STUDENT'S READING INTEREST IN UNIVERSITAS BANGKA BELITUNG

Laila Hayati

Department of Sociology, University of Bangka Belitung, Bangka, Indonesia,
lailahayati@ubb.ac.id

Novyandra Ilham Bahtera

Department of Agribusiness, University of Bangka Belitung, Bangka, Indonesia,
novyandra@ubb.ac.id

Abstract

Indonesia is one of countries that has high quantity of people but low in quality. It is shown from the low rating in human development index. Thus, the quality improvement i.e. educational improvement should be implemented effectively. Reading is one of the most crucial element in the field of education. The low rating of reading interest among Indonesian people becomes a tremendous issue which needs to be solved. To tackle, government implements the reading movement as contained in Act of the Republic of Indonesia number 20 of 2003 and ruled by Ministry of Culture and Education (Permendikbud) number 23 of 2015 about 15 minutes of literacy activities prior to the beginning of the study session. The study aims to identify the university students' reading interest in University of Bangka Belitung as well as to examine the determinant and the obstacle of the university students' reading interest. Structured questionnaire and online data collection methods were employed to obtain the primary data from 182 university students in University of Bangka Belitung, Indonesia. The study showed that the reading interest of university students in University of Bangka Belitung were at low score. About one-third of the respondents visited library once a week, one-fourth visited library twice a week and only 8.3 % of the respondents visited library 4 – 5 times a week. Almost one-fourth of respondents had 1 – 4 reading materials. Around half of respondents read less than an hour a day. As the determinant of book reading and library attendance, 61.3 % of the respondents were due to do assignment while only 16 % of respondents were due to habit and need to read. Whereas, as the obstacle to reading, almost half of respondents preferred using gadget, around one-fourth of respondents spent their times with friends and 39.2 % of respondents were too busy with their extracurricular activities on campus.

Keywords: reading interest, university students, University of Bangka Belitung

INTRODUCTION

The population of Indonesia is estimated at 266.79 million in 2018 which makes Indonesia at number four as the largest population in the world. Indonesia should have some advantages by having large amount of people. However, it makes Indonesia being only good in quantities not in qualities.

The human development index's ranking of Indonesia is 116th out of 189 countries which is under the Philippines in the ranking 113th (United Nations Development Program, 2018). It becomes one of the obstacles to be a developed country. To be a developed county, the economic and health sector should be in a good condition. To do so, a country should prioritize the condition of education.

In Indonesia, government has put effort to improve the human development index. Act number 20, article 3 of 2003 under national education system states that national education is to develop the skills and build characteristics as well as dignified civilization in order to enrich the life of nation and to develop the potential students in order to be the man of faith, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible. It is believed to lead Indonesia becoming a developed country in the future.

Despite the fact that government puts effort to improve the human development index, the quality of education remains the same. One of obstacles in improving the quality of education is low level of Indonesian people's reading interest. The report of Central Connecticut State University about "world most literature nations" states that Indonesia ranks at 60th out of 61 countries in terms of reading interest (Tanoto Education, 2017).

It explains the reading interest of Indonesian people is still left behind. UNESCO reports that Indonesian people's reading interest is only 0.001 % which means among 1000 people only one person who has reading interest. Statistics Indonesia (2017) argues that the low rating of reading interest should be considered as the main issue to improve the quality of education in Indonesia.

It is also due to cultural factor of Indonesian people whereby the oral culture remains strong (Rahman, 2007). They prefer having small talk and listening to speech than reading so those who read will be considered as quaint activity. In Indonesia, the reading activity has not become a trend. It shows that the literacy rate is about 500,000 people (UNESCO, 2011)

Reading has large amount of benefit. It is also as the main element and competence to learn something (Westwood, 2008). Reading activity is able to make a knowledgeable person. The strong skills and habit of reading is a vital role in achieving the advanced social and economic (Muktiono, 2008). Thus, having reading culture in the society can produce quality people.

Reading is also used as one of the effective learning model to improve the quality in writing scientific paper as Robb dan Susser (1989) says, "*students who are prolific readers in their pre-college years become better writers when their enter college.* It justifies that reading should be as the most important activity in the learning process. Reading interest among university students should be at high level as they will be the agent of change to improve the quality of human resource so that the human development index will raise. Ironically, reading interest among university students are still considered as low which is 25.1 % (National Library of Indonesia, 2015)

An understanding of the university students' reading interest is crucial because it can be used as information for government to provide the program that can improve the rate of reading interest among university students. Hence, the objective of the study is to identify the reading interest of university students and to understand the determinant of university students' reading interest.

Method

The study was conducted based on the quantitative approach by using structured questionnaire. Google form was used as application to design the questionnaire. It was web-based

questionnaire distributed to 200 university students.

Slovin's formula was employed to calculate the sampling frame

$$n = \frac{N}{N\,(d)^2 + 1}$$

with the confidence level 95 %. Random sampling was used to to get the respondent. Besides, observation was applied to observe the university students' activities in each registered faculty in University of Bangka Belitung.

The gained data was analyzed by using descriptive analysis in which the report of the study was provided by having frequency tabulation and percentage. There were some indicators to identify the reading interest as follows (Prasetyono, 2008):

a. the need to read;
b. Action to find reading;
c. enjoyment of reading;
d. interest in reading;
e. always want to reading; and
f. follow-up reading.

Those indicators were employed to design the questions in the questionnaire. The questions were about motivation of reading, the amount of book owned, type of reading materials, library attendance frequency, and other factors that contribute to the university students' reading interest.

DISCUSSION

There were five registered faculties in University of Bangka Belitung: Faculty of Social and Political Science, Faculty of Economic, Faculty of Law, Faculty of Engineering and Faculty of Agriculture, Fisheries and Biology. Questionnaires were sent via WhatsApp application to 200 respondents at all registered faculties in University of Bangka Belitung. There were 18 rejected response from the respondents which meant 91 % respondents participated in the study.
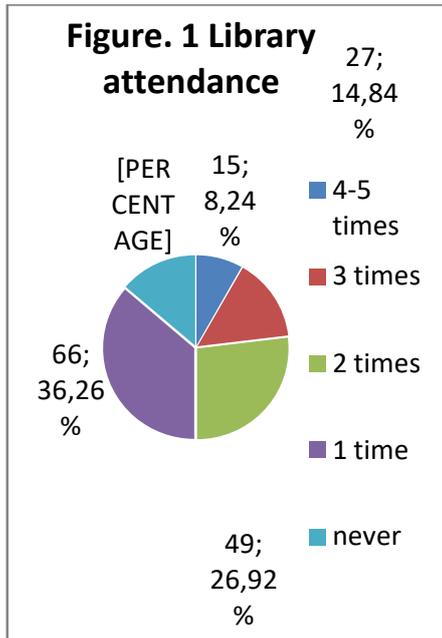
Reading interest was the stimulant which could affect behavior and action followed by the enjoyment and interest towards reading. The reading interest should be placed at the early age so one will familiar with book as early as possible. Reading interest was defined as the perseverance activity to establish the self-communication pattern. Doing so will lead the reader to discover the information and the meaning of the written book to develop the intellectual skills (Dalman, 2014).

In general, the reading interest of university students in University of Bangka Belitung was at low level. It showed from the results of the study. The following passage would explain the finding of the study in percentage.

A. Library Attendance

As a facility, library had an important role in making the quality of education in school or campus. The establishment of library in academic environment was ruled by Ministry of Research, Technology and HigherEducation number 44 of 2015 about the national standard of higher education. Itcould support the academician in university to acquire and develop the knowledge(Ulya, 2016).

The rate of library attendance among the university students in University of Bangka Belitung was considered as low. Figure 1 showed that majority of respondents attended library only once a week (36.3 %). There were only 8.3 % of respondents attended library every day during working hours while there were 13.7 % of respondents who never attended library during their university lives. Among those who attended library, 25 % of them came to library to borrow or return book.

Figure. 1 Library attendance

27; 14,84 %
15; 8,24 %
[PERCENTAGE]
66; 36,26 %
49; 26,92 %

- 4-5 times
- 3 times
- 2 times
- 1 time
- never

There were some factors affect lack of motivation among university students, they were the small room of library, the incomplete book collection, the far distance from the faculty, the unconducive environment of library, the lack of facilities and the hectic schedule of university students. However, the study found some indicators that brought respondents to visit library as shown in figure 2.

Figure. 2 Motivation of library attendance

27; 15%
1; 0%
4; 2%
112; 62%
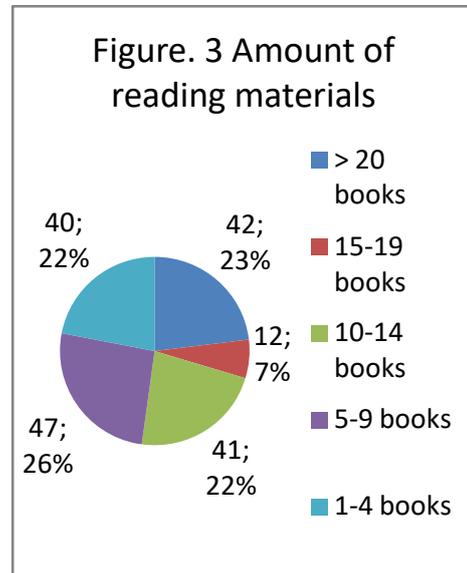29; 16%

- doing assignment
- as habit
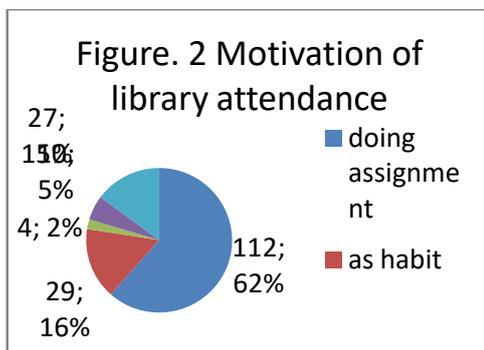
Most of respondents visited library due to the assignment given by lecturer (60.1 %). There were only 16.6 % of respondents came to library due to reading habit. It showed that

the main reason to attend library due to external factor. As defined by Hamalik (2009) that external factor of reading interest was something from outside of person which could be the book availability and the environment of library (Rahmi, 2015).

B. Reading Materials

Book was one of the familiar reading source. It was undeniable that book was not the only reading source. With the advanced technology, we had e-book, online magazine, online newspaper and many more.

As being explained earlier that the reading interest's indicator was the owned reading materials. Figure 3 described the amount of owned reading materials of respondents.

Figure. 3 Amount of reading materials

40; 22%
42; 23%
12; 7%
47; 26%
41; 22%

- > 20 books
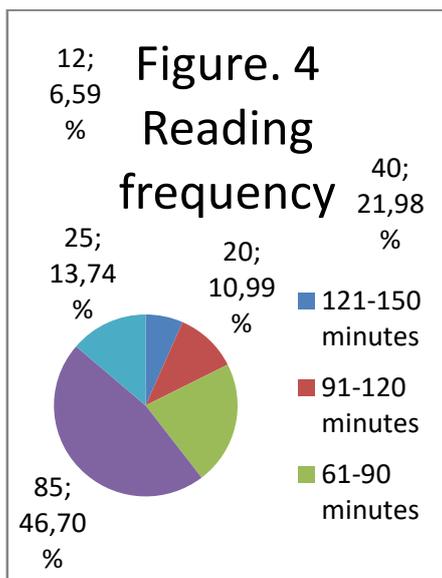- 15-19 books
- 10-14 books
- 5-9 books
- 1-4 books

About one-fourth of respondent had more than 20 books while there were 6.4 % of respondents owned 15 – 19 books. There were 26.3 % and 21.1 % owned 5 – 9 books and 1 – 4 books respectively. It was clear that majority of respondents

had small amount of owned reading materials.

C. Reading Frequency

One of the indicators of reading interest was reading frequency. The high score in reading frequency could be considered as having reading habit. Yilmaz (1993) argued that the habit of reading was applied in daily basis regularly and was as critical response gained to express the enjoyment and need. It happened in developed countries whereby on average the people read about 6 – 8 hours daily while in Indonesia it was 2 -4 hours daily. It was far from the standard given by UNESCO. The reading frequency of university students in University of Bangka Belitung would be shown in figure 4.

Figure. 4 Reading frequency

- 121-150 minutes
- 91-120 minutes
- 61-90 minutes

12; 6,59 %
40; 21,98 %
25; 13,74 %
20; 10,99 %
85; 46,70 %

It showed that most of the respondents (46.7 %) had reading frequency less than 60 minutes a day. Only 6.6 % of respondents spent their times in daily reading about 121 – 150 minutes while 13.7 % of respondents read less than 31 minutes daily. It was obvious that the reading interest of university students in University of Bangka Belitung was considered as low.

It became a big issue which needed to be solved. It was described earlier that reading was one of the main activities in campus life. Yet, it did not happen in University of Bangka Belitung. The low score on reading frequency among respondents was due to lack of reading need among university students, unsupported environment and lack of the available book. To combat the issue, the book materials should be available, interesting, various, and good in quality (Sutarno, 2003).

The low reading frequency among university students could also be identified from campus activities, the way of utilizing free time at campus. It found that the utilizing of reading source was at low rating. It explained from the figure 5.

Figure. 5 Spending free time on Campus

- Reading
- Having discussion
- Hanging out on canteen

34; 18,68 %
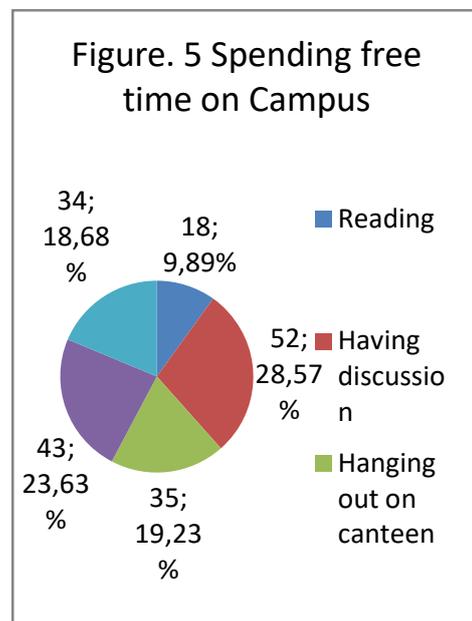18; 9,89%
52; 28,57 %
43; 23,63 %
35; 19,23 %

Figure 5 showed that most of respondents spent their free time on campus for non-literacy activities. There were 28.6 % of respondents spent their free time on campus for having discussion with friends, 23.6 %

for going back to home or residence, and 19.3 % for hanging out in canteen. On the other hand, there were only 28.6 % of respondents utilizing their free time on campus for literacy activities. 9.9 % and 18.7 % of respondents had literacy activities for reading and visiting library respectively. It was vivid that the time utilization among university students was still lack for literacy activities.

It was ironic that university students was expected to have high rate of reading interest as it would be helpful for equipping them in campus activities such as making assignment, conducting research or writing paper.

Gadget became the biggest obstacle of respondents (46.2 %) in allowing them to be interested in reading while 39 % and 13.2 % of respondents preferred doing extracurricular activities than reading and thought reading as the boring activity respectively. In addition, based on the observation in the fieldwork, instead of reading, most of the respondents kept their gadgets on their hands in every lobby of the faculty in University of Bangka Belitung.

Most of the respondents (75.8 %) did not consider reading as unimportant activity. In fact, only 23.6 % of respondents stated that reading was unimportant activity. It described that it required the effective stimulant for encouraging the reading interest of university students by considering the internal and external factors without denying the reduction of the obstacle factors in reading interest.

CONCLUSSION

It concludes that university students' reading interest in University of Bangka Belitung is at low level.

There are some indicators of the low level of reading interest: (i) the library attendance is only once a week (36 %) and twice a week (24.5%); (ii) there are 35.4 % and 32 % of respondents read in library for one hour and less than 30 minutes daily respectively; (iii) most of the respondents (59.9 %) visit library for the purpose of doing assignment; (iv) majority of the respondents (49 %) read book about 31 – 60 minutes daily while there are only 5.4 % read book about 121 – 150 minutes daily; (v) the amount of owned book is low which is 21.2 % and 25 % of respondents having book about 1 – 4 books and 5 – 9 books respectively; (vi) There are only 8.8 % of respondents utilizing their free time on campus for reading and 17 % visiting library while the rest choose hanging out on canteen and going back to residence; and (vii) the main obstacle on having a reading interest is gadget (46.9 %).

REFERENCES

Dalman. 2014. *Keterampilan Membaca*. Jakarta: PT Raja Grafindo Persada.

Erdem, Aliye. 2014. *A research on reading habits of university students: (Sample of Ankara University and Erciyes University)*. Procedia - Social and Behavioral Sciences https://core.ac.uk/download/pdf/82730361.pdf

Hamalik. Oemar. 2009\4. *:"Proses Belajar Mengajar.* Jakarta: Bumi Askara.

Maharani, Putri. Dkk. 2015. "*Meningkatkan Pemahaman Membaca Siswa melalui Startegi Affinity dan Materi Bacaan Otentik".* Jurnal Bakti Saraswati Vol.

04 No.01. Alamat Wabpage https://media.neliti.com/media/publications/75668-ID-meningkatkan-pemahaman-membaca-siswa-mel.pdf

Muktiono, Joko D, 2003. *Aku Cinta Buku: Menumbuhkan Minat Baca pada Anak.* Jakarta: Elex Media Komputindo.

Peraturan Menteri Riset, Teknologi dan Perguruan Tinggi. https://img.akademik.ugm.ac.id/unduh/2015/PERMENRISTEKDIKTI_Nomor_44_Tahun_2015_SNPT.pdf

Prasetyono, Dwi Sunar. 2008. *Rahasia Mengajarkan Gemar Membaca pada Anak Sejak Dini.* Yogyakarta: Bumi Aksra.

Rahim, Farida. 2015. Pengajaran Membaca di Sekolah Dasar. Jakarta: Universitas Terbuka.

Rahman, Saleh, Rahman. 2007. *Pemetaan Minat Baca Masyarakat: di Tiga Provinsi (Sulawesi Selatan, Riau, dam Kalimatan Selatan).* Alamat Wabpage: file:///C:/Users/S20/Downloads/118-kajianpemetaanminatbacaPertama.pdf

Robb, T.N., & Susser, B. 1989. *Extensive Reading vs Skill Building in EFL Context.* Reading in a Foreign Languange. .

Sutarno NS. 2003. Perpustakaan dan Masyarakat. Jakarta: Yayasan Obor.

Tanoto Education. 2017. Belajar dari Budaya Membaca Masyarakat di Negara Maju. https://www.tanotofoundation.org/education/id/2017/06/belajar-dari-budaya-membaca-masyarakat-di-negara-maju/

Tempo.co. 2018. Waktu Baca Masyarakat Indonesia hanya 2-4 Jam per Hari. https://nasional.tempo.co/read/714315/waktu-baca-masyarakat-indonesia-hanya-2-4-jam-per-hari

Ulya. 2016. "*Menuju Perpustakaan Perguruan Tinggi yang Bermutu*". Jurnal Libraria, Vol. 4, No. 2. Alamat Wabpage: file:///C:/Users/S20/Downloads/MENUJU_PERPUSTAKAAN_PERGURUAN_TINGGI_YANG_BERMUTU.pdf

Undang-undang Nomor 34 Tahun 2017 tentang Perpustakaan. Alamat Wabpage: http://htl.unhas.ac.id/form_peraturan/photo/094607-UU%20No.43%20tahun%202007%20tentang%20Perpustakaan.pdf

Undang-undnag Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Alamat Wabpage: file:///C:/Users/S20/Downloads/sisdiknas.pdf

UNDP: http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/IDN.pdf