EKSPLORASI MINAT BACA MAHASISWA SELAMA PANDEMI COVID-19
EXPLORING STUDENTS' READING INTEREST DURING COVID-19 PANDEMIC

Annisa Aulya Rahimah[1*], Istiqomah[2], Pika Sulistiorini[3], Tryana Arianti Putri[4], and Amayra Tannoubi[5]

[1,2,3,4]*UIN Antasari Banjarmasin, Indonesia*
[5]*University of Jendouba, Tunisia*
[*]*Corresponding Author: annisaaulya4@gmail.com*

Abstrak: Penelitian yang dilakukan di tengah wabah COVID-19 ini bertujuan untuk menggali minat baca anak. Penelitian dilakukan di Universitas Indonesia Antasari Banjarmasin, lebih tepatnya dalam konteks Program Studi Pendidikan Bahasa Inggris. Pendekatan kuantitatif diterapkan dengan desain survei, dan peserta terdiri dari 39 mahasiswa yang terdaftar di semester kedua, keempat, dan keenam. Item-item dalam kuesioner digunakan untuk mengumpulkan data, yang kemudian dianalisis secara deskriptif. Hasil penelitian ini menunjukkan bahwa sebagian besar responden menyukai membaca ketika mereka melakukan akademik di rumah. Jenis membaca yang sering dianggap paling menyenangkan adalah membaca di mana pembaca terlibat dalam proses membaca fiksi menggunakan alat baca tradisional. Menurut hasil penelitian yang dilakukan, jumlah waktu yang dihabiskan siswa yang mengikuti pelajaran di rumah untuk membaca setiap hari bervariasi mulai dari 15 menit hingga lebih dari 1 jam. Sesuai dengan temuan penelitian ini, dosen hendaknya menyajikan materi perkuliahan agar mahasiswa tertarik untuk membacanya untuk kalangan akademisi tertentu. Selain itu, siswa harus membiasakan membaca untuk menumbuhkan daya tanggap, pengetahuan, dan pemikiran inovatif mereka.

Kata kunci: Minat membaca, Belajar dari rumah, Masa Covid-19

Abstract: *The objective of this study, which is being conducted in the middle of the COVID-19 outbreak, was to explore children's interest in reading. The investigation was conducted at the University of Indonesian Antasari in Banjarmasin, more precisely within the English Education Study Program context. The quantitative approach was applied with a survey design, and the participants were made up of 39 students who were enrolled in the second, fourth, and sixth semesters respectively. The items on the questionnaire were used to gather data, which was then subjected to descriptive analysis. The outcomes of this study indicate that the vast majority of respondents like reading when they are doing their academics at home. The kind of reading that is often regarded as being the most delightful is one in which the reader engages in the process of reading fiction using traditional reading tools. According to the study results that were carried out, the amount of time that students who attended lessons at home spent reading daily varied anywhere from fifteen minutes to more than an hour. According to the findings of this research, professors should present lecture materials so that students will be interested in reading*

them for certain academics. Additionally, students should make it a habit to read to cultivate their perceptiveness, knowledge, and innovative thinking.

Keywords: Reading interest; Learning from home; Covid-19 pandemic time

INTRODUCTION

According to Tarigan (1985), reading is done and used by readers to get the message the author wants to convey through words or sentences or to identify and understand the meaning contained in a sentence. In addition, Soedarsono (1993, p.4) argues that reading is "a complex activity in which many individual behaviors are controlled, such as people having to use understanding, imagination, observation and memory". Based on the above, it can be said that reading is a thought process that involves understanding, speaking, and explaining the meaning of written signs, including sight, eye movements, internal language, and memory.

The Ministry of National Education (2005) states that reading interest is an activity students do in their spare time or when visiting the library. Therefore, reading interest can be formulated as activities carried out in one's spare time, not as part of a school or research results. Therefore, reading activities that are part of the students' coursework in this study are not counted as part of their reading interest (Rianto, 2021; Utami et al., 2021).

Interest in reading is an essential thing that a person must have. Before you can read, someone has to be interested in reading (Nengsih, 2017). This interest is the basis for the success of reading activities (Taylor, 2020; Georgiou et al., 2021; Hafnidar et al., 2021). If someone is not very interested in reading the reading material, then any reading material he reads will be wasted. On the other hand, if the activity is based on his own will, he can experience compelling reading. In addition, Morni and Sahar (2013) state that the home environment triggers high reading interest. The environment in question is the existence of free time to read, the availability of reading materials, and positive responses to reading. Walberg and Tsai (1984) found that a high level of interest in reading can promote student success in school and life. Grabe (2003) also states that a high level of interest in reading helps students develop excellent, creative, and innovative writing skills.

Research related to reading interest is also considered necessary because high reading interest will encourage students to consume reading in various amounts and variants (Nengsih et al., 2021). With the amount of reading that is consumed, it can encourage students' reading skills to the level of creative reading (Ibrahim et al., 2021; Sarte et al., 2021; Setyosari et al., 2021). On the other hand, adequate reading skills are beneficial to encourage students to master other language skills, namely writing. Writing skills are acquired not only through writing practice, and students' writing skills can improve if they have wide and varied reading references. In other words, good reading skills will support and produce good writing skills.

The ability to read all the abilities to obtain information depends on these abilities. Reading is a way to find information, increase knowledge, enrich an experience, add insight, and learn everything (Nengsih et al., 2020; Sicam et al., 2021). Therefore, the young generation's low interest in reading and low reading skills have a negative impact on their self-development and productivity, which in turn has a negative impact on the country's development (Arafani et al., 2021; Banseng et al., 2021; Handrianto et al., 2021). There is no history of some clever and great man who did not read much.

This study refers to and departs from research that has been done, including the research conducted by Utami and Nur (2021) entitled, An Analysis of Students' Reading Interest During Learning From Home Amidst The Covid-19 Pandemic. This study seeks answers about students' reading interests while studying from home during the Covid-19 pandemic and the types of student reading that are of interest. In addition, this research also refers to the study, Reading Interest Studies At Student in Indonesian Literature and Language Education Department conducted by Kurniawan et al. (2020). They discussed the level of interest in reading and factors that affect interest in reading.

During the COVID-19 pandemic, this study was to investigate the level of interest that students in the English Education Department at UIN Antasari Banjarmasin had in reading both offline books and books that they could find online. Their reading interest is quite low so that it is importance to find their preferences in choosing what kind of book they love to read (Almusharraf & Khahro, 2020; Reimers et al., 2020; Sun et al., 2021; Zawadka et al., 2021; Schult et al., 2022). Hence, this study aimed to investigate the interest English Education Department at UIN Antasari Banjarmasin students had in reading, both offline books and online books, during the COVID-19 pandemic.This investigation was carried out in order to determine the level of interest that students had in reading during the pandemic.

The purpose of this study was to find out how much interest students had in reading throughout the outbreak. Additionally, this study shed light on the types of books that students typically read and enjoy during the pandemic, the question of whether or not they prefer reading fiction over reading non-fiction, the question of whether or not they prefer reading online over reading offline, and the question of how long students typically spend each day reading books." This study also looked at what books students are most likely to read, whether they prefer fiction or non-fiction, whether they prefer reading online or offline, and how long they typically spend reading a book in one sitting.

METHOD

The sort of survey used in this study was descriptive design. According to Groves in Adiyanta (2019), surveys provide statistically significant data in the wild. In the survey study, respondents were asked about their trust, opinions, and feelings. Characteristics and a mentality that occurred or are now occurring (Herwanis et al., 2021; Rahman et al., 2021). This study aims to describe students' reading interests during the COVID-19 pandemic. This study was conducted at the English Department at UIN Antasari Banjarmasin. The respondents were taken from English Education Department students in 2022. Of more than 300 active English Education Department students, 39 students were willing to fill out the questionnaire because filling out this questionnaire was voluntary, so not all students participated in this study (Herlina et al., 2021; Ibrahim et al., 2021). Thirty-nine students filled out the questionnaire, and it consisted of 11 males and 28 females of 39 students from semester II, IV, and VI students as respondents. The researchers used a questionnaire to gather data for this study. The questionnaire items were derived from a variety of sources (Donal, 2015; Ali, 2017; Ramadhani et al., 2021; Nengsih et al., 2022; Pernantah et al., 2022) and adapted by the researchers. The survey was done via the internet. Google Form was used to disseminate questionnaires to the respondents. Student'' WhatsApp groups were used to distribute the

Google Form link to answer the questions given. The questionnaire consisted of 20 closed-ended questions, which were divided into five categories, namely: 1) Feelings towards reading: 5 questions; 2) Reading preferences: 5 questions; 3)Time for reading and some books: 5 questions; 4) Reading sources: 4 questions; 5) Types of reading materials: 1 question. The data obtained were analyzed using descriptive analysis and presented in a table of frequency and percentage.

RESULTS

There were 39 students involved as respondents in this study. The questionnaire was distributed to the respondents via Google Form link which sent to the group. Table 1 is the result of study related to reading interest of respondents during Covid-19 pandemic.

Table 1. Reading Interest of Students during the Covid-19 Pandemic

No	Items of Questionnaire/Answers/Percentage
1.	I reading at home during learning from home. Very like (15.4%) Liked (48%) Less liked (30.8%) So disliked (0%)
2.	I reading academic books or lecture materials given by the lectures during learning from home. Very like (0%) Liked (48.7%) Less liked (35.9%) So disliked (10.3%)
3.	I reading anything during learning from home. Very like (30.8%) Liked (35.9%) Less liked (25.6%) So disliked (7.7%)
4.	Reading academic books or lecture materials was boring. Yes (30.8%) Sometimes (64.1%) No (0%)
5.	Reading was hard for me. Yes (20.5%) Sometimes (53.8%) No (25.6%)
6.	Did you like to read in your spare time? Yes (42,5%) Sometimes (50%) No (7,5%)
7.	What did you prefer to read? Fiction (75%) Non fiction (25%)
8.	During learning from home, what did youprefer to read? Fiction (67,5%) Non Fiction (32,5%)

9.	Where did you prefer reading from? Online (47,5%) Offline (52,5%)
10.	What is your most favorite reading? Romance (35%) Novel (32,5%) Advanture (5%) Humorous (5%) Mystery (5%) Horor (10%) News (10%)
11.	How many hours did you read in a day during learning from home? More than 1 hour (32,5%) 30 minutes - 1 hours (32,5%) 15 minutes - 30 minutes (35%)
12.	How many hours per day could you spend reading for college assignments? 30 minutes - 1 hours (30%) 15 minutes-30 minutes (65%) None (5%)
13.	How often did you read in a week during learning from home? 5-6 days (15%) 3-2 days (35%) 1-2 days (50%)
14.	How many hours per day could you spend reading forpleasure? 30 minutes - 1 hours (47,5%) 15 minutes - 30 minutes (45%) None (75%)
15.	How many reading materials (book chapter/lesson materials/parts of literature/etc.) did you read in a day? More than 20 pages (7,5%) 11-20 pages (60%) None (32,4%)
16.	How many books did you read this semester? 7-9 books (10%) 4-6 books (27,5%) 1-3 books (52,5%) None (10%)
17.	From where did you get the reading materials during learning from home? Facebook (0%) Instagram (5%) Others (95%)
18.	If you get the reading materials through offline, from where did you get the reading materials? Print books (57,5%) Magazine (5%) Newspaper (7,5%) Journal (30%)
19.	If you get the reading materials through online, from what application did you get the reading? (choose all that is applicable) Online (80%)

	Offline (20%)	
20.	Please rank (1 – 4) the following in order of interest	
	Reading from print media (37,5%)	
	Reading from a tablet (5%)	
	Reading from a computer (5%)	
	Reading from a smart phone (52,5%)	

Based on the data in Table 1, the following results were obtained: The first aspect is about students' reading interest during the covid-19 pandemic. As many as 15.4% of respondents liked and were interested in reading during the pandemic, and 48% of respondents claimed to like reading. In addition, 30.8% of respondents did not like and were interested in reading during the pandemic. Based on these data, it can be concluded that there are still more students who like to read than those who do not like to read during the pandemic.

As many as 35.9% of respondents claimed to like reading anything, and also 30.8% of respondents admitted that they liked to read anything during the pandemic, but 25.6% of respondents admitted that they did not like reading, and 7.7% of respondents did not like to read anything. Thus, it can be seen that there are still many students who like to read anything during the pandemic. The next question involves academic reading materials such as academic books or material provided by the teacher, 48.7% of respondents like and are interested in reading, while 35.9% of respondents do not like it. 10.3% of respondents admit that they do not like and are interested in reading it. It can be concluded that there are still more students who like reading academic books and reading from teachers than those who do not like it, even though the difference is slight.

Therefore, the researcher continued on the students' feelings related to academic reading materials, whether they felt bored or not, and 64.1% of respondents answered that sometimes they felt bored with it, and 30.8% answered that they were bored. It can be concluded that reading academic books and material provided by the teacher can make students sometimes feel bored reading (Handrianto et al., 2021). The next question is still about students' feelings related to reading. 20.5% of respondents admitted having difficulty reading, and 53.8% of students answered that sometimes they find it difficult to read. While only 25.6% of respondents said, they had no difficulty in reading. Moreover, it can be concluded that, although there are still many students interested and like to read, they still have difficulty reading.

It was known that half of the students who filled out the questionnaire did only half of the reading activities. As many as 50.1% admitted to reading only occasionally. This shows that the students' reading habits have not grown, and they are not used to doing regular reading. Rachmananta (2002) states that reading interest means a desire to read. It was found that students preferred reading fiction to non-fiction. About 76.9% of students preferred reading fiction, and 23.1% prefer to read non-fiction readings. According to Ayu (2017), someone who reads a fictional story will create a stimulus in the form of thoughts and emotions of the character so that individuals tend to understand and relate to events in everyday life. Therefore, many people like this type of reading.

It was known that 69.2% of students preferred to read fiction during learning from home, and 30.8% preferred non-fiction. This finding is not much different from the type of interest in reading students from before the pandemic. Namely, they both like it. This is strengthened by the opinion of Utami and Nur (2021), who said that students preferred the type of fiction

reading to read because it was entertaining, more interesting, could increase imagination and creativity, and they no need to think extra hard to read fiction readings. Like romance/novels and mystery, reading fiction could release stress and boredom.

It was found that students get reading sources offline. 51.3% get readings from offline sources, and exactly 48.7% get readings from online sources. As is known today, technological advances continue to increase and affect various sectors of life. One of them is reading resources. It is easiest to find preferred reading sources on the internet and other online media in today's digital era. This is in line with Ajayi, Shorunke, and Aboyade's (2014) research that current electronic media resources influence reading interest. The research discloses that e-resources influence reading culture. However, more students had offline reading resources than online in this study.

The students' favourite reading is romance, 35.9%. Then followed by 33.3% who chose novels, as many as 10.3% chose horror reading types, and as many as 7.7% chose reading types. This is in line with the research conducted by Utami (2017). The genre of fiction books borrowed the most is primarily Romans, which is the realism genre. Romance is a literary work that is part of a long epic. In its development, romance has become a prevalent literary work. Romance is a work of describing the world created by the author, in which it displays the whole life of a character and their problems, especially concerning their social life.

Time for reading and number of books, it was found that the duration of time used to read during learning from home was the same. 33,3% of students answered that the time set aside for reading each day was between 15 to 30 minutes, while 33'3% answered 30 minutes to 1 hour per day, and 33,3% spent more than 1 hour reading each day. Furthermore, the following answer is about how many hours per day the students read about the college assignment that it was found to be so low. 64,1% of students answered 30-1 hour per day, so 30'8% answered 15-30 minutes, and then for the other students, 0f 5,1% answered that they did not read the college assignment books.

Meanwhile, the duration for reading in a week during learning from home was also low. Only 15,4% of students could read every day,33,3% answered that they read in a week during learning from home was 3-2 days per week. The most were 51,3% who read 1-2 days a week. This examination was the same as the ones carried out by Donal (2015), who found that 79% of FKIP of College of Pasir Pangaraian understudies went through their time, not more than 1 hour for perusing. In differentiation, 20% of understudies went through 2-3 hours each day of their time to study. The understudies had moo intrigued in perusing a few books since they contended that they had no free time; it is not easy to part the time with other exercises. It assumed that the understudies might have more time for perusing to satisfy their campus assignments (Handrianto & Rahman, 2019). The most significant impediment to perusing propensities might not be done longer since they spend much time on other exercises, such as making a difference, their guardians getting cash and making a difference, their kin doing homework, etc. Shockingly, the understudies may not utilize their save time to study. They preferred to open their social media in their free time, generally not to examine something valuable but to offer online, play online diversions, overhaul status, or check someone's status.

This study found that the students could read some books with pleasure was 46,2% answered in 15-30 minutes and for reading in 30-1 hour was the same is 46,2% of the students, and for 7,7% they did not read some books at all. On average, during the COVID-19 pandemic,

students chose to learn media such as books compared to others (Rahman et al., 2022). The percentage of print book media itself is 56.4% higher than other media such as journals with 30.8% and newspapers with only 7.7% percentage reading materials online from the application. Most choose online with a relatively high percentage of 79.5% and offline with a fairly low percentage of 20.5%. The second difference is quite significant. Going online is easier and more flexible to be accessed anytime and anywhere than offline, which seems a bit heavy compared to online (Tiara et al., 2021).

Students themselves, in reading something, whether it is related to lessons or not, mostly choose smart phone media in accessing, besides being easy to use and flexible to carry anywhere, this is one of the reasons with a percentage of 53.8% and students choosing print media with a percentage of 35,9 %. Types of reading materials themselves during the LFH semester are pretty significant in comparison with the percentage who choose novels or romance 25.6% for comics, 20.6% for sports news, 17.9% for textbooks, 15.4%, and the lowest percentage is 10.3%. The number of books that students read this semester is quite far different, such as 1 to 3 books for students with 50.8%, 4 to 6 books with a percentage of 25.6%, and 7 to 9 books with a relatively low percentage of 10 .3%. Students themselves get reading material during online learning mostly from various sites with a fairly high percentage of 94.9% and Instagram media, a low percentage of 5.1%.

CONCLUSION

Most students like reading activities while studying from home during the Covid 19 pandemic. Most students like to read the material given by the lecturer. Most of the students stated that reading is an activity that is sometimes boring and unwelcome. Based on the results of study that has been carried out on the reading interest of students of the English Education Department at UIN Antasari Banjarmasin, it is known that the students' highest reading interest is in fiction and romance reading types. These students have shown a preference for reading the following five categories of books: romances, novels, horror, and adventure. There is no difference in the reading before and during the COVID-19 pandemic, namely in the type of fiction reading. In addition, students also prefer to read from printed books or offline sources than from online sources. Students must have a reading habit to foster insight, knowledge, and creative thinking. As a result of the duration of reading some books, most of the students still had low interest in reading some books. They prefer to read 1-2 days per week, and the duration used was only 30-1 hour per day. They had some reason why they had low interest in reading the books, and the reason was they did not have time to read a book during the pandemic era because they had to earn money for every condition that occurred during the covid-19 pandemic. So, Interest in reading among students themselves cannot be equalized because among students, there are differences such as how to get materials during offline learning, the comparison of the number of enthusiasts between online and offline, reading interests, types of reading materials, the number of books that students have succeeded in reading, and where do students get reading material when learning from home during the pandemic. These various things are experienced by various students when online learning; various obstacles sometimes occur, and it is pretty tricky for students.

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