Índice sobre o interesse de leitura dos alunos

Index on Students' Reading Interest

Índice de interés en la lectura de los estudiantes

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Resumo

O hábito de ler é uma coisa importante para a vida das pessoas. Através da leitura, as pessoas estão recebendo informações e conhecimentos que podem mudar sua atitude, comportamento ou outras coisas novas. Este estudo teve como objetivo conhecer o índice de interesse de leitura dos alunos e os fatores que influenciaram o interesse de leitura. Usando um questionário baseado no Motivation for Reading Questionnaire, o pesquisador coletou os dados. Os participantes eram alunos do 6º, 9º e 12º ano do Probolinggo. O resultado mostrou que o interesse de leitura dos alunos foi baseado na quantidade de livros que eles leram. Além disso, o fator foi influenciado pela atividade, envolvimento e motivação na leitura.

Palavras-chave: Interesse de leitura; alfabetização; estudantes.

Abstract

Reading habit is an important thing for people's life. Through reading, people are getting information and knowledge that could change their attitude, behavior, or other new things. This study aimed to know the index on students' reading interest and the factors that influenced the reading interest. Using questionnaire based on Motivation for Reading Questionnaire, the researcher collected the data. The participants were students of 6th, 9th, and 12th grade in Probolinggo. The result showed that students' reading interest was based on the amount of book they have read. Moreover, the factor was influenced by activity, involvement, and motivation on reading.

Keywords: Reading interest; literacy; students.

Resumen

El hábito de leer es algo importante para la vida de las personas. A través de la lectura, las personas obtienen información y conocimientos que podrían cambiar su actitud, comportamiento u otras cosas nuevas. Este estudio tuvo como objetivo conocer el índice sobre el interés de lectura de los estudiantes y los factores que influyeron en el interés de lectura. Usando un cuestionario basado en Motivación para leer el cuestionario, el investigador recopiló los datos. Los participantes fueron estudiantes de 6º, 9º y 12º grado en Probolinggo. El resultado mostró que el interés de los estudiantes por la lectura se basaba en la cantidad de libros que habían leído. Además, el factor fue influenciado por la actividad, la participación y la motivación en la lectura.

Palabras clave: Interés lector, alfabetización, alumnos.

1. Introduction

Reading habit is an important key for knowledge. Through reading, people are getting information. This information could change people's knowledge, attitude and behavior on new things. By reading, people will have ability to speak in systematic and logical way. In Indonesia, people's reading interest is apprehensive. International Education Achievement (IEA) reported that Indonesian elementary school students have reading ability in rank 38 of 39 countries. A survey on The Political and Economy Risk Country (PERC), a consultant institution in Singapore, placed Indonesia in rank 12 out of 21 Asian countries for reading interest in 2001. Moreover, the data from UNESCO in 2012 noted that reading interest in Indonesia had reached 0.001, which meant there was only one person out of 1000 people had interest in reading.

Following Everett M. Roger's theory (2003), reading ability will help individual to find information and to innovate. Reading ability is marked with the rate of students' literacy and school duration without involving students' reading interest. UNESCO stated that Indonesia was placed on rank 60 through 62 developed and developing countries (The Jakarta Post, 24 March 2016). According to Anies Baswedan, those things are linked to the lack of reading infrastructure facilities. Thus, Indonesia was ranked on 34 of reading infrastructure (Kompas, 29 August 2016).

Furthermore, the Head of Library Service and Information Center of National Library of Indonesia, Titik Kismiati, stated that Indonesian had poor reading interest. It was seen through Central Bureau Statistics' data in 2012, that 91.58% of Indonesian citizen aged 10 years and above were prefer to watch television rather than read book. Only 17.58% of

Indonesian citizen like reading. Titik Kismiati also stated that, in 2015, National Library of Indonesia was done a study which resulted that citizen's reading interest showed number of 25.1 or poor category.

Seeing this phenomenon, government had important role in enhancing citizen's reading interest in order to obtain qualified human resources. Government as the main policy maker was implementing his duty toward the 1945 Constitution of the Republic of Indonesia that is educating the life of the people. Hence, in 2007, government assigned Constitution No.43/2007 on library and all aspects related to the utilization of library service facility to citizen's reading interest enhancement.

An actual action of government in enhancing reading interest was proclamation of Ministerial Regulation of Education and Culture No.23/2015 on the growth of character. Along with the implementation of Ministerial Regulation of Education and Culture, government proclaimed *Gerakan Indonesia Membaca* or Indonesia Reading Movement. This program was also done by Probolinggo government. However, even though the percentage of both literacy and school duration in Probolinggo was pretty high, but the number of students reading interest was poor. Therefore, this study aimed to know the index of students' reading interest in Probolinggo and the factors that influence.

2.   Literature Review

2.1 Reading Interest

Interest was defined as an individual tendency on his attraction on an object (Suryabata, 2001). It is an individual encouragement in stimulating an activity to achieve a goal. Interest appears if individual interested on something that could complete his desired need. Slamet (2003) stated that interest is a feeling of preference and love on an activity without being commanded by anyone. While reading interest was knownas a tendency in noticing and memorizing some activities in a stable way. An individual will keep an eye of the things that he passionate about, in a constant way, with pleasure. Interest or passion that always followed by pleasure will result on satisfaction. Reading interest is one of the psychological factor that caused student to read. According to Rachman, et. al (1981), reading materials could fulfilled a person's or a student's basic needs if the topic, content, issue, difficulty, and serving portion are related to the reality. An interesting and a matching content of a book could be one of the factor which affected students' reading interest. Reading activity or habit was considered successful or beneficial if students were satisfied and completed their basic needs, such as the sense of security, status, certain position, and

freedom based on the reality and development stages. According to Harris and Sipay (cited on Mujiati, 2001) reading interest was affected by two factors; personal and institutional. Personal factor is a factor which comes from individual itself, including age; gender; intelligence; reading ability; attitude; and psychological need. While institutional factor, is a factor that comes from outside, such as books availability; social economy status; and the influence of parents, friends and teachers. Furthermore, according to Fadliyatis (2003), reading interest could be measured through pleasure, attention center, time usage, reading motivation, reading emotion and reading effort.

2.2 Index on Reading Motivation

In United States of America, A Wigfield and JT Guthrie assumed that reading activity is depend on the motivation. Since 1995, they developed an instrument which record the motivation. This instrument was known as Motivation for Reading Questionnaire or abbreviated as MRQ (1997). MRQ was consisted of 11 constructions or indicators, started from reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading work avoidance, recognition for reading, social reasons for reading, until compliance of reading. Each indicators had some questions that could be answered in 5 choices of answers; started from very different with me till very similar to me.

3. Methodology

This study used mix method as the methodology. Using both quantitative and qualitative, researcher obtained the data. Motivation for Reading Questionnaire by A Wigfield and JT Guthrie was used to analyze students' reading interest. The students that observed in this study were consisted of 6th, 9th, and 12th grade students in Probolinggo, and the data were collected in 50 working days. Besides giving questionnaire, an interview was also done in getting information on students' habit, argument and literacy recognition.

4. Discussion

4.1 Motivation for Reading Questionnaire
4.1.1   Reading Efficacy

In reading efficacy, students were given three questions; (1) question on desire in becoming the best reader, (2) question on desire that book will engage students to think and up to the next level, and (3) question on the level of reading ability which appreciated by country and society (however, this question was uncommon in Indonesia). Therefore, the questionnaire result on reading efficacy was written in Table 1 below;

Table 1. Index on Reading Efficacy

Index	Students' Grade			Total
	6	9	12	
0.21 – 0.40	4	4	12	20
	6.7%	3.2%	19.4%	8.1%
0.41 – 0.60	22	45	22	89
	36.7%	35.7%	35.5%	35.9%
0.61 – 0.80	28	69	20	117
	46.7%	54.8%	32.3%	47.2%
Above 0.81	6	8	8	22
	10.0%	6.3%	12.9%	8.9%

Source: Authors.

Table 1 showed that there was an index differentiation between students in different school grade. Students of 6th and 9th grade were believed that through reading, they could think continuously and raise their ability to the next step. In contrast with students of 12th grade whose index number was around 0.21 till 0.60. This table showed the differentiation in index of reading efficacy with Pearson chi square (x^2) for 20.286 and p = 0.02, while the continent coefficient (c) was 0.275 and p = 0.02.

4.1.2 Reading Challenge

This indicator used to know students' encouragement in reading book in three questions regarding on book difficultly. Students were asked on the challenge in reading difficult book, on the preference in reading difficult book, and their determination to keep reading the book. The result was shown in Table 2 below;

Table 2. Index on Reading Challenge

Index	Students' Grade			Total
	6	9	12	
0.21 – 0.40	2	2	12	16
	3.3%	1.6%	19.4%	6.5%
0.41 – 0.60	28	36	24	88

	46.7%	28.6%	38.7%	35.5%
0.61 – 0.80	18	52	21	91
	30.0%	41.3%	33.9%	36.7%
Above 0.81	12	36	5	53
	20.0%	28.6%	8.1%	21.4%

Source: Authors.

The result showed in three results. The first was similar to the previous indicator that there were differentiation among three groups of students. It was showed in Pearson result X^2 = 35.251 with p = 0.00 and C = 0.353. The second result showed students in 6th and 9th grade were like having challenge more than students of 12th grade.

4.1.3   Reading Curiosity

The next indicator was reading curiosity. Reading curiositywas trying to understand the reading encouragement through human's instinct or curiosity. There were 6 statements which questioned to students, those were; reading encouragement, motivation on reading, information attractiveness, novelty, hobbies related, also the content about life (Table 3).

Table 3. Index on Reading Curiosity

Index	Students' Grade			Total
	6	9	12	
0.21 – 0.40	0	2	2	4
	0.0%	1.6%	3.2%	1.6%
0.41 – 0.60	28	12	22	62
	46.7%	9.5%	35.5%	25.0%
0.61 – 0.80	22	84	30	136
	36.7%	66.7%	48.4%	54.8%
Above 0.81	10	28	8	46
	16.7%	22.2%	12.9%	18.5%

Source: Authors.

The result showed that there was differentiation among those three groups (6th, 9th, 12th grade). It was shown on Pearson Chi Square result that $X^2 = 37.427$ with (p = 0.00) and C = 0.362. Besides, seeing the pattern on table 3 above, index for 6th and 12th grade students were around 0.41 until 0.8 with annotation that the score 1.0 showed a huge curiosity. While, 9th grade students' reading curiosity had scored around 0.61 and close to 1.0.

4.1.4   Reading Involvement

One of the reasons why people want to keep on reading a book, even if there is another activity that probably more interesting to do, is being involved inside. Book is persuading readers to follow the story line within. However, the book genre also influence the readers' interest. When readers are reading the book that they like, then they will feel involved within the book. Thus, the question asked in this research was describing on the preference on fantasy book (Table 4).

Table 4. Index on Reading Involvement

Index	Students' Grade			Total
	6	9	12	
0.41 – 0.60	6	22	16	44
	10.0%	17.5%	25.8%	17.7%
0.61 – 0.80	42	82	36	160
	70.0%	65.1%	58.1%	64.5%
Above 0.81	12	22	10	44
	20.0%	17.5%	16.1%	17.7%

Source: Authors.

The result showed that there was no differences in reading involvement. The table 4 above showed the Pearson result as $X^2 = 5.260$ (p = 0.262) with C = 0.144. The indexation were stay around 0.61 until 0.80 which showed that the reading involvement was pretty huge.

4.1.5   Importance of Reading

The next indicator was evaluating the importance of reading toward the students of 6th, 9th, and 12th grade. The importance of reading was important to be known in order to know whether reading a book is a necessity or not (Table 5).

Table 5. Index on Reading Importance

Index	Students' Grade			Total
	6	9	12	
Less than 0.21	0	4	4	8
	0.0%	3.2%	6.5%	3.2%
0.21 – 0.40	14	16	16	46
	23.3%	12.7%	25.8%	18.5%
0.41 – 0.60	22	26	16	64
	36.7%	20.6%	25.8%	25.8%
0.61 – 0.80	12	64	18	94
	20.0%	50.8%	29.0%	37.9%
Above 0.81	12	16	8	36
	20.0%	12.7%	12.9%	14.5%

Source: Authors.

The result showed that there was significant index between students in different grade. Students of 12th grade had lower score rather than the 6th and 9th grade students. It was also supported by the Pearson result for $X^2 = 26.336$ (p = 0.001) with C = 0.3001.

4.1.6 Reading Work Avoidance

In this indicator, Wrigfield and Guthrie (1997) were trying to reveal whether people like to be given reading task or not and whether people read because of habitually or outside encouragement (Table 6).

Table 6. Index on Reading Importance

Index	Students' Grade			Total
	6	9	12	
Less than 0.21	0	2	0	2
	0.0%	1.6%	0.0%	0.8%
0.21 – 0.40	6	16	10	32

	10.0%	12.7%	16.1%	12.9%
0.41 – 0.60	32	58	22	112
	53.3%	46.0%	35.5%	45.2%
0.61 – 0.80	22	40	24	86
	36.7%	31.7%	38.7%	34.7%
Above 0.81	0	10	6	16
	0.0%	7.9%	9.7%	6.5%

Source: Authors.

Table 6 above showed that there were no differences among three groups of student. Those three groups were showing medium rejection around 0.41 until 0.60. Almost more than 50% came around 0.41 until 0.60. In short, students were not having interference when given reading task.

4.1.7   Competition in Reading

This indicator showed that reading encouragement came from desire to be considered as a better person than other people or students. It meant that mastering knowledgecould differ people from someone else. The more people read a book, then the more knowledge they had. People will become proud of this thing (Table 7).

Table 7. Index on Reading Competition

Index	Students' Grade			Total
	6	9	12	
Less than 0.21	0	0	2	2
	0.0%	0.0%	3.2%	0.8%
0.21 – 0.40	10	0	4	14
	16.7%	0.0%	6.5%	5.6%
0.41 – 0.60	24	26	26	76
	40.0%	20.6%	41.9%	30.6%
0.61 – 0.80	20	80	26	126
	33.3%	63.5%	41.9%	50.8%

Above 0.81	6	20	4	30
	10.0%	15.9%	6.5%	12.1%

Source: Authors.

From table 7 above, the result showed that there was significant differentiation among students. Students of 12th grade had lower number than the other 6th and 9th grade students. It also supported with Pearson test which resulted in X^2 = 46.401 (p = 0.001) with C = 0.397. Meanwhile the index score of 9th grade students was higher than the other two groups of students, even 15.9% was almost close to one. This meant that there were 15.9% students felt that reading book could build people assumption that they were better than their other friends. For them, having and reading book were becoming an important thing when facing with other friends.

4.1.8   Recognition for Reading

There were five questions that must be answered in this indicator. These five questions were directed to people achievement toward one self. The result could be seen on Table 8 below;

Table 8. Index on Recognition for reading

Index	Students' Grade			Total
	6	9	12	
Less than 0.21	0	0	4	4
	0.0%	0.0%	6.5%	1.6%
0.21 – 0.40	12	4	8	24
	20.0%	3.2%	12.9%	9.7%
0.41 – 0.60	14	38	24	76
	23.3%	30.2%	38.7%	30.6%
0.61 – 0.80	26	66	20	112
	43.3%	52.4%	32.3%	45.2%
Above 0.81	8	18	6	32
	13.3%	14.3%	9.7%	12.9%

Source: Authors.

There was significant differentiation among three groups of students. 12th grade students had lower score than the other two groups of student. The Pearson test score showed $X^2 = 31.631$ (p = 0.000) with C = 0.336. Overall, this indicator showed that there was a movement from 0.41 – 0.60 to 0.61 – 0.80. It meant that there was possibility that achievement or recognition from other people made students like to read. Moreover, students were like to be notices as a good reader. Thus, they also appreciate people who appreciate their reading ability (Table 9).

4.1.9   Reading for Grades

Table 9. Index on Reading for Grades

Index	Students' Grade			Total
	6	9	12	
0.21 – 0.40	9	4	16	29
	15.0%	3.2%	25.8%	3.2%
0.41 – 0.60	25	44	24	93
	41.7%	34.9%	38.7%	37.5%
0.61 – 0.80	16	54	16	86
	26.7%	42.9%	25.8%	34.7%
Above 0.81	10	24	6	40
	16.7%	19.0%	9.7%	16.1%

Source: Authors.

The ninth indicator in Motivation for Reading Questionnaire was reading encouragement for grades. As what mentioned before, this indicator was uncommon in Indonesia. In Indonesia, reading for grades was known as *calistung (membaca, menulis dan berhitung)* (reading, writing and counting) ability. However, this was still becoming someone's motivation to read. Table 9 above showed that there was an index adjustment close to above 0.81 even though the average score was around 0.41 till 0.80. Also, table 9 showed significant differentiation among three groups of student which marked by Pearson test result for $X^2 = 26.691$ (p = 0.000) with C == 0.312. Furthermore, students of 9th grade were more enthusiastic to read with objective in leveling their study level.

4.1.10 Social Reasons for Reading

Table 10 shows the results for social reasons for Reading.

Table 10. Index on Recognition for reading

Index	Students' Grade			Total
	6	9	12	
Less than 0.21	2	2	2	6
	3.3%	1.6%	3.2%	2.4%
0.21 – 0.40	14	22	28	64
	23.3%	17.5%	45.2%	25.8%
0.41 – 0.60	28	72	26	126
	46.7%	57.1%	41.9%	50.8%
0.61 – 0.80	16	30	6	52
	26.7%	23.8%	9.7%	21.0%

Source: Authors.

This indicator was trying to describe how reading could encourage to interact with people around. Seeing table 10 above, this study showed that social reasoning was not the only motivation for reading. Family and friends involvement also could not became a strong basic for reading. Table 10 above showed index score of 0.61 until 0.80, which only 21.0% reached by students. The other students were in 0.21 until 0,60. Besides, this study also showed the differentiation on three groups of student. Proved by Pearson test result for $X^2 =$ 20.620 (p = 0.002) with C = 0.227. The index score of 6th and 9th grade students were higher than 12th grade. Thus it showed that social reasoning was strong for 6th and 9th grade students.

4.1.11 Compliance

Last question was on reading compliance, whether it was an obligation or life necessity. The obligation meant that reading was only done to accomplish a task from people such as teacher or parent. While life necessity meant that without being command, students will keep on reading (Table 11).
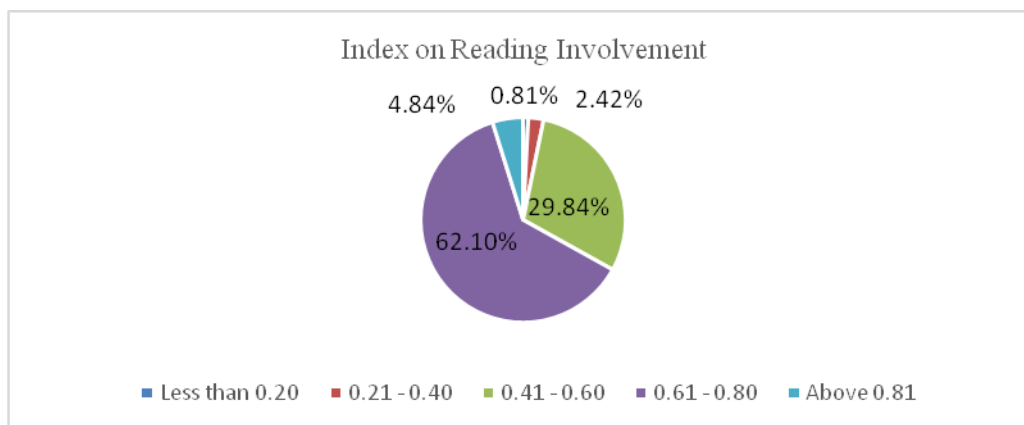
Table 11. Index on Compliance

Index	Students' Grade			Total
	6	9	12	
0.21 – 0.40	4	2	2	8
	6.7%	1.6%	3.2%	3.2%
0.41 – 0.60	26	46	20	92
	43.3%	36.5%	32.3%	37.1%
0.61 – 0.80	28	70	36	134
	46.7%	55.6%	58.1%	54.0%
Above 0.81	2	8	4	14
	3.3%	6.3%	6.5%	5.6%

Source: Authors.

Table 11 above showed that the indexation was reached on 0.80 and estimated that the average was around 0.61 until 0.80. Related to the differentiation of three groups of students, Pearson test result showed $X^2 = 5.876$ with $p = 0.437$. It meant that there was no differentiation among them since it had similar index score. Thus, it could be concluded that encouragement and task motivation were becoming the main factor in forming students' reading ability.

4.2 Index on Reading Involvement

This index was came from Guthrie and Davies (2004) on how people choose their book, effort on reading until make book as their part of culture. Therefore, the questions were started by the reason on choosing book, preference or private choice, difficulties in reading, until seriousness in reading book. The answers showed how far students involve in reading as in Figure 1 below;

Index on Reading Involvement

4.84% 0.81% 2.42%

29.84%

62.10%

■ Less than 0.20   ■ 0.21 - 0.40   ■ 0.41 - 0.60   ■ 0.61 - 0.80   ■ Above 0.81

Source: Authors.

Figure 1 above showed that students were already having high involvement on reading. The average score on reading involvement index was 0.6460. In this indexation, there were two groups; the first group consisted of 6th and 9th grade students and the second group consisted of 12th grade students. The differentiation between first and second group was the first group had score on the range of average while the second group was far behind which only had score on 0.6089. However the index score of 12th grade students was good enough since the score still above 0.5.

4.3 Index Variation based on Classes

Table 12 show the variation based on classes.

Table 12. Descriptive Analysis on Index Variation based on Classes

			N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
							Lower Bound	Upper Bound			
Index on Reading Involvement	6		60	,6450	,12063	,01557	,6138				
	9		126	,6647	,09398	,00837	,6481	,6813	,48	,88	
	12		62	,6089	,14815	,01882	,5712	,6465	,20	,80	
	Total		248	,6460	,11786	,00748	,6312	,6607	,20	,88	
	Model	Fixed			,11608	,00737	,6314	,6605			
		Random				,01752	,5706	,7213			,00067
Index on Reading Activity	6		60	,5333	,15738	,02032	,4927	,5740	,20	,84	
	9		126	,5086	,17952	,01599	,4769	,5402	,20	,96	
	12		62	,3658	,13034	,01655	,3327	,3989	,20	,60	
	Total		248	,4789	,17550	,01114	,4569	,5008	,20	,96	
	Model	Fixed			,16321	,01036	,4585	,4993			
		Random				,05138	,2578	,6999			,00668
Index on Reading book	6		60	,2178	,15796	,02039	,1770	,2586	0,00	,77	
	9		126	,2423	,24666	,02197	,1988	,2858	,03	1,03	
	12		62	,1172	,18305	,02325	,0707	,1637	0,00	1,00	
	Total		248	,2051	,21843	,01387	,1778	,2324	0,00	1,03	
	Model	Fixed			,21306	,01353	,1785	,2318			
		Random				,03991	,0334	,3768			,00372
Number of Days in Reading 1 Book	6		60	5,3144	2,64510	,34148	4,6311	5,9978	0,00	15,00	
	9		126	12,1069	10,54863	,93975	10,2471	13,9668	,97	30,00	
	12		62	17,5184	10,91806	1,38660	14,7458	20,2911	0,00	30,00	
	Total		248	11,8165	10,29060	,65345	10,5294	13,1035	0,00	30,00	
	Model	Fixed			9,38811	,59615	10,6422	12,9907			
		Random				3,34038	-2,5560	26,1890			28,49105

Source: Authors.

From table 12 above, it was seen that except index on reading, the other two indexes had good score which above 0.5. However, there were some notes that needed to be recorded. The first, the result only had little score above 0.5. The second, 12th grade students should be noticed. In each indexation, the students tend to have low response, even for finishing a book, they needed 17.5 days. Meanwhile, students of 9th grade were able to finish on 12 days and 6th grade students on 5 days. In this study, reading interest could be seen through how many books they were consumed in a certain time. This showed in index on reading book which processed from total consumption in a month.

However, the data above was not shown a good thing on reading indexation. It became a big question on how to start making change. The initial action was exploring what factors that connected to reading interest. Through correlation analysis of Pearson product moment, it was known that index on reading was having connection with some variables.

Firstly, index on reading book tend to the activity. If in a week, students were not moved to read a book, then the index will be decreased since reading a book could not be finished in a short time. The influence of reading activity on this index was strengthened by the regression result. Secondly, index on reading book was related to index on reading involvement. Seeing on the questions within index on reading involvement, then index on reading was highly related to desire, inference and interest in discussing book. Thirdly, index on reading motivation was divided into two; positive reading motivation and negative reading motivation. Index on positive reading motivation was consisting of all indicators, except Reading Work Avoidance and Compliance. These two exceptional indicators were put into index on negative reading motivation. From the correlation analysis, the result showed that higher index on positive reading motivation caused high reading involvement. In contrast, higher index on negative reading motivation caused low reading involvement (Table 13).

Table 13. Correlation Product Moment.

		IRM Pos	IRM Neg	Index on Reading Involvement	Index on Reading Activity	Index on Reading Book	Number of Days in Reading 1 Book
IRMPos[1]	Pearson Correlation	1	.006	.568**	.165**	-.011	.024
	Sig. (2-tailed)		.919	.000	.009	.864	.706

	N	248	248	248	248	248	248
IRMNeg[2]	Pearson Correlation	.006	1	-.129	-.028	.084	-.070
	Sig. (2-tailed)	.919		.043	.657	.185	.274
	N	248	248	248	248	248	248
Index on Reading Involvement	Pearson Correlation	.568**	-.129**	1	.142	.002	-.015
	Sig. (2-tailed)	.000	.043		.025	.974	.818
	N	248	248	248	248	248	248
Index on Reading Activity	Pearson Correlation	.165**	-.028	.142*	1	.341**	-.342**
	Sig. (2-tailed)	.009	.657	.025		.000	.000
	N	248	248	248	248	248	248
Index on Reading Book	Pearson Correlation	-.011	.084	.002	.341**	1	-.645**
	Sig. (2-tailed)	.864	.185	.974	.000		.000
	N	248	248	248	248	248	248
Number of Days in Reading 1 Book	Pearson Correlation	.024	-.070	-.015	-.342**	-.645**	1
	Sig. (2-tailed)	.706	.274	.818	.000	.000	
	N	248	248	248	248	248	248

Source: Authors.

Information:

[1]IRMPos = Index on Positive Reading Motivation

[2]IRMNeg = Index on Negative Reading Motivation

*. Correlation significant was at the 0.05 level (2-tailed)

**. Correlation significant was at the 0.01 level (2-tailed)

From the correlation analysis in table 13, the result showed that higher index on positive reading motivation caused high reading involvement. In contrast, higher index on negative reading motivation caused low reading involvement.

5. Conclusion

Students' reading interest was known through how many book students had read in a certain time. This showed within index on reading book which processed from the reading total consumption in a month. The average index on reading book was 0.2051.

The factors that influence students' reading interest was known through correlation analysis (Pearson product moment). The index on reading book had relation with some variables, those were; (1) index on reading book was depend on the activity. If in a week, students did not have intention to read then the index on reading book was decreasing; (2) index on reading book was linked to the index on reading involvement. Reading index was higher based on the desire, the interference, the preference in discussing book content, and reading motivation; (3) there was correlation between reading motivation and index on reading involvement. The correlation analysis had result on the higher the positive reading motivation index, then the higher the involvement index. While the higher the negative reading motivation on reading work avoidance and compliance indicators, then the lower the index on reading involvement.

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