

CHAPTER II

LITERATURE REVIEW

A. Students' Reading Interest

Reading interest is a strong and deep concern accompanied by feelings of pleasure in reading activities, it can direct an individual to read on their own accord. Kurniawati (2015) defined reading interest is a feeling of attracted towards comprehending the symbol or written text which been doing with a self – desire towards the reading material he read. Wahadaniah in (Kosasi, 2012) reveals "interest in reading is a strong and deep concern accompanied by feelings of pleasure towards reading activities so that it can direct someone to read on their own accord or encouragement from outside". Interest in reading also interpreted as a positive attitude and sense of attachment to reading activities and being interested in reading books. Interest in reading includes feeling happy about reading books, awareness of the benefits of reading, number of reading books ever read, and attention to reading books. In line with previous expert, Rachmawati, F (2008: 28) states that "reading interest is a strong desire accompanied by one's efforts to read". Thus, it can be concluded that reading interest is a willingness to read a written text without any outside force or with the willingness that within the individual itself, either reading a comic, scientific book, newspaper or etc.

B. Reading Interest Aspect

Interest in reading does not solely just come by itself to the individual which is so interested into reading. Donal (2015) explained the reading interest might be constructed into an individual when that person is in thirst or need of the information on the written text. Thus, if someone doesn't have any need to obtain the information in the written text, the interest towards reading will also could be said zero. Thus, following the explanation above, There5 aspects that support an individual to be interest in reading (Mudjito, 2000; Hardianto, 2011; Siswati, 2012; Donal, 2015; Ali, 2017), those are described as follows:

1. Reading Pleasure

Reading pleasure is the feeling of enjoyment towards the reading activity.

This pleasure might vary for people, either it is because of their desire to obtain new information, feeling enjoy because of the reading material could entertain them, or any other.

2. Reading Preferences

Preferences in reading are those that cause the willingness of someone to read. For instance, someone filling his spare time with reading, reading fiction or scientific books to enrich the knowledge, or just reading comics or manga to entertain their selves.

3. Time for Reading & Number of Books

Time for reading or reading frequency and the number of books or chapters being read in a day is also being one the aspect that could indicate an individual is interested or not in reading activity.

4. Reading Sources

The sources of reading might come from 2 sources. Those are the offline sources and online sources. The offline sources might vary based on the characteristic of the content, such as print magazines that contains trending topic of a certain category, newspaper that contains news, academic books that contains learning material or academical stuffs, journals that contains research, print books e.g novel that contains story, etc. Meanwhile, as for the online sources, the reading material could be obtained through websites or apps such as facebook, instagram, google classroom, podcast, news portal, whatsapp, twitter or any others.

5. Types of Reading Material

The types of reading material are the characteristic of the text or the genre of the text. Donal (2015) generalized the characteristic of the text e.g manga/comic or humor, magazines or newspaper or informative news, horror or mysteries, biography or true story, textbooks or academic books, novel/romance, poetry, adventure/action story, and sports.

C. The Education System in Post-Pandemic Era

Covid 19 which has been known as one of the pandemic factors in this 20's era has been affecting the all the human activity all around the world. It had caused multiple devastating effects on human lives and the world economy (Abdalla, *et al* 2021). Instead of only the economy's world, this virus was also affecting the activity in education department globally. Thus, this led the international government (PBB) to implement a policy to

run a social distancing, lockdown, and studying ended to be online through internet (Mishra, Gupta, & Shree, 2020; Palau, Fuentes, Mogas, & Cebrian, 2021).

In Indonesia itself, Indonesian Ministry of Education and Culture, prepared the scenario of online learning for students during Covid-19. They also developed distance learning applications based on android: “Portal RumahBelajar” (Kemendikbud, 2020). Furthermore, the Ministry of Education and Culture has joined forces with online learning platforms, for instance Google Indonesia, Sekolahmu, Quipper, School, Ruang Guru, Zenius, Kelas Pintar and Microsoft. The Indonesian Minister of Education and Culture Nadiem Makarim, declared that several associates reveal be able to participate the implementation of online learning system. Each platform will give facilities that are publicly accessible and free for all Indonesian Students (Putsanra, 2020). These application and policies then being implemented to ease the students to learn effectively from home.

However, on February 3rd, the Kemendikbud (2022) released an announcement that the offline class could be run with a method called PTM *Terbatas* (*PertemuanTatapMukaTerbatas*). This method could be proceeded after all the requirement were completed. These requirements are 1) Offline class with PTM could be run with the composition of 50 percent from the class capacity with the requirement of the region where school is going to run PTM should be in the state of level 2 PPKM, 2) The implementation of PTM in an educational unit located in regions with PPKM level 1, 3, & 4

still should follow provision under the 4 minister, 3) The temporary suspension of PTM *Terbatas* to educational unit while still following the policy under the provision of the 4 Minister, 4) Parents of the students are given the option to allow their children to take part on PTM *Terbatas* or to the Distance Learning Program, 5) Local government must supervise and provide the guidance on the implementation of PTM *Terbatas*. Hence, this newest policy could be assumed as the beginning of the post – pandemic era. WHO explained post – pandemic era is a an era where there is a decrease of pandemic surveillance due to a decrease in pandemic outbreak (cited in Leach. M, MacGregor. H, Scoones. I, & Wilkinson, A. 2021). This situation then leads a certain region to create and implement a policy for the society. Therefore, the Indonesia government could get the start line of the implementation of the offline class (teaching and learning activity with face to face situation)

Thus, based on the explanation above, this can be concluded that the post – pandemic era has been started. Since there is a switch of teaching learning activity from distance learning process into PTM *Terbatas*. Even though, the PTM just has been started to be implemented since February 3rd, some of the schools now has implemented a regular offline class. Where all of the students in a class could join the offline teaching and learning activity as usual.

Therefore, this can be concluded that the post-pandemic period is the period after the occurrence or transition of the Covid-19 pandemic event,

during which time there is progress in training based on what was originally all work from home or online to a new regular time frame, where this period takes effect. Implement any movement back to the pre-pandemic state but with some conditions, for example, in accordance with the health protocols that have been established.

D. Previous Relevant Study

Relevant previous research is presented to avoid duplication, plagiarism, replication, as well as to ensure the validity of the research. Several researchers have conducted research related to the analysis of students' reading interest.

First, the relevance of this study is also supported by research conducted by Tri Kurniawati (2015) who conducted a study entitled *Interest in Reading Study Program Students English Language Education*. This research is a quantitative descriptive study. 116 students of English Education Department at IKIP PGRI Pontianak were employed in this study. The data were obtained through quantitative approach. Thus, in her study, Kurniawati (2015) found that the reading materials that students prefer are reading materials that are entertaining, such as: story books and books containing romantic stories. In addition, reading has not become a hobby for students; based on the length of time they spend reading which only less than an hour is. Hence, it is recommended that lecturers continue to motivate students to foster student interest in reading, one of which is a reading assignment system then reviewing and making summaries of the books they have read.

Second study being the reference of this study is a study conducted by Donal, A (2015) that investigate the Students' Reading Interest at FKIP Pasir Pengaraian University. The findings show that the reading interest of FKIP – UPP students can be categorized into low level. The factors influencing the students' reading interest involving internal and external factor.

The third study is a study Entitled “An Analysis of Students' Reading Interest during Learning from Home amidst the Covid – 19 Pandemic Era” by Utami, S & Nur, J (2020). This study is a quantitative study conveyed through a survey design. This study involved 79 students from the second, fourth, and sixth semester of English Department at Kutai Kertanegara University as the participant. The data were obtained through questionnaire and interview. This study shows that during the learning from home policy, the students like to read anything but lecture materials. The students argued that reading was tedious and difficult. The students also preferred reading fiction rather than non – fiction and preferred reading online to reading offline. Their reading sources came from online and offline sources, websites and printed books by using smartphones. The type of reading materials mostly read by the students was novels especially the romantic ones. This result then led the researcher to suggest the teacher presenting the lecture materials in such a way that the students would be interested in reading them for certain reasons academically or personally