

CHAPTER I

INTRODUCTION

1.1 Background of Study

Reading skills play an important role in our lives because knowledge is acquired through reading. Therefore, this skill must be mastered by students well from an early age. Interest in reading books needs to be cultivated from an early age because interest has an important role in students' lives and has a great impact on attitudes and behavior thinking, psycholinguistics and metacognitive. Reading ability is a complex ability, because it is related to aspects of remembering, understanding, comparing, finding, analyzing, organizing, and finally applying or contained in reading. In addition, by reading students will gain knowledge that is very useful in the future.

Reading plays an important role in the learning process at school because knowledge is obtained through reading. reading means translating and interpreting symbols or letters, in a language that is impregnated by the reader (Faradina, 2017). Education in Indonesia refers to the concept of lifelong learning. This concept implies that as long as we live we continue to learn and one of the efforts that can be done in learning is reading. In reading a person's ability can increase, especially in terms of understanding various concepts. reading activities are also able to develop critical thinking skills in students (Suragangga, 2017).

Low interest in reading is a problem that must be overcome as for the steps that must be taken to overcome the problem of low interest in reading by optimizing the reading movement of students at school. To overcome the low interest in reading, parents who have an important role, apart from parents, the family environment is also

very decisive in growing interest in reading by giving story books as birthday gifts, then accompanying their children to read books or read fairy tales to children. Teacher support is also very much needed, in increasing interest in reading. Efforts that can be made by teachers are to change books at any time so that children feel interested in reading. Reading is a process of involving all activities and students' thinking skills in understanding and producing a written discourse (Abidin, et al, 2017: 172).

Farida Rahim (2008: 28), suggests that reading interest is a strong desire accompanied by one's efforts to read. someone who has a strong interest in reading will manifest it in his willingness to get reading material and then read it on his own consciousness or encouragement from outside. It can be concluded that reading interest contains elements of desire, attention, awareness, and a sense of pleasure to read. The activities of the academic community, in which people continuously explore and hone their knowledge through reading, are one of the features of the campus as an academic institution. One of the most efficient learning activities for gaining information and knowledge is reading books. Students or lecturers can get knowledge quickly and effortlessly through reading because all they have to do is pick a book to read, open it, and begin reading the words.

To increase students' reading interest, the most difficult thing for students to do is manage their time to take the time to read. most of the students don't like reading because they can't manage time, reading books are monotonous, and more precisely it's because they don't have interest in reading in themselves. Reading needs to be done from an early age. Students who are interested in reading activities have a tendency to be more successful in their learning process. Reading interest is a form of someone's interest in reading activities. Reading is a process of adopting knowledge or information related to the field we live in or life in general. By reading, we can get a lot of information in the form of knowledge or skills, reduce stress, increase vocabulary, train thinking skills, and expand thinking. in the learning process, this is evidence of the influence of reading interest on student achievement. Thus, those who have a high reading interest must have more knowledge and skills than others. if we

know more, it means we are more competent. This shows how the influence of reading interest on learning achievement really happens to everyone.

The reading literacy test measures aspects of understanding, using, and reflecting on reading results in written form. In PIRLS 2011 (International Results in Reading), Indonesia was ranked 45th out of 48 participating countries with a score of 428 out of an average score of 500 (IEA, 2012). Meanwhile, the reading literacy test in PISA 2009 showed Indonesian students were ranked 57th with a score of 396 (OECD average score of 493), while PISA 2012 showed Indonesian students were ranked 64th with a score of 396 (average score of 396). OECD average 496) (OECD, 2013). As many as 65 countries participated in PISA 2009 and 2012. PIRLS and PISA data, especially in reading comprehension skills, show that the competence of Indonesian students is low, then followed by PISA 2015 data the literacy level in Indonesia has not shown a significant increase, namely 1 point from the score 396 in 2012 to 397 in 2015. This increase raised Indonesia's position 6 ranks above (62 out of 70 participants) when compared to the second from bottom in 2012 (OECD, 2015). Although there is an increase, the literacy rate in Indonesia is still relatively low. The low level of reading skills proves that the education process in Indonesia has not developed students' competence and interest in knowledge.

Based on the PIRLS and PISA data, the Ministry of Education and Culture developed the school literacy movement (GLS), which is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, or speaking. SMAS Lab Undiksha Kec. Buleleng, Singaraja City is one of the schools that runs the School Literacy Movement which carries out various reading activities such as reading 15 minutes before entering class and also provides a reading garden. In this school, there are many places that are used to store reading books in order to support the activities of the School Literacy Movement.

The cause of the low interest in reading is that the current condition of students does not like books, interest in reading is not prominent, they prefer to play with gadgets and watch television. Reading is limited to the basic textbooks used at school.

Even then, students read because there will be a test or because the teacher gives homework. Students' persistence in reading needs to be developed so that students are more active in exploring information and knowledge. The activity that can be done to increase students' reading interest is that the teacher should explain how to understand the ideas contained in the reading. Many students are not interested in reading because they do not understand the ideas in the reading. In addition to understanding the ideas in the reading, students enrich their vocabulary by reading dictionaries. In addition, there are many varied exercises through reading activities such as the teacher giving reading material that tells about heroism. with reading materials like that will make students more interested in reading. Therefore, reading should be the main activity of the students. Because the influence of reading interest on learning achievement is very close. Therefore, the movement to raise awareness of reading in students should be a mandatory activity in every school. If necessary, the community also imposes an obligation to read a certain number of books at a certain time. At least in this case, we see a close relationship between reading interest and learning achievement. Regular reading habits actually provide a lot of knowledge to students and this makes them always ready to face problems during the learning process and after completing their study period.

The condition of the facilities in the SMA LAB UNDIKSHA library is very adequate, meaning that I see librarians always upload reading books. What the librarian does is replace old books with new books, be it reading books such as novels, story books about heroism, or textbooks once a week to increase students' reading interest. However, because the policy of the school allows students to bring cellphones, that is the reason why students are lazy to go to the library to read because everything they are looking for is on the internet without having to read books.

The reason why this research was conducted is because based on my experience when I did the initial PPL at the Undiksha Lab High School which was carried out by my campus in 2019. Most of the 11th grade students had very low reading interest. it happens because they prefer to read via online applications rather than textbooks. Even

the teacher told them to read the pages in their textbooks, most of them I saw were not serious in reading. those who are not serious about reading are busy playing on their cell phones.

This research focuses on explaining the meaning of reading and the meaning of reading interest. This problem was chosen because of the results of learning to increase students' reading interest. So, students must develop a sense of interest in reading books.

1.2 Identification of the problem

Based on the background of study above, the problems of this study could be identified as follows:

- a. The low interest in reading for high school students in grade 11 is indicated by the low awareness of students in reading.
- b. Student motivation to read reading books is still very low.
- c. Students do not realize that reading interest not only affects learning outcomes, the more knowledge gained from reading will affect learning achievement.

1.3 Limitation of the problem

Based on the identification of the problems above, it is necessary to limit the problems that are the scope of this research. Problem limitation can be described as follows:

- a. Interest in reading 11th grade students of SMAS Lab Undiksha.
- b. The factors that support and inhibit the reading interest of 11th grade students of SMAS Lab Undiksha.

1.4 Research Problem

- a. How is the level of reading interest of 11th graders at SMAS Lab Undiksha Singaraja?
- b. Why are the students interested in reading?
- c. What are the factors that support reading interest in class 11th students of SMAS Lab Undiksha Singaraja?

1.5 Research purposes

- a. Describe the reading interest of class 11th students of SMAS Lab Undiksha Singaraja.
- b. Describe the factors that support and inhibit the reading interest of class 11th students of SMAS Lab Undiksha Singaraja.

1.6 Benefits of research

This research, I believe, will be beneficial for students and teachers. Because there is little research on this topic, the findings of this study can provide readers with new information. As a result, this study may be able to bridge the gap. This study informs pupils on the importance of a reading culture. Students will be encouraged to develop a passion for reading. Moreover, the findings of this study can be used to assess the educational system's quality, particularly the educational quality of Department SMA LAB UNDIKSHA. Furthermore, teachers can act as facilitators and develop initiatives to increase students' enthusiasm in reading. Furthermore, this research can be used as one of the valuable references for performing other research in this area.