



How Reading Sources Availability Affect Students' Science Reading Interest

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ABSTRACT

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This study aims to determine the availability of reading sources and their effects on students' science reading interest at MTs Assobandiyah by using the pre-post-test method with a one case study model by making 20 students as research objects which are divided into 2 groups. Namely group A was the experimental group and group B was the control group. The results of this study indicate that the availability of reading sources of science can affect students' reading interests. It can be seen from the comparison of scores 1 and 2 of each group, group A experienced a very significant increase in scores on the second test, while group B did not.

INTRODUCTION

There are four language skills that must be possessed by everyone. These include listening, speaking, reading, and writing. All these language skills are further divided into 2, namely receptive skills (listening and reading) and productive skills (speaking and writing). These skills are impossible to be mastered directly but can be mastered gradually. (Kasiyun, 2015)

The four stages of skills affect the quality and level of culture of a society. In Indonesia, the people themselves prefer to spend all night watching Wayang performances rather than reading.

Reading is a window to the world. From these expressions it showed the benefits of reading such as being able to seek new knowledge, open insights and increase one's intelligence. The United Nations Development Program (UNDP) in 2014 reported that Indonesia's Human Development Index (HDI) was ranked 108 out of 187 countries (www.hdr.undp.org). This shows that the quality of Indonesia's human resources is at the middle level. One of the factors causing Indonesia to not occupy the top position is due to the low quality of education. This situation is

exacerbated by the dominance of speech culture rather than reading culture.

UNESCO in 2011 released the results of a reading culture survey of residents in ASEAN countries. Reading culture in Indonesia is ranked lowest with a value of 0.001. This means that only one out of a thousand Indonesians has a high reading culture. (Kasiyun, 2015)

Public interest in reading science in Indonesia is in the low category. Compared to reading science books, most Indonesian people prefer watching television and spending their time playing mobile phones. Referring to data released by the Central Bureau of Statistics in 2012, 91.58 percent of Indonesia's population aged 10 years and over prefer to watch television and only around 17.58 percent of the population like to read books, newspapers, or magazines. (Asri Soraya Afsari, Ayu Septiani, 2017)

The development of interest in reading is continuously improved to form a society with a culture of reading (Kartika, 2004). Reading activities need to be increased. According to Ismail (2003) the nation's civilization is determined by the cultivation of book

literacy in schools.

Reading interest is a high desire or passion to read (Siregar, 2014) and according to Darmono, 2001 reading interest is a mental tendency that encourages someone to do something about reading. (Sudiana, 2020). Functions, benefits, and purposes of reading Someone who does reading activities usually expects results from what he has read. Because the function of reading in general is to absorb information from what has been read. As for the benefits of reading: if the text that is read is a good text, then the benefits that are obtained are good benefits, but if the text that is read is a text that is not good for the reader, then the benefits that are obtained are also not good benefits. The purpose of reading itself is 3: first, reading has a purpose as pleasure; the second reading has the goal of increasing knowledge; the third is reading as a job.

The purpose of reading for pleasure is a recreational reading activity. Oftenly, recreational reading activities are carried out on reading texts in the form of works (novels, poems, and short stories). However, this activity, apart from seeking pleasure, also has other objectives, namely

increasing knowledge from reading novels or poetry and as work that is usually carried out by students of literature or writers who conduct research on literary works. The purpose of reading to increase scientific knowledge is a reading activity that is carried out by everyone to increase their scientific knowledge by carrying out activities of reading natural knowledge sources. The word science itself has a very broad scope, for example (religious science, natural science, social science, agricultural science, and others). Reading activities to increase knowledge are activities that can improve human resources in a country. For example, in a school environment this activity can improve the quality of a school's graduates. The more students who like to read to increase their knowledge, the smarter the students will be.

The purpose of reading as a job is reading activities carried out by people who have moral responsibility and promote reading interest. Like the work of a teacher, librarian, and office worker.

Teachers and librarians play an important role in increasing public interest in reading and improving the quality of human resources in an area. A

teacher plays an important role in guiding his students to get used to and enjoy doing reading activities. Meanwhile, librarians play a role so that libraries are not only of interest to students and students but must strive to increase public interest in reading.

One of the causes of low interest in reading is tradition. The tradition of reading itself is not a tradition passed down by our ancestors to Indonesian society. The tradition that was passed down from our ancestors to the people of Indonesia is the tradition of listening or listening to it. Especially for people on the island of Java, they can last for hours or even all night to watch Wayang, but not so in terms of reading. It is widely known that ancient parents passed on history from generation to generation through storytelling and listening activities. As for now society has been controlled by the times and technology. So that most people currently prefer watching video shows on the internet and playing games, especially among children, adolescents, and adults.

The reading interest of the younger generation in Indonesia improved in the 1960s. Many young people at that time carried reading

books such as comics and novels while carrying out their daily activities. They will exchange their readings with each other with their friends when they have successfully completed their reading. At that time reading gardens sprang up in every city, they rented novels and comics. The increased interest in reading at that time was due to an interest in the characters in the novels and comics they read. This character will be the subject of conversation when the youth when they get together. The improvement in reading interest of the younger generation at that time did not last long due to the emergence of private television. The people who at that time were fond of reading comics and novels then turned to watching television shows. Thus, the increase in reading interest decreased again due to technological developments at that time (Kasiyun, 2015)

According to Hardjoprakosa (2005: 145) there are several things that cause low interest in reading, (1) the government and the private sector with their educational institutions, teachers do not motivate their students to read books other than textbooks; (2) Parents do not encourage children to prioritize buying books over toys,

hearing aids. They usually don't know the types of books that are appropriate and liked by children, therefore children has minimal access to library exposure; (3) Print media publishers set prices for books that are of too high quality, so that they cannot be reached by the general public; (4) Authors, interpreters and translators are decreasing, due to uncertain royalties and are still subject to PPH; (5) Public Libraries whose number is not sufficient in each province to serve the public; (6) The mosque library has not been managed professionally. (Kasiyun, 2015).

Efforts To Increase Interest in Reading Science

To increase interest in reading science there are 3 aspects that are responsible for increasing its development. (1) Family (2) Society and (3) Educational Institutions. These three aspects must have their respective roles in increasing reading interest. However, all three must work together and move together so that efforts to increase interest in reading can be achieved. To take part in increasing interest in reading, parents, teachers, and librarians must have a very high interest in reading. To be a role model for those around him. if a teacher and

librarian do not have a high reading interest then they will not be able to carry out their role as a driving force for community reading interest. Ratnaningsih in (in Koswara, 1998) states that the active role of librarians in increasing interest in reading from an early age should be carried out by librarians who work in a library that serves children. so that librarians can directly teach, guide and give examples to children so that children like and get used to reading. The same should be done by the teacher.

Home environment

The home environment is very influential in increasing interest in reading. because most of the child's time is spent at home to gather with family. Starting when the child is still a toddler, parents must teach children who are not able to read. Therefore, in increasing interest in reading, families must carry out activities and provide things that can support increasing children's interest in reading, such as (1) storytelling, (2) providing reading at home, (3) discussing book contents (4) giving books as gifts and (5) Visiting libraries and bookstores.

Storytelling activities

In Indonesia storytelling itself is

an activity that has been carried out for generations from our ancestors. The activity itself is usually carried out by parents to their children who are still not fluent in reading.

Usually, storytelling activities are carried out before bed time or to fill in the gaps in time when they are doing family gatherings. This storytelling activity is very influential in making children's imagination develop and fostering a child's curiosity. In carrying out this storytelling activity, the selection of stories must be considered, the selection of stories must be interesting and real stories so that children will be easily interested and easy to imagine. Examples include the fairy tales of the deer, turtles, and other animals.

Availability of reading

To make reading as an enjoyable activity for children, then we have to provide reading material. Because it is impossible for children to love reading if there are no books to read. Provision of reading books at home by parents is also very good because parents can control the types of reading appropriate for children to read and affect what types of books children enjoy when they are adults. But parents also must pay

attention and provide the types of reading books that children enjoy doing.

Discuss the contents of the book.

In linguistics, reading is a receptive activity, namely the activity of absorbing the contents of the book being read, and speaking is a productive activity. Reading activities should be followed by speaking or discussion activities. This activity can be done by parents to their children by asking and asking children to tell what is in the reading book they have read. Discussion activities are also suitable for religious books that are suitable for consumption of all ages.

Gift books

When children have birthdays or when there are special moments, parents usually give gifts in the form of expensive items, such as clothes, dolls, and toys. The activity of giving books as gifts can provide a stimulus to children that books are very special items so that children will begin to be interested in and appreciate reading books. Hardjoprakosa (2005) put forward the idea to increase interest in reading, namely that reading should be promoted as a family and school activity, it should be made a tradition to give gifts of books on every birthday,

grade and so on, take children to bookstores to give children the opportunity to choose the books they want themselves.

Visit Libraries and Bookstores.

Activities Visiting libraries and bookstores is a great activity to introduce types of books and increase interest in reading. By visiting libraries and bookstores, children can directly see and read various types of books. It is there that children can determine for themselves what kind of reading books they want.

The reason why the authors conducted this research was to increase students' interest in reading at MTs Assobandiyah and to find out the influence of the availability of reading sources on students' reading interest. due to the lack of interest in reading students at MTs Assobandiyah the author finds the formulation of the problem that arises first: "how to increase students' interest in reading at MTs Assobandiyah" second: is there an effect of the availability of reading resources on students' reading interest".

The author hopes that this research will be useful for the Madrasah MTs Assobandiyah to increase students'

interest in reading in order to make MTs Assobandiyah a school of excellence and achievement.

The practical benefit of this writing include. First: "For the University, this research is able to add to the list of collections of literature and reading materials that are useful for students." Second: "It can be used as a reference for students to conduct similar research".

METHODS

This study used interview and test methods as an attempt to find out students' reading interest at school. Interviews were conducted with teachers as teaching staff and librarians at MTs. Assobandiyah. Then a trial will be carried out on "the effect of reading availability on students' reading interest in science learning". To test "the effect of reading availability on students' reading interest in science learning" a random test will be carried out using the method. pre-test post-test on 20 people who were divided into 2 groups (group A and group B) study group with one case study model. Where group A as the experimental group will be given science textbooks as a source of reading, to determine the

effect of reading availability on students' reading interest. while for group B as the control group they had to independently take the initiative to find reading sources they would read. The instrument used in this study was 20 multiple choice science questions which were given to 2 groups of students before being given treatment and after being given treatment and the effectiveness of the results of the two treatments would be compared through the scores obtained by students after the first and second tests.

RESULTS AND DISCUSSION

On October 28, 2021, which took place in the MTs Assobandiyah building, researchers conducted 2 groups taken from grade 8 at MTs Assobandiyah. Initially the two groups will be given a pre-test with the KKM score given at 75, as a reference for the value of each group to review whether there is an increase in the value of the second test or not. In this first test each group got a score that was less than the KKM.

No.	Group A	Group B
1	45	53
2	59	44
3	43	67
4	50	62
5	70	40
6	60	58
7	47	51
8	75	70
9	64	71
10	56	63

The results showed that if the test is carried out suddenly, the students are not motivated to read because they do not know that the test will be held. From the results of the test there were only 4 students who managed to get a score of 70-75 which can be said to be close to KKM. Of the four children, five of them were interviewed, and the result was that 3 out of 4 children always re-read science material that had been studied at school and explained by the teacher. so, it can be concluded that from 20 students there are only 3 students basically.

No.	Group A		Group B	
	Test 1	Test 2	Test 1	Test 2
1	45	70	53	56
2	59	73	44	50
3	43	69	67	60
4	50	59	62	60
5	70	85	40	48
6	60	76	58	59
7	47	74	51	60
8	75	86	70	85
9	64	81	71	82
10	56	79	63	69

The results from the table above show that in group A there is a significant increase in the value of the test results already having a high interest in reading.

Group A as the Experimental Group will be given treatment by providing science learning books as a learning tool for preparation for the 2nd test. Then group B as the control group will look for reading material independently for preparation for the 2nd test. The differences in the results of the reading interest test what was done by the two groups was the 2nd. Of the 10 students there were 9 children who had a very large increase in scores compared to the scores on the 1st test even though there were still students who scored below the KKM, but 9 out of 10 students in group A able to increase the value of his test more than 10 points. whereas in group B the increase in the scores of students in group B did not look so significant because students in class B could only increase their scores by a few points and there were even students whose scores on the 2nd test were lower than the 1st test.

From the test results using natural science learning materials, the test results in the group have a very significant increase in scores. while the increase in scores in group B was not very significant

even for students whose grades decreased. The availability of reading sources is very influential for increasing students' interest in reading, by providing reading resources students have a very high interest in reading this can be seen from the increase in test scores from the group.

In contrast to group A, group B was not provided with reading resources, so students from group B had to find their reading sources independently before using them as learning resources for the test. In this case it can be concluded that students in group A go through shorter stages compared to group B. Students in group A only go through one stage (reading) to prepare for the test, while students in group B must go through two stages. (search and read) to prepare for the test.

Because according to Dawson and Bamman in essays (Hayati, 2009) suggest that there are several factors that can influence reading interest, namely as follows:

- a. The goals and benefits obtained after reading, namely a sense of security, a certain status and position, affective satisfaction and freedom that are in accordance with reality and the level of student development, these needs affect the choices and reading

- interests of everyone.
- b. The availability of family reading books is one of the drivers of reading choices and students' reading interest and it is possible that reading interest is also driven by the family's socioeconomic status.
 - c. The teacher factor plays a role in fostering interest in reading for each individual because with interesting information about a book, students will be interested in reading it and at the same time obtain sources of information.
 - d. Availability of library facilities and infrastructure, the number and variety of reading favored will increase interest in reading.
 - e. The gender factor also functions as a driving force for the realization of the choice of reading books and students' interest in reading.
 - f. Classmates' suggestions as external factors can encourage students' interest in reading.

Based on the factors above, the researcher took one factor which was used as an experimental indicator which was given to one of the groups. Namely the factor of the availability of books as a means of increasing reading interest, from the experimental results above it turns out

that the availability of reading facilities/sources in the student's environment which is carried out by the subject teacher can affect the students' own reading interest. This is because when the first test was carried out, only some students took the initiative to learn so that many students had difficulty answering test questions. However, when students are told that a second test will be held, students will try to learn and find information about the subject matter related to the test questions. However, the difference between group A and group B is, when students in group A want to study the material, they can easily do so because the source of the material to be read has been provided by the subject teacher in the form of a science lesson package, while students in group B when they want to study the material, they have to bother looking for sources of material for them to read. This turned out to be very influential on the final grades obtained by students, students who easily obtained reading sources could increase their knowledge more optimally than students who had to find sources independently.

According to Wahyuni (2010), the low percentage of reading effort indicators can be caused by several factors including family and surrounding factors that do not

support reading habits, low economic level of reading interest of MTs Assobandiyah students and lack of awareness of the importance of books, as well as a lack of library facilities with poor conditions. (Kartika Putri Pratiwi & Sudibyo, 2018).

The availability of reading sources in the family environment also greatly influences the high reading interest of students, when a family can provide reading resources to children and parents give examples of the habit of liking to read to children, then children will imitate these habits with the support of parents and the availability of books as a form of reading. children's reading resources. If the child is used to it, the child will bring good habits at home outside the home environment, such as the school environment. We can see this from the results of the first test that there were 4 children who had reached the KKM score and after the four of them were interviewed it turned out that 3 out of 4 of these children had made it a habit to re-read the material they had learned while at school.

Apart from the availability of books or reading facilities, the two groups of students have other factors that encourage increased interest in reading students, namely student environmental factors

(classmate suggestions). Because all students in group A have reading resources that have been provided by the subject teacher, then each student has their own interest in reading, even though for example each student has a very small interest in reading but if one group all of them have an interest in reading then each student in the group will mutually reinforce one another.

Furthermore, there are also teacher factors that can foster interest in reading. A teacher can foster students' interest in reading by providing interesting information about a book, providing stimulus assignments to read subject books to students or by giving assignments to work on questions so that students can be motivated to read books.

Another factor that supports students' interest in reading is the purpose and benefits, usually students will start reading if the purpose of reading is clear, such as for facing semester exams, daily tests and so on. When they have determined their goal of reading books, then from there they will feel the benefits, for example it is useful to expedite them when filling out exam questions, useful to add insight and others. When they are aware of the benefits and feel the benefits of reading, students' interest in reading will

increase.

CONCLUSION

The low interest in reading at MTs Assobandiyah is one of the problems that arise in the school environment. This low interest in reading can be caused by several factors, for example: the social environment of students who are not good, the unavailability of reading books in the family and school environment, the lack of teacher attention to students' reading interest, the lack of attention of students who have high reading interest to their peers' colleagues and the lack of infrastructure in the library. Of the many factors that affect students' interest in reading from these factors, the researcher focuses on the availability of books for students, because most students at MTs Assobandiyah are lazy to look for the reading resources they need, this can be seen from the research results. When students are provided with reading resources by the subject teacher, their interest in reading increases, whereas when they must look for the reading sources they need, their reading interest is difficult to increase or even decrease.

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