examples of academic sources include academic journals and articles.
2. Reading for exams: “exams require triggers with which readers apply theory to question”, not everything selected for exams requires more depth, more through readings, critical evidential approach.

3. Reading for assignments: in academic reading, assignment reading takes more time. A reader better read twice use more sources, more variety, less detail, more detail, more specific, more general, more depth so more time to master, need to read in order to apply examples, and need to skim.

2.2 Reading

2.2.1 Definition of Reading

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004,:37). This understanding on the one hand influenced by the text and structure, on the other hand is influenced by the reader itself, in the form of prior knowledge, experience and interest in the text is read. Moreover, reading academic book rather different compared to other reading material. Hermida (2009:20) says that reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. To make reading is joyful it needs an interest in reading. Edgier (1999) claims that interest is a powerful psychological factor in learning. Moreover, the individual's reading interests are considered one of the major factors that determine what s/he reads, not to mention the importance for one's attitudes toward reading.

Reading knowledge is broadened and well-informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and

will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2.2.2 Purpose of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

Reading purpose has been defined as the reasons behind an individual's act of reading. Thomas (2001) considered four general purposes behind reading, namely to be entertained, to understand life, to understand oneself, and to understand others. Based on this enumeration by Thomas (2001), reading has both pragmatic and recreational purposes. Adetoro (2010) expanded on the former, noting that reading arises from certain needs that individuals have. According to

Adetoro (2010), reading can address individuals' needs to minimize the ambiguity in their surroundings, to find solutions to problems they encounter, to survive difficult circumstances, and to enhance personal growth.

According to Linderholm (2006), it is intuitive to believe that the purpose with which individuals read influences the entire process of reading, as well as its various outcomes. However, according to the researcher, it was only in the several years preceding her study that scientists were able to establish the crucial effects of reading purpose (Linderholm, 2006). Linderholm (2006) emphasized that reading purpose has been established in academic literature as a determining factor in achieving certain measures of reading success. The researcher illustrated her point by using the example of students reading for an examination. According to Linderholm (2006), when students read with the purpose of memorizing facts and figures, they fail to adjust their reading process to account for a more critical understanding of the text. Their inference-making patterns and other cognitive processes differ significantly compared to when they are reading for recreational or personal purposes. In such cases, students are better able to draw inferences from what they are reading, and are better able to apply these to previously learned concepts to other circumstances in their lives. In this case, students are better able to read the material before them critically. Hence, being aware of the purpose behind a reading activity significantly alters the reading process as well as the different outcomes of such a process for the individual (Linderholm, 2006).

Linderholm, Cong, and Zhao (2008) emphasized that significant findings have established the importance of reading purpose to comprehension and reading success. According to them, when individuals are cognizant of their reading purpose, they use different skills and tap into different resources in order to achieve their goals (Linderholm, 2008). The researchers noted that

reading for an important work-related task is a different process requiring different skills compared to reading casually to gather information for entertainment. Because of the different skills and capacities necessary for different purposes of reading, Linderholm et al. (2008) hypothesized that reading comprehension and reading success are functions of reading purpose that could be mediated by individual differences in specific skills and capacities pertinent to reading. The researchers argued that if readers did not have the necessary skills to succeed at a particular reading purpose, then they would not be able to achieve their reading goals or to comprehend the materials in the context of their goals.

Linderholm and Wilde (2010) noted a particular difficulty with respect to reading purpose. According to the researchers, there is often a discrepancy between the purpose with which individuals read, and the outcomes that they expect. To support this hypothesis, Linderholm and Wilde (2010) conducted an experiment wherein readers were asked to read several texts for different reasons, either for the purposes of entertainment, or for the purposes of studying and learning for an academic test. The researchers also asked participants to note their expected success in a reading test based on their reading purpose. A significant proportion of participants believed that reading for study would condition them to learn more and would translate to better results in a test taken thereafter. Conversely, they believed that reading for entertainment purposes would not amount to any significant learning, and therefore would result in poorer results in a subsequent test. However, based on the findings of the study, it was found that the belief of students with respect to purpose and the effects of their reading had no significant effects on their test results. Scores on tests after believing that the previous reading was for study did not vary significantly with scores on tests after believing that previous reading was for recreational purposes. Hence, the researchers noted that instructors must align students' reading

purpose with the different reading skills and reading tools that they tap into during the process to positively affect test results.

2.3 Factors affecting Reading

According to Dennis (2008), reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading comprehension skill. They are complexity of the reading text, environmental influences, and anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems. In the following section, these factors are elaborated in detail.

- a. One of the factors that impacts learners' reading comprehension is the complexity of the texts. This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assists learners in explaining the unknown words through applying the opinions of context (Dennis, 2008).
- b. The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will be better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios (Dennis, 2008).

- c. The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task (Dennis, 2008).
- d. The fourth factor is interest and motivation. According to Dennis (2008), learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.
- e. The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. She expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008).
- f. The last factor is concerned with the medical problems. According to Hollowell (2013), poor reading comprehension skill may be related to the medical difficulty that does not get

addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill.

2.4 Reading Interest

According to Thomas (2001), reading interest refers to how excited an individual is to engage in reading some written material. It can also refer to an individual's perception of how stimulating or fulfilling reading material can potentially be. Based on the definition provided by Thomas (2001), reading interest revolves around an individual's attitude towards the process of reading, and towards different reading materials.

In a study conducted by Crosby (2013), reading attitude has been found to be an important component in reading comprehension. According to the researcher, earlier works had emphasized the need to explore the affective components of reading as predictors of comprehension. Crosby (2013) conducted a study addressing this need emphasized by earlier researchers and found that, after controlling for language and vocabulary skills, reading attitudes were able to independently influence reading comprehension. Adolescents with more positive attitudes to reading also had better comprehension scores.

Reading interest arises from different needs (Adetoro, 2010). Adetoro (2010) discussed that in all cases of reading interest, the attention may arise from the particular needs of an individual. In most cases, the interest to engage in the activity of reading arises from a need to gain information about the individual's surroundings and contexts. Reading allows people to gather

information about the experiences they undergo. They acquire explanations for things that may confuse them. Hence, from reading, individuals are able to minimize the confusion and the ambiguity that may surround them in any situation, thus allowing them to respond appropriately to various stimuli.

Apart from minimizing the ambiguity and confusion in their surroundings, individuals also engage in reading for acquiring the ability to ascertain when a problem arises (Adetoro, 2010). Through reading, individuals gather information regarding the presence of concerns and issues that they may not have been sensitive to without the proper information. Furthermore, reading not only allows individuals to determine the presence of problems, it also allows them to derive solutions to these either directly or indirectly. Through reading, according to Adetoro (2010), individuals can acquire specific information on how to solve a particular problem. They can also apply general themes from their reading or relate these to their experiences, indirectly deriving a solution based on what they have read. Based on these assertions by earlier researchers, Adetoro (2010) noted that readers rely on the process of reading for their personal growth as well as for their survival.

2.5 Kinds of Interest

After knowing that interest is a crucial and useful thing, it is known that there are some kinds of interest. As stated by Ainley, Hidi, & Berndorff (2002), in the interest literature, there are three kinds of interest. They are individual interest, situational interest, and topic interest. Below are the descriptions of each interest:

- a. Individual interest is an interest that comes from an individual especially a student to attend and get a certain stimulus, event, or objects by himself. This kind of interest is

associated with a psychological state where it has a positive effect and can help the student to increase his/her learning. In simple understanding, it can be said that individual interest is an interest that comes from an individual's himself without any other factors that can influence it. An example of this kind of interest can be seen when there is a student from an English study program whose interests to study a certain subject in reading class is trying to seek the chances to engage the experience of enjoyment then expand the knowledge.

- b. Then, situational interest is an interest that had by an individual or student which can appear and can be felt by himself because there is an aspect of the environment. In other words, this kind of interest can be generated by a specific environment, or this shows that there is an influence of the situation around the individual that can encourage that individual to do something for reaching what has been expected. In addition, this interest is focused on the outcomes. In this kind of interest, it includes some contents for example like activity which is done by human or structural features. The example can be seen when a student at the beginning does not feel happy to study every lesson related to reading skills, but during the learning process, this student sees that almost all of the friends in the class are motivated in studying reading and happy to study reading. In the end, this student tries to find what is interesting and fun of learning reading until finally these students also enjoy and interest to learn reading in the class like the other students.
- c. Last, topic interest is an interest that appears and felt by an individual or a student when there is a certain topic presented and seemed to have individual and situational aspects. This kind of interest is relevant for educators where they will expect to write or to learn a certain topic. In a simple explanation, in this case, the student will get interested in learning something about a certain idea.

Based on the types and the descriptions of the interest, it can be concluded that interest is an important thing that students must have, especially for the language learning, whether it is in the form of individual interest, situational interest, topic interest, emotional interest or cognitive interest. All of these kinds of interests have a good influence on the students to face the subject so that they can be encouraged to study the language.

2.6 Related Study

As the comparison of this research here the writer found some researches of students' reading interest. First, Andri Donal (2015) with the title "STUDENTS' READING INTEREST (A CASE STUDY AT FKIP OF THE UNIVERSITY OF PASIR PENGARAIAN)". The purpose of this study is to investigate that reading was an activity disliked by Indonesian people. This research can be categorized as descriptive quantitative research. In collecting data, researcher used questionnaires, observation and interviews. The result of research showed that the reading interest of FKIP-UPP students can be categorized into low level. Factors influencing students' reading interest involving internal and external. Based on this study, the differences are from the way researchers conduct a research. The contents of thesis above reading interest and differences from method of collecting the data. Researcher use qualitative research by using descriptive approach. The similarities are conducts research on college learners.

Second, the study entitled "THE STUDENTS' MOTIVATION IN READING AND READING INTEREST OF THE FIFTH SEMESTER STUDENTS OF IAIN PALANGKA RAYA" publisher by Chitra Muliati (2017). This study aimed to investigate the motivations that influence students in reading. This research, the researcher use qualitative research type to describe the factors that affecting students' motivation in reading and focuses only in quality of nature of reading in students' behavior and activities. From getting the data, the researcher

usually combines a variety of data collection methods such as interviews, observation and document archives. Based on this study, the differences are from the way researchers conduct a research. The contents of thesis above reading interest and differences from method of collecting the data. Another differences, the research is only conducted to the second semester of college students' at English study program. The research is conducted limited only to find out the factors affecting interest in reading and what reading materials interest. The similarities are conducts research on college learners.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a brief description of the method and design of this research, research site and access, participants, and technique of data analysis.

3.1 Research Design

The researcher used qualitative approach and the design for this research was descriptive qualitative. The researcher used close ended to do the research by using Google Form Application. It is signed by questions from that application and it is provided by option yes or no in each question as it is stated by Sierra and Hyman (2016) the advantages of that method is easier to answer. By easing their task, can increase respondent's enthusiasm of returning a completed questionnaire. In addition, at the end of the questionnaire the researcher also provides an option to the participants to write their own answer. The reason why the researcher use kind of that method, because the researcher wants to know more whether the participants have another perspective about this study.

Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as "yes/no" or among set multiple choice questions. However, one should opt for the most applicable question type on a case-by-case basis, depending on the objective of the survey.

This is a qualitative research, because the focus of this research is to describe factor affecting EFL learner interest in academic reading at the English Study Program at Jambi University.

3.2 Research Site and Access

This research was conducted at Jambi University. To get access in conducting the study, the researcher will ask permission to the principle of Jambi University, after that the researcher will ask permission to the lecturer who teach in SLA class.

3.3 Participants

The participants of this research, has been taken from EFL learners who study SLA in English study program. Researcher was choosing 1 class by using random sampling, the data randomly from 1 class with 37 students' was chosen students based on the attendance list.

3.4 Data Collection

The data of this research are factor affecting students' interest in academic reading. To collecting the data will be used:

3.4.1 Questionnaire

The questionnaire in this research using close ended questionnaire and the end of the question using open ended consisted of 5 items. Researcher took the sample randomly from 1 class with 37 students.

3.5 Data Analysis

3.5.1 Questionnaire

After the data of the questionnaires have been collected, the researcher analyzed the data from the questionnaire to find the English Foreign Language (EFL) students' interest in reading. In this research, the collected data were analyzed to find the result and conclusion.

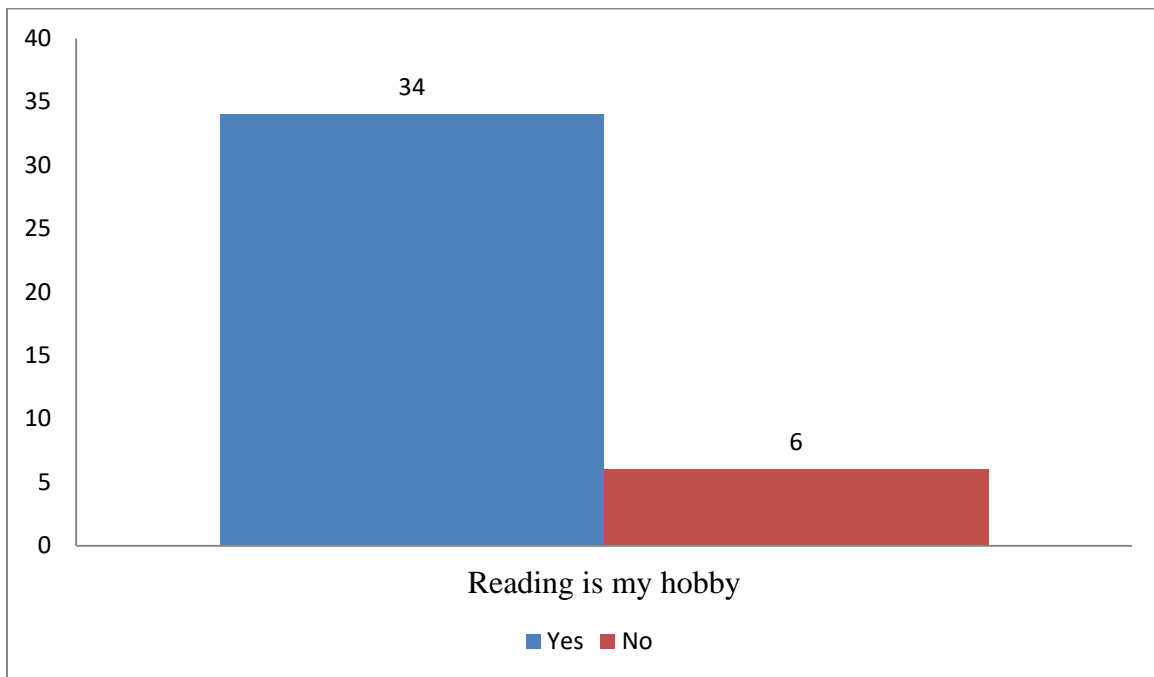
CHAPTER IV

FINDINGS AND DISCUSSIONS

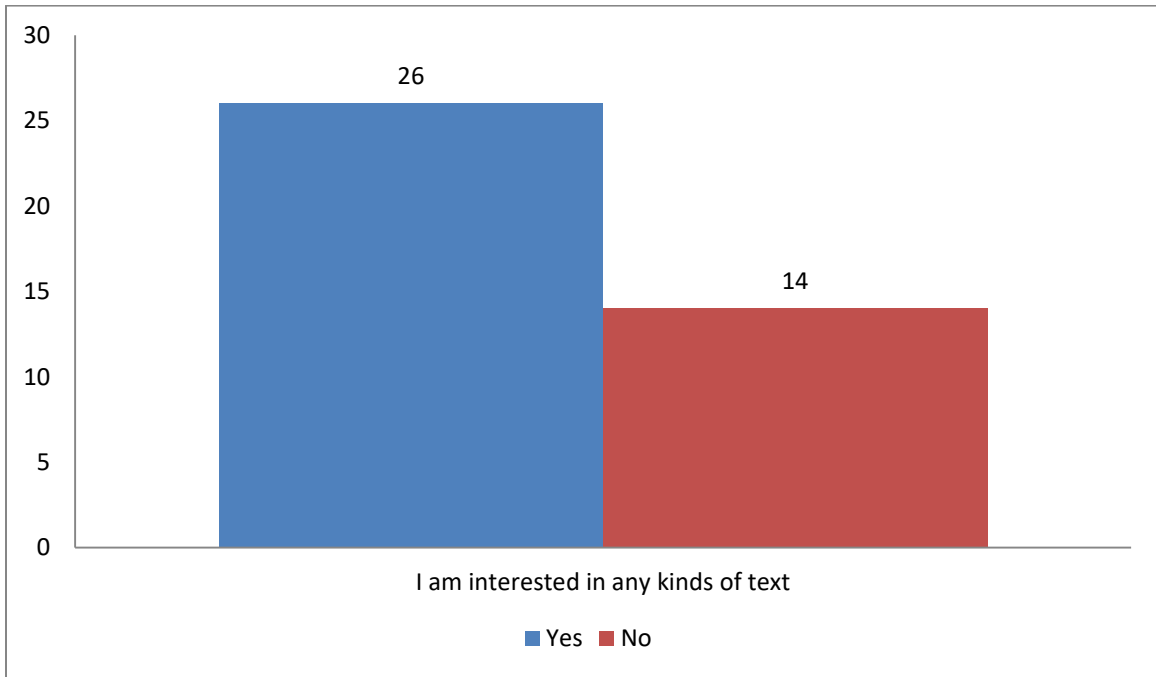
4.1 Finding

In this research, the researchers have taken data by using the "Google Form" application. Researchers have used the close ended instrument by giving 5 questions for each participant who fills in the Google form. Below are the results that researchers have found after giving a questionnaire in the form:

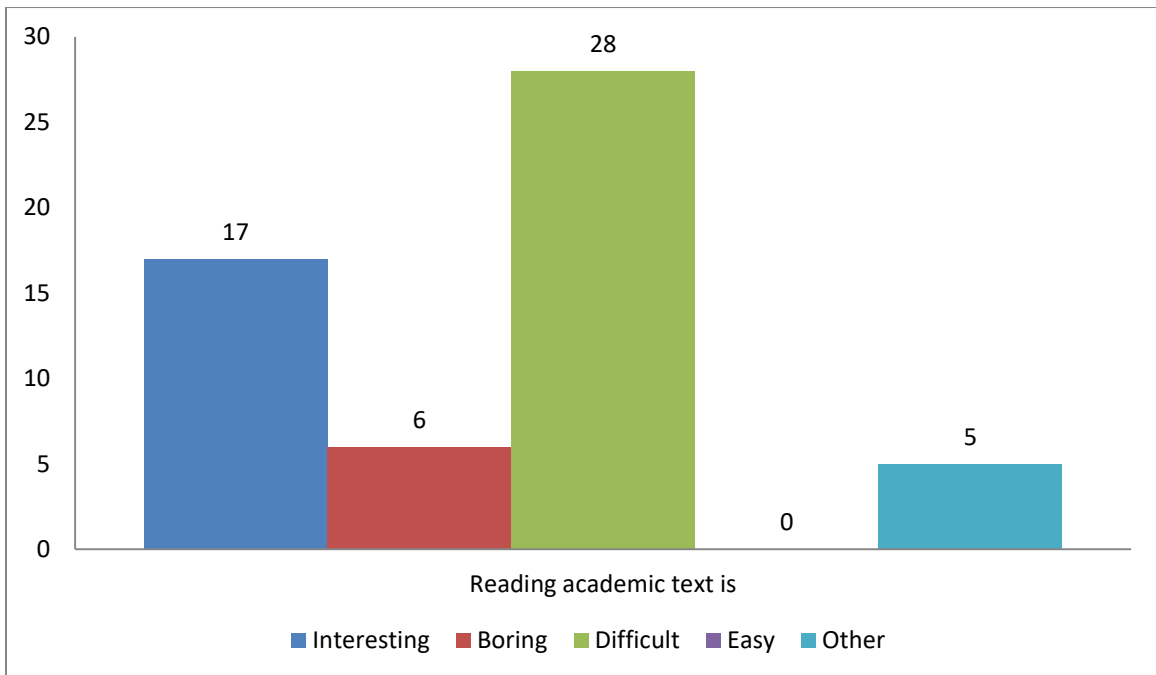
1. Reading is my hobby



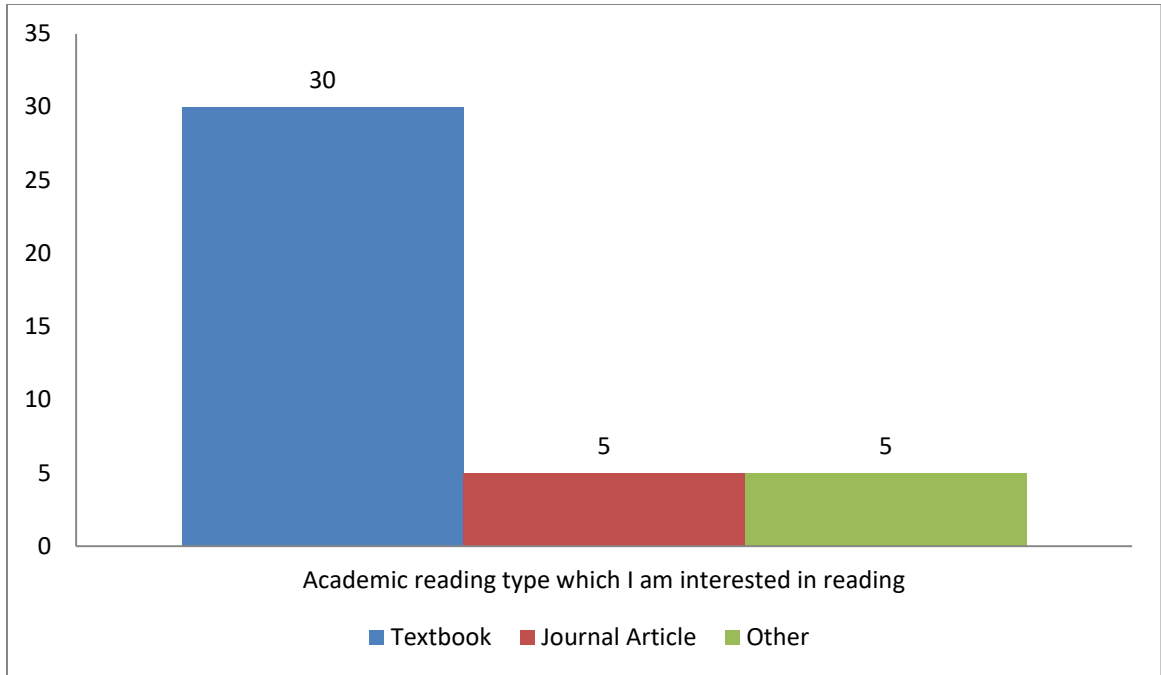
2. I am interested in reading any kinds of text



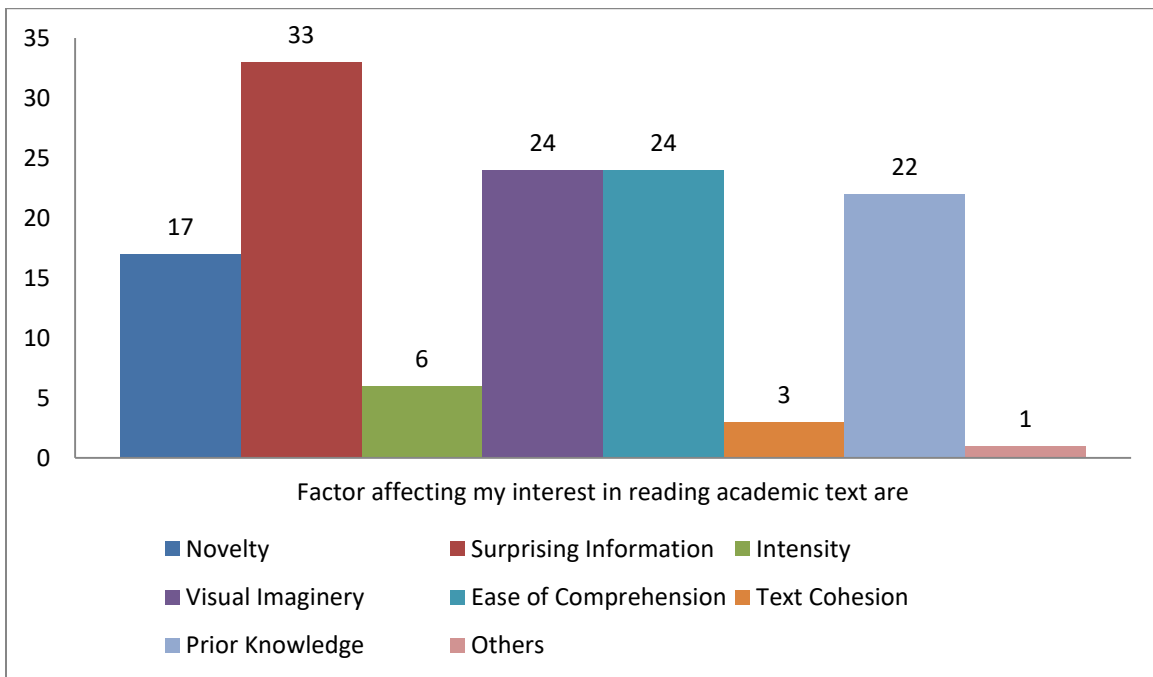
3. Reading academic text is



4. Academic reading type which I am interested in reading



5. Factors affecting my interest in reading academic text are



4.2 Discussion

Based on the results that researchers have found in research that has been done by researchers, the research have done by using the "Google Form" application runs smoothly, this research has been going on for two days. The first day researchers sent a questionnaire link to the participants using the "Whatsapp" application.

In conducting research, researchers have encountered several obstacles due to the situation that is happening throughout the world caused by the arrival of a pandemic caused by corona virus or a disease commonly known as Covid-19.

During this pandemic, all the people in the city of Jambi were specifically instructed by the government to remain at home. This also has an impact on the academic field within the University of Jambi. Because of the pandemic that is happening, all students in the campus environment also get orders by authorized officials to conduct lectures online from their respective homes.

This makes the researchers finally do the data retrieval for research material in this thesis by using the Google form application. At the first time, the researcher contacted one of president's class cell phone numbers who were in the second semester level. Then the researcher began to express the intent and purpose of distributing online questionnaires in the form of Google forms to some students who had been randomly selected to be able to participate in this study.

Based on the graph on the results it can be explained that the first question about reading questions is a hobby, almost all participants answered that reading is their hobby of 40 students only 6 who did not answer yes, this means that the average student likes reading activity.

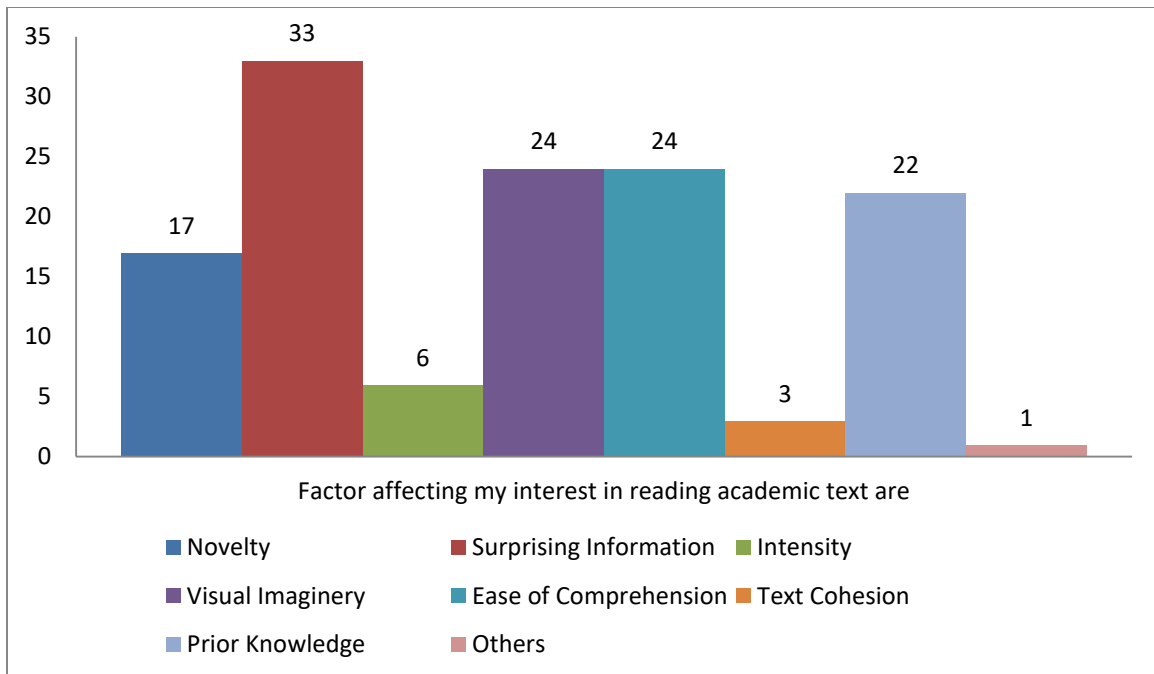
In the second question, when asked if they were interested in reading certain types of text, out of 40 participants only 26 who answered were interested in the rest were not, this could indicate that they like to read but not in all types of reading.

When they asked the third question, about reading academic texts, their answers varied 28 people or the most answers answered reading academic texts was easy, according to 17 others it was very interesting, according to 6 others it was boring, and 5 others had different answers. from this it can be indicated that the average participant does not respond to reading academic texts as bad and boring.

When they are asked what kind of academic text they like, they have almost the same answer. the majority of them namely 30 people answered textbooks. 5 answers to the article, and 5 other answers.

When asked about the factors that influence their interest in reading academic texts, they receive a variety of answers, the majority or the highest answer says that they read when they find shocking information, besides that other answers that are also quite emergent are because they are easy to read. understand, visual imaginary, novelty and prior knowledge, while minority answers are about intensity and text cohesion.

There are many reasons that form a variety of factors in interest in reading, this is also related to the trigger for everyone in liking something is different, including in terms of reading. Interest in reading is influenced by several factors, both internal and external factors. These factors include reading motivation, environmental influences both at home and on campus, library support facilities and others.



Based on the graph above found many reasons that make participants interested in reading, the highest reason for this shocking information can be interpreted students only read when they find something that makes the brand caught this can be because the reading is not according to their previous expectations or they are not know about it before, or other reasons that make the reading into astonishing information so that it makes me curious and from there an interest to read.

Another reason that is high enough to appear on the chart and has the same value is, readings that are easy to understand and visually imaginary, books that have simple language and are not wordy and have visual images will help students get points and understand the purpose of reading.

Besides prior knowledge is also the third highest reason this is because background knowledge also helps students draw conclusions, which develop critical thinking skills and make reading more enjoyable. When they can understand the material and relate it to their own

experiences or existing knowledge, they tend to develop lifelong reading habits, and this is what makes them interested in reading if they have known it beforehand.

Besides that novelty is also a reason that is still quite high as a reason students are interested in reading academic text, this is because something new is always intriguing so this is what makes the interest to be heard but maybe not many people like it, while the low reason people want to read is because the reading is too intense and the reading of the cohesion text.

CHAPTER V

CONCLUSIONS AND SUGGERSTIONS

This chapter presents conclusions based on the findings and discussion in the previous chapters and offers some suggestions for reading EFL Interest Students in the English Language Study Program.

5.1 Conclusions

Conclusions that can be drawn based on the findings and results of research from the students reading interest in academic text of EFL Student's at English Study Program. According to the findings, almost all participants have a hobby of reading and are very interested in reading all types of texts including reading academic texts, but instead most of them are not even interested in this type of text for various reasons, mostly answering because it is difficult, and not many are interested in reading this type of text this, but as students they have to read academic texts and they only read textbooks which are inherited from certain courses which reads text books which means only limited to one source only, whereas only a small portion of them are interested in reading journals even though there are a lot of journals available free on the internet and if reading a journal can add a lot of knowledge and only focus on one source.

When asked about the factors that influence their interest in reading academic texts, they receive a variety of answers, the majority or the highest answer says that they read when they find shocking information, besides that other answers that are also quite emergent are because they are easy to read. understand, visual imaginary, novelty and prior knowledge, while minority answers are about intensity and text cohesion.

There are many reasons that form a variety of factors in interest in reading, this is also related to the trigger for everyone in liking something is different, including in terms of reading. Interest in reading is influenced by several factors, both internal and external factors. These factors include reading motivation, environmental influences both at home and on campus, library support facilities and others.

5.2 **Suggestions**

Based on the conclusions above, it is recommended for subsequent researchers, who want to conduct research as this study, to provide more questions to get more specific topics about the Interest in Reading EFL Students in English studies.

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APPENDIX 1

READING INTEREST ON ACADEMIC TEXT: a questionnaire

Dear all,

I, Oka Sandria, need your help to answer the following questions. It is intended to gather information about your interest in reading academic text. I will use the data for writing my thesis.

Thanks for your help.

Choose the item which is closely applicable to you by ticking (✓) each of them.

1. Reading is my hobby
 - yes
 - no
2. I am interested in reading any kinds of text.
 - yes
 - no
3. Reading academic text is
 - interesting
 - boring
 - difficult
 - easy
 - other, mention:
4. Academic reading type which I am interested in reading is
 - textbook
 - journal article
 - other, mention:
5. Factors affecting my interest in reading academic text are
 - novelty
 - surprising information
 - intensity
 - visual imagery
 - ease of comprehension
 - text cohesion
 - prior knowledge
 - other, mention:

If you don't mind, please write your student number here: _____