STUDENTS' INTERESTING WTH ENGLISH TEXT INFLUENCE READING SKLL

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Abstract

Reading is one of the mandatory skills that must be possessed and mastered by all students studying English subjects at their school. Reading skills are definitely closely related to text. Reading text is a text that tells a text or story which contains an event and information. Reading text is used to explain the purpose of the story to the reader and is packaged in good sentences. Therefore this study aims to investigate what types of text that can triggers students' interest in reading test. There are several types of texts examined in this study. To find out which type of text the students liked, the researcher looked at the percentage of each statement and question that had been distributed through the questionnaire. The topic of this study is English Language Studies. This study uses a qualitative approach and the data collection technique used is through a questionnaire, which is distributed to English Education students batch 18 at the Universitas Teknokrat Indonesia or often we call as UTI to find out their experiences when they were in Senior High School.

Key words: Reading skill, Students' interest, types of reading text

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INTRODUCTION

Nowdays, English is one of the most trending languages in Indonesia. In the 2013 curriculum, English has been made a mandatory subject where all junior high school to senior high school students in Indonesia must learn English as a second language. According to Pustika (2015) states that Indonesian government makes Indonesian young generations learn English since they are in the school because the students do not only need knowledge of science or social but they also need knowledge of language so they can deliver their science or social knowledge. Learning English as a foreign language, especially in a formal context, triggers students to have their own strategies to achieve learning goals (Mandasari & Oktaviani, 2018; N. R. Putri & Sari, 2021). English is the official language used by 53 countries in the world and is used as the main language in business matters, according to Oktaviani et al., (2020) states that Mastery of language is one of the important skills that must be possessed in facing the industrial revolution 4.0, therefore with English we can talk to people in almost all countries in the world and can develop the economy in every country. In Indonesia there are English subjects which consist of 4 essential skills in it, namely reading, writing, listening and speaking, in this study the author will focus on one skill among them, namely reading. Reading is the process of someone seeing writing (a letter formed into a word and sentence), this process

also requires someone to observe and understand the content of the writing they read (Agustin & Ayu, 2021; N. Putri & Aminatun, 2021; Skill, n.d.). According to Erya & Pustika (2021; Pustika (2018) as cited in (Sasalia & Sari, 2020) states that reading skill is a cognitive ability that a person can use when interacting with the written text. Reading also a process carried out and used by a reader to get the message conveyed by a writer through words that can be seen and known by the reader (Pustika & Wiedarti, 2019). Reading can be done in two ways, namely reading aloud and reading silently. Reading aloud is a reading activity that is carried out aloud and in public while reading silently is an activity of reading carefully with a voice that does not arise, usually this type of reading is done to observe and understand the contents of the reading text (Mandasari et al., n.d.; Oktavia & Suprayogi, 2021; Oktaviani, Riskiono, et al., 2020). Reading is one of the mandatory skills that students must have in learning in all fields of study, one of which is English. Vocabulary is also very influential when we learn reading skills, as states by Simamora & Oktaviani (2020) that a vocabulary is several English words that are taught to students in the teaching and learning process which goes hand in hand with all four English skills. A student is required to master reading skills because in the world of education they will be required to answer some written questions which of course they must understand it through the reading process (Almuafiry et al., 2017; Oktaviani & Mandasari, 2019). According to Pustika & Wiedarti (2019) state that students have to read a text to answer a question, this kind of thing requires students to master reading skills in order to help them answer the questions in the exam. Each of the questions contained in the exam questions is a text that must be read first, especially when filling out the questions in the English exam, where almost all of the questions are filled with story text.

The problem experienced by most students when learning English and reading exam questions is that they cannot read carefully due to several reasons.The reason they usually experience is because the text in the exam questions is too long which causes them to be unable and not interested in reading the text in its entirety. According to Pustika (2018) states that the students will get frustrated if they find so many new vocabularies so they cannot recall their background knowledge. According to Handayani & Aminatun, (2020); Sari & Wahyudin (2019), many students said that English is not an easy language to master especially in Indonesia. Here, students' interest is one of the influential factors to increase their reading interest. Therefore, the lack of student interest is one of the reasons they do

not want to read. Interest is a person's desire to do something without coercion from others (Hidayati et al., 2020; Novita et al., 2020). Thus, to attract or trigger their interest in learning English, especially in reading skills, this current study focuses on several types of reading texts that make them interested. Students cannot only learn English from what is learned in the classroom given by the teacher to master English language (Aminatun & Oktaviani, 2019; Utami et al., 2020). They should to explore many things to support their understanding about language. As well as by learning one of the English skills, they have to explore a lot of texts that can trigger their interest in reading. This research aims to investigate what types of text that can trigger students' interest in in reading test. In this study, we will focus on two types of text that often appear in English exams, especially in the reading section. Types of reading text that will be examined in this research are recount text and descriptive text (Kardiansyah, n.d.; Puspita, 2021). We know that between the two types of text there are significant differences in it. It can be highlighted from the content and information presented in each text. Where descriptive text refers to describing a non-living, particular living or natural phenomenon. While the recount text refers to describing someone's experience. According to Ambarwati & Mandasari (2020); N. Putri & Aminatun (2021) states that in general, this text conveys experiences that have been passed by someone. The delivery can be done by the perpetrator himself, or someone conveys someone else's experience. Recount text is a type of text that describes or narrates events or events that have passed, such as reports on activities, accidents, visits to a place, or other experiences (Handayani & Aminatun, 2020; Putra & Qodriani, 2017; Sinaga & Pustika, 2021). Most of the previous studies examined students' interest in reading skills in only one type of reading text without mentioning what types of texts students liked the most to increase reading interest, especially during the English exam in the reading section. Therefore, this study will examine this matter where a questionnaire will be distributed about which of the two types of texts that appear most often in English exams they like the most. As a result, the reseach questions are as follows:

- Does the type of text in the reading test can trigger student interest?
 - What is the type of text that students like the most?

LITERATURE REVIEW

1. Students' Interest in Reading Text As previously mentioned, students' interest is one of the influential factors to increase their reading desire. Interest is one of the important elements in the learning process, especially in learning a language. According to Al Falaq et al., (2021); Aminatun et al., (2021); Wahyudin & Sari (2018) "interest is a feeling of more like or really like and a sense of interest in an activity or something without coercion from others". Meanwhile, According to Ahdan et al., (2018) "interest is the attitude of a person's soul and its function, namely cognition, conation, and emotion, which is focused on something by involving strong feeling elements." So, it can be concluded that interest is a sense of liking, a desire to achieve something without any encouragement from others. While the definition of students are some people who attend or come to school with the aim of learning, this person can also be called a learner or a person who explores and learns a lesson (Gumantan et al., 2021; Rido & Sari, 2018). So it can be concluded that something called students' interest in reading text is someone who goes to school and has more desire to read a text.

2. Types of Reading Text There are many types of reading texts that we often encounter in English lessons, especially in reading skills. These types of text will be adapted into exam questions that will be given to students. In this study, the researcher will only compare two types of reading text, namely descriptive text and recount text. According to Ayu & Zuraida (2020), descriptive text is text type that describes a particular person, place or thing. It will talk about the nature in the world. Meanwhile recount text is a text to be recognized by students to tell an event or experience in the past, the purpose of recount text is to retell someone's experience with the aim of informing or entertaining their audience (Ayu, 2020; Qodriani & Kardiansyah, 2018)

METHOD

Every research certainly has a research method where the method will be used in a research to get a result that is in accordance with the objectives of the research. In this research, it focuses on qualitative research design. Qualitative research is an approach used to explore and understand an individual or group that usually comes from social or human problems (Helmy et al., 2018; Pahdi et al., 2020). This research was conducted during the 2020/2021 academic year. The research will be conducted with the participation of English

Education students batch 18 at the Universitas Teknokrat Indonesia. The population of this reseach is all students of English Education batch 2018, it is 39 students , from this population the researcher will choose some students as a sample of the research, 20 students will be selected to fill out the questionnaire. The data collection technique used in this research is a survey which is applied in the form of online questionnaires. The researcher made a questionnaire via google form. There are 16 statements and 1 open ended question that were adapted by the researcher in the questionnaire, which were obtained through several previous studies in order to get accurate results. In these statements the researcher provides two choices, namely: Yes and No and open ended question. According to Pustika (2020) states that an open ended statement allows the subject of research to give further opinion about the statement.

RESULTS AND DISCUSSION

The data collection technique used in this study was a questionnaire which was distributed to 20 samples of students from English Education batch 18 (PI18A). The data collected will be analyzed through the percentage of sample answers whether they are interested in reading text and which type of reading text they like the most that can trigger their interest when reading, especially reading exam questions. The results of the research that are collected through the questionnaire will be presented below.

Table 1. Students' Interest in Reading Text.

No	Questions	Answers	
		Yes	No
1	When I was in senior high school, I read some story text to increase my vocabulary.	88%	12%
2	When I was in senior high school, I read English text that related to my lesson.	84%	16%
3	When I was in senior high school, I take time to read English text such as a book,novel and newspaper.	64%	36%
4	Having hobby in reading English books is fun and is not the old style.	96%	4%
5	Reading activities in Descriptive texts, Recout text, or others gives motivation a great deal that can increase my skill.	84%	16%
6	Too much text in the reading test can make me lazy to read it.	68%	32%
7	If there is an interesting text in the reading test, I will read it carefully.	92%	8%
8	When I was in senior high school, I was often lazy to read uninteresting text.	76%	24%

9	By bringing up many types of interesting reading texts, it will trigger me to read the reading test carefully.	88%	12%

Several questions and statements related to student interest have been presented in table 1. This table aims to determine students' interest in reading text. Statement number 1 can be seen that the percentage in the "Yes" column displays 88% and in the "No" column it displays 12%. In terms of presentation, the "Yes" column is superior, it means that when students were in senior high school, they read some story text to increase their vocabulary. In statement number 2 it can be seen that the percentage in the "Yes" column is 84% while in the "No" column it shows 16%. This strongly indicates that the percentage contained in the "Yes" column is higher than the "No" column. It means almost all students agree that when they were in senior high school, they read English text that related to their lesson. In statement number 3 it can be seen that the percentage in the "Yes" column is 64% and in the "No" column it shows 36%. This strongly indicates that the percentage in the "yes" column is higher than that of "No". It means most students agree that when they were in senior high school, they take time to read English text such as a book, novel and newspaper. In statement number 4, it can be seen that the percentage in the column "Yes" is higher than "No" which means that almost all students agree with the statement which has a hobby in reading English books is fun and is not the old style. Next is statement number 5, it can also be seen that the percentage in the "Yes" column is higher than the "No" column which can mean reading activities in Descriptive texts, Recout text, or others gives motivation a great deal that can increase their skills. Next is statement number 6 which shows that most of the sample chose the column "Yes" instead of "No", it means that too much text in the reading test can make them lazy to read it. Statement number 7 shows that 92% choose "Yes" and 8% choose "No", it means that if there is an interesting text in the reading test, yes will read it carefully. Statement number 8 shows that the percentage in the "Yes" column is higher than "No" it means that when they were in senior high school, they were often lazy to read uninteresting text. Then statement number 9 shows that 88% chose "Yes" and 12% chose "No", it means that by bringing up many types of interesting reading texts, it will trigger them to read the reading test carefully. Thus, it can be concluded that all students have good reading interest if they read the text they like or the text that interests them. This conclusion is concluded because there is a percentage which shows

that most of the statements above related to student's interest prefer the "Yes" rather than "No" column.

Table 2. Students Preference Between Descriptive Text And Recount Text.

No	Questions	Answers	
		Yes	No
10	Does the reading test often appear types of text such as descriptive text and recount text?	92%	8%
11	Is recount text more interesting than descriptive text?	68%	32%
12	Is recount text easier to understand than descriptive text?	72%	28%
13	Does the recount text trigger your interest in doing the reading test more than the descriptive text?	72%	28%
14	Is descriptive text more interesting than recount text?	48%	52%
15	Is descriptive text easier to understand than recount text?	44%	56%
16	Does the descriptive text trigger your interest in doing the reading test more than the recount text?	48%	52%

Table 2 shows students' preference between descriptive text and recount text. This can be seen by paying attention to the percentages in the two answer columns, namely "Yes" and "No". In statement 10 it can be seen that most students or samples choose "yes" which is shown by 92% while students or samples who choose the "No" column are 8%, It means that the reading test often appears types of text such as descriptive text and recount text. Next is statement number 11, in this statement 68% chose from the sample choosing "Yes" and 32% choosing "No", it means most students agree that recount text is more interesting than descriptive text. Statement number 12 shows that the percentage in the "yes" column is 72% greater than in the "No" column 28%. It means that most of the samples agree that recount text is easier to understand than descriptive text. Next is statement number 13 shows that most students agree that recount text triggers your interest in doing the reading test more than the descriptive text. Statement number 14 shows 48% in the "Yes" column and 52% in the "No" column. From this it can be concluded that most of the samples do not agree that descriptive text is more interesting than recount text, but the difference in percentage figures is very weak. Then, the statement number 15 shows that most students choose the "No" column compared to the "Yes" column. It means that most students or samples do not agree that descriptive text is easier to understand than recount text. The Last is statement number 16, this is equal to the percentage of statements 14 and 15 where more students or samples choose the column "No" rather than "Yes". It means that most

students or samples do not agree that descriptive text can trigger their interest in doing the reading test more than the recount text.

Table 2.1. Students Preference Between Descriptive Text And Recount Text.

No	Questions	Answers
1	which one do you prefer between recount text and descriptive text? why?	1. Descriptive 2. Recount text because the topic usually more interesting than descriptive. 3. Descriptive text. 4. Descriptive text, because for me i prefer to read the text that describing something. 5. Recount text, because it's more interesting. 6. Recount text, because it's easier to understand. 7. I prefer reading descriptive text because it gives me new information and can expand my knowledge. 8. Recount Text, because we can enjoy when reading the text because sometimes we can find interesting story in recount text that written by the writer. 9. I prefer to recount text cause it much easier for me to comprehend it. 10. Recount text because the vocabulary in that text usually easy to understand than the desc text 11. descriptive text, bcs I like to read abt the description about sth such as person, object, etc 12. Recount text because it ia easy to be understood 13. Descriptive text because to make easy student to understand about material 14. I choose recount text because recount text is more interesting 15. I prefer recount text, because descriptive text is too long for me. 16. I prefer to read recount text 17. Recount text because the text explain the story clearly 18. recount text because recount text is a type of text in English that tells about a story, action, or

Table 2.1 has presented an open ended question where the question contains students' preferences for descriptive text and recount text. From the 20 answers listed above, there

are 13 students or samples who answered that they prefer recount text, with various interesting reasons. So it can be concluded that most of the samples like recount text more than descriptive text. This can be proven by the number of students or the sample prefers recount text.

CONCLUSION

Reding skills must be possessed by every student, because reading is one of the essential things for everyone, especially students. Students will use this skill in all aspects such as studying and taking exams. In the reading test, students often say that they are bored and tired of reading so much text. Therefore, this study is conducted because it aims to find out what type of text they like the most and can trigger their interest. Based on each analysis presented from beginning to end, it can be concluded that almost all students or samples are very interested in recount text. Because for them, recount text is easier to understand than descriptive text. They also mostly agree on statement number 13 where the recount text triggers their interest in doing the reading test more than the descriptive text.

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