

## **Reading Interest Upon Scientific Articles to the English Pre-service Teachers**

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### **Abstract**

This study aims to determine the level of interest in reading scientific articles by prospective English teachers and the factors that influence reading interest in scientific articles to prospective English teachers. The subjects of this study were 86 students in the fifth semester of the English Education study program. The form of this research is descriptive with a mixed method approach where data about interest in reading scientific articles is collected using questionnaires and interviews. data analysis using descriptive statistics and descriptive narrative. Then, the results of student responses to the questionnaire were analyzed through descriptive percentage levels, reading interest upon scientific articles, with the percentage of student responses that answered high. The analysis of interviews conducted by the researcher unveiled multiple factors that affect students' enthusiasm for reading scientific articles. These factors can be categorized into two main groups: a) internal factors, which encompass emotions, attentiveness, and motivation, and b) external factors, including the lecturer's role, the learning environment, and available resources.

**Keywords:** Students' Reading Interest, Scientific Articles, Descriptive Study.

### **INTRODUCTION**

Reading activities become a daily routine and cannot be separated for students, from elementary to tertiary education levels. Starting from elementary to advanced level education, reading activity is important. This is because it requires students to always read and obtain relevant and up-to-date knowledge and information. in addition, the quality of their learning outcomes continues to improve. So that reading activities will also be more effective if students have a high interest in reading.

Indeed, the current state of reading interest among the Indonesian population remains relatively low. Reading conditions are still met with apprehension, as evidenced by various studies in Indonesia, which have portrayed reading as a rather monotonous activity. Amiranti (2017) pointed out that based on data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the reading interest of the Indonesian people stands at only 0.01%, a significantly low figure when compared to other nations. Furthermore, the 2016 PISA survey results, as reported by the Antoro School Literacy Movement (2017), ranked Indonesia sixty-fourth out of the seventy countries surveyed, highlighting the challenges in promoting reading interest in the country.

Moreover, at the tertiary level reading activities tend to be very low and are rarely carried out so this causes students to lag behind in their knowledge process. This is in line with the opinion of Rachmananta (2003) at a press conference in the context of National Literacy Day (HAN) which revealed that highly educated people, such as students, have a relatively low interest in reading. There are still many students who can graduate without having to go to the library. Symptoms of lazy students to read are common symptoms experienced by students today.

Students as prospective researchers are also required to increase their interest in reading scientific articles because scientific articles are an important source to support students in taking their final project. according to Priscilla (2006), not all students have knowledge about scientific articles, knowledge about scientific articles is very important to teach because it will be very useful for those who will do research later. This is important for students because it is one of the

graduation prerequisites that must be taken in lecture activities. In initial observations of a group of 5th-semester students in the English Language Education program at IKIP-PGRI Pontianak, it became evident that some of these students lack genuine interest in reading scientific articles. They view it as a dull task and often engage in it solely to meet their academic requirements. However, this cannot represent the population and cannot be said to be valid because it is still in the pre-observation stage, therefore further research on this phenomenon.

The explanation above can be concluded by researchers, where researchers are interested in conducting further research through a study that is different from previous research. In a prior study conducted by Kurniawati in 2015, it was discovered that the level of reading interest among students in the English language education program at IKIP was relatively low. However, it's important to note that this previous study addressed reading interest in a broader context. Meanwhile, the researcher wants to carry out research with a similar theme but is more specific to the interest in reading scientific articles. Several previous studies such as those conducted by Fitriyanti, et al., (2022), Rahmani (2019), Tandoko, et al., (2020), and Sucipto (2020) have a theme that is almost the same as the research that will be carried out by researchers.

The previous studies mentioned above inspired researchers to know about interest in reading scientific articles. The researcher raised some of the research above because there are similarities with the research that the researcher will do, namely on the object of study related to reading interest in scientific articles. However, there are aspects that set this study apart from previous research. These distinctions include differences in research design, the selection of research participants, methods of data collection, the tools employed, and the data analysis techniques applied. The unique focus of this research aims to provide a more detailed analysis, particularly concerning students' interest in reading scientific articles. This study's primary goal is to delve into the reading interest levels of 5th-semester students in the English education program at IKIP PGRI Pontianak and identify the factors that influence these levels.

## **LITERATURE REVIEW**

### **Reading Interest**

Reading interest is a concept combining "interest" and "reading," which we previously defined. It serves as a strong motivator for individuals to engage with various written materials, as described by Darmono (2017), Rahayu et al (2016), and Hendrayani and Ade (2017). Reading interest encompasses desire, will, and motivation. Motivation, in this context, signifies the internal drive that captures one's attention, enabling them to comprehend written content. In essence, reading interest relates to the enthusiasm and strong desire that leads individuals to focus on reading activities. Furthermore, reading interest is a quality developed through lifelong learning and has ethical implications, influencing various aspects of life, including interpersonal relationships and a positive outlook on activities. In conclusion, nurturing a reading habit is essential for individuals who wish to become avid readers. Providing guidance to students can facilitate the development of this habit, leading them to experience the advantages of reading. Reading interest can be gauged by factors such as the quantity of materials read, preferred genres, the types of English texts consumed, and more.

### **Scientific Articles**

Scientific articles are a type of written work that comprises methodical accounts of the findings of investigations or research presented within specific scientific domains, wherein there exists a particular readership aimed at communicating the research outcomes and the authors' contributions to them, thereby becoming a fresh point of reference to be taken into account, reassessed, and debated, both verbally and in written form. Some define according to experts as follows: A scientific article must adhere to specific guidelines encompassing editorial practices, scientific ethics, and procedures for printing and publication. Furthermore, scientific articles

represent original scientific publications containing meticulously analyzed and scientifically studied research data. These articles are essentially written and published reports that present the outcomes of original research (Robert A. Day, 1998, in Fatchiyah, 2016:06). In another context, a scientific work pertains to contributions acknowledged within the domains of science, technology, or art. Such work is composed in accordance with established scientific procedures and aligns with universally accepted scientific standards and conventions typically defined by academic institutions (Tanjung, 2013).

### **English Pre-service Teachers**

Pre-service teacher education pertains to educational initiatives aimed at preparing and equipping new students for future careers in professional teaching. This type of education fosters essential learning experiences, enabling prospective teachers to create comprehensive learning environments for their students. It imparts knowledge, instills appropriate attitudes, and hones essential skills that empower teachers to effectively manage their classrooms. In the context of English teacher education, particularly relevant for English Language Teaching (ELT) in Indonesia, various theories provide definitions for English pre-service teachers. For instance, Lengkanawati (2015) characterizes it as a platform for prospective educators to nurture standardized teaching competencies and identities. English education in Indonesia spans from elementary to university levels, underscoring its significance. In academic literature, English pre-service teachers are described as individuals undergoing preparatory programs before entering the teaching profession (Ozudogru & Yaman, 2020). UNESCO defines English pre-service education as academic programs tailored to equip aspiring English teachers with the requisite skills and knowledge to excel in teaching English at primary and secondary schools (UNESCO, 2021). In essence, English pre-service education encompasses training programs meticulously designed to furnish prospective English teachers with the competencies needed to deliver effective English education in primary and secondary school settings. Additionally, it's worth noting that an interest in reading scientific articles can yield numerous advantages for English pre-service teachers.

## **METHOD**

This research employs a mixed-method approach, chosen to acquire more comprehensive data by utilizing both quantitative and qualitative methods within the same study. The subjects under investigation in this study are 5th-semester students enrolled in the English Language Education program at IKIP PGRI Pontianak. Data collection methods represent a critical aspect of research since the primary objective of any study is to gather data. This section elaborates on how data will be obtained from the participants, as articulated by Sugiyono (2017: 104). Specifically, this study focuses on assessing the reading interest in scientific articles among 5th-semester pre-service English teachers at IKIP PGRI Pontianak.

The researcher utilizes both direct and indirect data collection techniques. Direct techniques will involve conducting interviews to ascertain the factors influencing reading interest in scientific articles, whereas indirect techniques will encompass the use of questionnaires to gauge the level of interest in reading scientific articles. The data analysis strategy aligns with the mixed-method research framework applied in this study. Research data analysis methods consist of two components: quantitative data analysis techniques and qualitative data analysis techniques. This encompasses statistical descriptive analysis and narrative descriptive analysis.

## **FINDINGS AND DISCUSSION**

### **1. The level students' reading interest upon scientific articles**

The students were requested to complete questionnaires aimed at collecting primary research data concerning their interest in reading scientific articles. The data was collected

through a closed questionnaire that included 20 items. This study included a total of 86 participants, all of whom were fifth-semester students in the English program. The participants actively engaged in filling out the research questionnaires. The sampling was distributed among different classes, with 15 students from Class A in the morning, 15 from Class A in the afternoon, 28 from Class B in the morning, and 24 from Class B in the afternoon.

The results of the questionnaire filled in each item will be poured in the form of a table. which can be seen from the questionnaire table by students as follows:

a) Pleasure

Table 4.1 The Students' Responses Item Number 1

ITEM 1			
Membaca artikel ilmiah adalah aktivitas yang menyenangkan			
	Classification	Frequency	Percentage (%)
	Strongly Agree	11	12,8
	Agree	59	68,6
	Disagree	0	0
	Strongly Disagree	16	18,6
	Total	86	100,0

According to the data presented in the table above, 11 students (12.8%) expressed a "strongly agree" response, 59 students (68.6%) chose "agree," none of the students indicated "disagree," and 16 students (18.6%) marked "strongly disagree." When examining the frequency table, it becomes evident that the majority of students, a total of 59, opted for the "agree" option. Hence, it can be deduced that a significant portion of fifth-semester students in the English education study program find reading scientific articles enjoyable.

Table 4.2 The Students' Responses Item Number 5

ITEM 5			
Saya kurang menyukai mata kuliah tentang reading			
	Classification	Frequency	Percentage (%)
	Strongly Agree	7	8,1
	Agree	32	37,2
	Disagree	43	50,0
	Strongly Disagree	4	4,7
	Total	86	100,0

Examining the data from the table presented above, 7 students (8.1%) indicated "strongly agree," 32 students (37.2%) expressed "agree," 42 students (50%) chose "disagree," and 4 students (4.7%) marked "strongly disagree." Upon reviewing the frequency table, it becomes evident that a larger number of students selected the "disagree" option, totaling 43 students. Consequently, one can conclude that some of the fifth-semester students in the English education study program do not have a dislike for reading courses; instead, they have an affinity for them.

Table 4.3 The Students' Responses Item Number 9

ITEM 9			
Berkunjung ke 4ook buku membuat perasaan saya senang			
	Classification	Frequency	Percentage (%)
	Strongly Agree	10	11,6
	Agree	42	48,8
	Disagree	33	38,4

	Strongly Disagree	1	1,2
	Total	86	100,0

Analyzing the data presented in the table above, it's evident that 10 students (11.6%) expressed "strongly agree," 42 students (48.8%) indicated "agree," 33 students (38.4%) chose "disagree," and 1 student (1.2%) marked "strongly disagree." Upon reviewing the frequency table, it becomes clear that a larger number of students selected the "agree" option, totaling 42 students. Consequently, one can conclude that some of the fifth-semester students in the English education study program find visiting bookstores enjoyable.

**Table 4.4 The Students' Responses Item Number 13**

ITEM 13			
Saya kurang suka membaca bacaan artikel ilmiah dalam berbahasa inggris			
	Classification	Frequency	Percentage (%)
	Strongly Agree	6	7,0
	Agree	36	41,9
	Disagree	39	45,3
	Strongly Disagree	5	5,6
	Total	86	100,0

Examining the data provided in the table above, it is evident that 6 students (7.0%) affirmed "strongly agree," 36 students (41.9%) responded with "agree," 39 students (45.3%) expressed "disagree," and 5 students (5.6%) indicated "strongly disagree." Upon thorough consideration of the frequency table, it is apparent that a greater number of students opted for the "disagree" category, with a total of 39 students. Therefore, one can deduce that some of the fifth-semester students in the English education study program do not have a preference for disliking reading scientific articles in English, particularly those from international journals.

**Table The Students' Responses Item Number 17**

ITEM 17			
Saya lebih memilih melakukan hal lain daripada membaca bacaan artikel ilmiah Bahasa inggris			
	Classification	Frequency	Percentage (%)
	Strongly Agree	12	14,0
	Agree	47	54,7
	Disagree	26	30,2
	Strongly Disagree	1	1,2
	Total	86	100,0

The table results validate that 54.7% of students prefer engaging in activities other than reading scientific articles in English, while 30.2% of students disagree with the notion that they do not like scientific articles in English. This is substantiated by those who enjoy reading and have no reservations about reading scientific articles in English outside of their majors and associated requirements. 14% "strongly agree" with their preference for activities other than reading scientific articles in English, while a mere 1.2% "strongly disagree" with this preference.

b) Willingness

Table The Students' Responses Item Number 2

ITEM 2.			
Saya merasa membaca artikel ilmiah tidak meningkatkan kemampuan akademik saya			
	Classification	Frequency	Percentage (%)
	Strongly Agree	8	9,3
	Agree	18	20,9
	Disagree	50	58,1
	Strongly Disagree	9	10,5
	Total	86	100,0

Looking at the table results above, we observe that 8 students (9.3%) "strongly agree," 18 students (20.9%) "agree," 50 students (58.1%) "disagree," and 9 students (10.5%) "strongly disagree." Notably, a larger number of students, a total of 50, opted for the "disagree" response. Consequently, it can be inferred that some fifth-semester students in the English education study programs believe that scientific articles can enhance their academic competencies.

Table 4.7 The Students' Responses Item Number 6

ITEM 6.			
Reading adalah matakuliah sangat membosankan			
	Classification	Frequency	Percentage (%)
	Strongly Agree	6	7,0
	Agree	33	38,4
	Disagree	40	46,5
	Strongly Disagree	7	8,1
	Total	86	100,0

Examining the table results above, we can observe that 6 students (7%) "strongly agree," 33 students (38.4%) "agree," 40 students (46.5%) "disagree," and 7 students (8.1%) "strongly disagree." Notably, a larger number of students, totaling 40, chose the "disagree" response. Therefore, it can be concluded that some fifth-semester students in the English education study program do not consider reading to be a dull subject.

Table 4.8 The Students' Responses Item Number 10

ITEM 10.			
Daripada menulis, mendengar, dan berbicara dalam Bahasa Inggris, saya lebih suka memilih membaca teks berbahasa Inggris pada artikel ilmiah			
	Classification	Frequency	Percentage (%)
	Strongly Agree	9	10,5
	Agree	38	44,2
	Disagree	36	41,9
	Strongly Disagree	3	3,5
	Total	86	100,0

Evaluating the data presented in the table above, it becomes evident that 9 students (10.5%) chose "strongly agree," 38 students (44.2%) opted for "agree," 36 students

(41.9%) selected "disagree," and 3 students (3.5%) picked "strongly disagree." Notably, the "agree" category had the highest number of respondents, totaling 38 students. Hence, it can be deduced that some fifth-semester students in English education study programs have a preference for reading scientific articles over writing, listening, or speaking in English. Based on the results of the table above, it can be seen that 9 students (10.5%) stated.

Table 4.9 The Students' Responses Item Number 14

ITEM 14.			
Membaca artikel ilmiah dalam berbahasa inggris dapat menambah kosa kata baru			
	Classification	Frequency	Percentage (%)
	Strongly Agree	39	45,3
	Agree	45	52,3
	Disagree	2	2,3
	Strongly Disagree	0	0
	Total	86	100,0

Analyzing the data from the table above, it is apparent that 39 students (45.3%) expressed "strongly agree," 45 students (52.3%) indicated "agree," 2 students (2.3%) conveyed "disagree," and none of the students selected "strongly disagree." Notably, "agree" received the most responses, with a total of 45 students. As such, one can infer that certain fifth-semester students in the English education study program believe that English scientific articles can enhance or expand their vocabulary.

Table 4.10 The Students' Responses Item Number 18

ITEM 18			
Ketika menemukan kata-kata baru di artikel ilmiah berbahasa inggris saya menulis artinya dalam Bahasa Indonesia agar tidak lupa			
	Classification	Frequency	Percentage (%)
	Strongly Agree	17	19,8
	Agree	48	55,8
	Disagree	21	24,4
	Strongly Disagree	0	0
	Total	86	100,0

Examining the data from the table provided above, it's evident that 17 students (19.8%) strongly concurred, 48 students (55.8%) concurred, 21 students (24.4%) disagreed, and none of the students strongly disagreed. Interestingly, the majority of students, totaling 48, chose the "agree" option. Consequently, one can deduce that some fifth-semester students in the English education study program prefer to write down the Indonesian meanings when they encounter new words in English scientific articles.

c) Consciousness

Table 4.11 The Students' Responses Item Number 3

ITEM 3			
Saya akan berusaha mencari arti sebuah kata / kalimat berbahasa inggris pada artikel ilmiah bagaimanapun caranya			
	Classification	Frequency	Percentage (%)
	Strongly Agree	20	23,3
	Agree	60	69,8

	Disagree	6	7,0
	Strongly Disagree	0	0
	Total	86	100,0

Analyzing the data provided in the table above, it becomes evident that 20 students (23.3%) expressed a "strongly agree" response, while 60 students (69.8%) chose "agree," and 6 students (7%) opted for "disagree." Remarkably, no students indicated "strongly disagree." Observing the frequency table, it's clear that the majority of students, a total of 60, favored the "agree" option. Consequently, one can infer that some fifth-semester students in the English education study program are willing to make efforts to locate specific words or sentences in an English scientific article.

Table 4.12 The Students' Responses Item Number7

ITEM 7.			
Berlama-lama membaca artikel ilmiah dan memahami bacaannya dalam berbahasa inggris hanya membuang waktu saya.			
	Classification	Frequency	Percentage (%)
	Strongly Agree	4	4,7
	Agree	18	20,9
	Disagree	53	61,6
	Strongly Disagree	11	12,8
	Total	86	100,0

Based on the data presented in the table above, it's evident that 4 students (4.7%) strongly agreed, 18 students (20.9%) agreed, 53 students (61.6%) disagreed, and 11 students (12.8%) strongly disagreed. The frequency table highlights that a larger number of students, precisely 53, chose the "disagree" option. Hence, one can conclude that certain fifth-semester students in the English education study program are quite conscientious when it comes to comprehending and reading scientific articles, and they don't waste their time in the process.

Table 4.13 The Students' Responses Item Number 11

ITEM 11.			
Saya tidak terlalu berusaha meningkatkan kemampuan dalam memahami bacaan berbahasa inggris pada artikel ilmiah			
	Classification	Frequency	Percentage (%)
	Strongly Agree	7	8,1
	Agree	29	33,7
	Disagree	45	52,3
	Strongly Disagree	5	5,8
	Total	86	100,0

Based on the data presented in the table above, it's evident that 7 students (8.1%) strongly agreed, 28 students (33.7%) agreed, 45 students (52.3%) disagreed, and 5 students (5.8%) strongly disagreed. The frequency table highlights that a larger number of students, specifically 45, chose the "disagree" option. Hence, one can conclude that some of the fifth-semester students in the English education study program indicated their efforts to enhance their capacity for comprehending English scientific articles.



Table 4.14 The Students' Responses Item Number 15

ITEM 15.			
Saya menggunakan jam kosong untuk membaca artikel ilmiah walau tidak ditugaskan.			
	Classification	Frequency	Percentage (%)
	Strongly Agree	5	5,8
	Agree	31	36,0
	Disagree	47	54,7
	Strongly Disagree	3	3,5
	Total	86	100,0

Based on the information provided in the table above, it's apparent that 5 students (5.8%) strongly agreed, 31 students (36%) agreed, 47 students (54.7%) disagreed, and 3 students (3.5%) strongly disagreed. The frequency table demonstrates that a larger number of students, specifically 47, selected the "disagree" option. Consequently, one can infer that some of the fifth-semester students in the English education study program indicated that they read scientific articles when assigned by their lecturers, but they would not do so if no specific assignment was given.

Table 4.15 The Students' Responses Item Number 19

ITEM 19.			
Saya sering ke perpustakaan untuk mencari artikel ilmiah seperti jurnal berbahasa inggris			
	Classification	Frequency	Percentage (%)
	Strongly Agree	7	8,1
	Agree	28	32,6
	Disagree	49	57,0
	Strongly Disagree	2	2,3
	Total	86	100,0

Based on the data presented in the table above, it is evident that 7 students (8.1%) strongly agreed, 28 students (31.6%) agreed, 49 students (57%) disagreed, and 2 students (2.3%) strongly disagreed. The frequency table reveals that a larger number of students, precisely 49, selected the "disagree" option. Therefore, one can conclude that some fifth-semester students in the English education study program indicated that they seldom visit the library to read scientific articles in the form of English-language scientific journals.

d) Attention

Table 4.16 The Students' Responses Item Number 4

ITEM 4.			
Saya tidak memfokuskan diri Ketika sedang membaca artikel ilmiah dan memahami teksnya dalam berbahasa inggris.			
	Classification	Frequency	Percentage (%)
	Strongly Agree	11	12,8
	Agree	43	50,0
	Disagree	31	36,0
	Strongly Disagree	1	1,2
	Total	86	100,0

The information presented in the table above indicates that 11 students (12.8%) expressed a "strongly agree" response, 43 students (50%) chose "agree," 31 students (36%) picked "disagree," and 1 student (1.2%) opted for "strongly disagree." A closer look at the frequency table reveals that a greater number of students, precisely 43, leaned towards the "agree" option. Consequently, it can be inferred that some of the fifth-semester students in the English education study program may not prioritize the comprehensive understanding of scientific articles in English texts.

**Table 4.17 The Students' Responses Item Number 8**

ITEM 8.			
Saya khawatir tidak bisa Ketika mengerjakan soal reading saat ujian tiba			
	Classification	Frequency	Percentage (%)
	Strongly Agree	13	15,1
	Agree	54	62,8
	Disagree	18	20,9
	Strongly Disagree	1	1,2
	Total	86	100,0

The data presented in the table above reveals that 13 students (15.1%) strongly concurred, 54 students (62.8%) concurred, 18 students (20.9%) dissented, and 1 student (1.2%) strongly disagreed. An examination of the frequency table demonstrates that a larger number of students, specifically 54, were inclined to agree. Consequently, it can be deduced that some fifth-semester students in the English education study program expressed concerns about their ability to answer reading comprehension questions when facing exams.

**Table 4.18 The Students' Responses Item Number 12**

ITEM 12.			
Saya memperhatikan dosen Ketika menjelaskan isi teks bacaan artikel ilmiah.			
	Classification	Frequency	Percentage (%)
	Strongly Agree	24	27,9
	Agree	57	66,3
	Disagree	5	5,8
	Strongly Disagree	0	0
	Total	86	100,0

The data from the table above indicates that 24 students (27.9%) expressed a "strongly agree" stance, 57 students (66.3%) expressed "agree," 5 students (5.8%) indicated "disagree," and there were no students who stated "strongly disagree." An examination of the frequency table reveals that a larger portion of students, specifically 57, favored the "agree" option. Consequently, it can be deduced that some fifth-semester students in the English education study program actively engage with the lecturer's explanations when going through the content of scientific articles.

**Table 4.19 The Students' Responses Item Number 16**

ITEM 16.			
Saya mudah memahami pelajaran Bahasa Inggris utamanya materi reading.			
	Classification	Frequency	Percentage (%)
	Strongly Agree	8	9,3
	Agree	51	59,3
	Disagree	26	30,2
	Strongly Disagree	1	1,2

Total	86	100,0
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The data presented in the table above indicates that 8 students (9.3%) expressed "strongly agree," 51 students (59.3%) expressed "agree," 26 students (30.2%) expressed "disagree," and 1 student (1.2%) stated "strongly disagree." Upon analyzing the frequency table, it is evident that a larger number of students, specifically 51, favored the "agree" option. Therefore, it can be inferred that some fifth-semester students in the English education study program find it relatively easy to comprehend English lessons, particularly reading.

Table 4.20 The Students' Responses Item Number 20

ITEM 20.			
Dalam membaca dan memahami bacaan artikel ilmiah berbahasa inggris dibutuhkan konsentrasi khusus			
	Classification	Frequency	Percentage (%)
	Strongly Agree	41	47,7
	Agree	42	48,8
	Disagree	3	3,5
	Strongly Disagree	0	0
	Total	86	100,0

From the data provided in the table above, it's evident that 41 students (47.7%) strongly agreed, 42 students (48.8%) agreed, 3 students (3.5%) disagreed, and none of the students strongly disagreed. When examining the frequency table, it becomes apparent that a greater number of students, specifically 42 of them, chose the "agree" option. Consequently, it can be inferred that some fifth-semester students in the English education study program believe that focused attention is required for reading and comprehending scientific articles in English.

Based on the results of the questionnaire answers per item recapitulated from the results of the participants' answers above. After all the answers are summed up using SPSS and Excel, using the formula to find the average value, standard deviation, and categories of students' interest in reading scientific articles, the final result is in the form of a bar chart as follows:

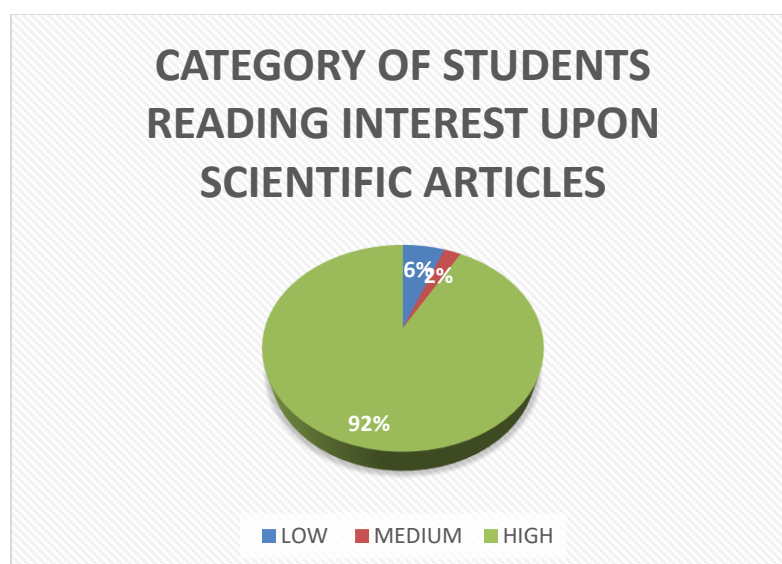


Chart 4.21 Percentage of students' reading interest upon scientific Articles

Table 4.22 The result of category of students' reading interest upon scientific articles

Category	Frecuency	Percentage
Low	5	6%
Medium	2	2%
High	79	92%

From the diagram and table about the level of interest in reading the students' articles above, it can be seen that the frequency of the low category is 5 (6%), the medium category is 2 (2%), and the high category is 79 (92%). This shows that the level of interest in reading scientific articles experienced by students in semester 5 of the English education study program is in the high category.

## 2. Factors that Influenced Students' Reading Interest Upon Scientific Articles

The interviews were initially conducted in Indonesian. Subsequently, the interview data was translated into English. Following this process, the researcher drew conclusions based on these findings. The results of the interviews revealed various factors affecting students' interest in reading scientific articles, categorizing these factors into two categories: internal and external factors, as elaborated in Chapter II. Internal factors originate from within the students themselves, while external factors arise from external sources. In this study, the researchers identified several factors influencing reading interest, which can be categorized into distinct aspects. Internal factors encompass emotions, attentiveness, and motivation, while external factors involve the lecturer's role, environment, and available resources.

### a) Felling

Do you enjoy reading scientific articles? Why?

01: To read scientific articles I am honestly lacking

02: Not very happy. The reason is because it is too monotonous, but by reading scientific articles I can get new knowledge and everything will be useful for me when doing assignments.

03: Not very, only in times of need or related to the course. Because reading scientific articles is not my favorite.

04: Passable. The reason depends on what topic is presented in the scientific paper article, and whether it is in accordance with what I am looking for / need.

It can be concluded that students answered that they were not very happy with the interest in reading scientific articles because it was too monotonous and considered not to be a favorite thing.

### b) Attention

How important do you think it is to read scientific articles? Explain!

01: How important it is depends on the context to whom it is addressed, if the target is a student who needs a scientific article on his assignment, then it will be very important, but if it is addressed to students who do not have an assignment or anything related to scientific articles may not be so important.

02: Not very happy. The reason is because by reading scientific articles I can get new knowledge and everything will be useful for me when doing assignments.

03: For college purposes, it is important.

04: It is especially important for students to help improve their knowledge.

All students answered that they were aware of the importance of reading scientific articles to support education in the future. However, some students who are not fond of reading scientific articles do not practice it in everyday circumstances and only to fulfill course assignments.

c) Motivation

What keeps you motivated in reading scientific articles?

01: Motivation may be having to do assignments alone, because I don't read scientific articles very often.

02: My motivation is so that I can complete my coursework well, and so that I can gain new knowledge.

03: If motivation, from external lecture environment, if from internal. Yourself.

04: to improve my knowledge and insight and as a reference for assignments

From the results above, the motivation that arises in students is only because of the assignment of courses so that it arises to read scientific articles, while some students are motivated outside because of the doronagn from lecturers, while motivation from within is from themselves and improving knowledge of reading scientific articles.

d) The Role of the Lecturer

Does the lecturer really play a role in your reading interest? Explain why!

01: Of course, the lecturer plays a role in my reading interest, because there are several lecturers who give assignments and that requires reading and understanding.

02: Of course. Because without a lecturer, it's impossible for me to require reading, I'm a bit lazy. But thanks to the encouragement from the assignments that have been given by the lecturer, I am excited to read. So from that the lecturer also played a very important role in my reading interest.

03: I don't think so, the lecturer usually recommends reading scientific articles related to the subject. But so far only a few lecturers. So, in my opinion it doesn't really play a role, because the intention also comes from oneself

04: Of course, the lecturer has a role, because the lecturer always gives assignments that require reading scientific articles. And also, for me interest in reading should start from myself first.

Almost all students interviewed answered that lecturers play an important role in reading students' scientific articles, but like the tasks given by lecturers, these tasks force students to read to be able to complete them. And there are also students who answer that play a more important role in the interest in reading scientific articles only appear in themselves first.

e) Environment

What are the factors that influence your reading interest in scientific articles?

01: Influencing factors, possibly interested in the article, if I'm not interested, I probably won't read it, then also the reasons why I should read the article, if I don't have assignments related to scientific articles, I won't read it because to be honest I don't really like reading.

02: The factor is due to the necessity of doing the assignment and also for personal gain.

03: From college factors, during lectures and as reference materials/materials/assistance later in making design proposals and theses.

04: the topic presented, the way of writing is easy to understand or not, and the mood.

From the results above, it can be concluded that the factors that influence students are external factors, namely the lecture environment in higher education during lectures as reference material and assistance in the task of making their design proposals which are very influential.

How often do you spend time reading scientific articles?

01: Not often, and it is possible to count fingers when I read the article, because yes lately I have not had any assignments related to scientific articles, maybe there are some I just read it if necessary.

02: If it's closer to the lecture dateline, I can spend up to 1 hour or more.

03: Not often, at least once a week. Or 2 times a month.

04: 4-6 minutes, not too often but usually for each task I usually use scientific articles that I find as references.

Based on the students' narratives above, all students answered not so often reading scientific articles and when reading scientific articles were usually to fulfill the tasks given.

In the 5<sup>th</sup> semester, what require a subject that you to read scientific articles?

Why do you think you need to do so?

01: There is one that allows having to read scientific articles, namely, Approaches to Language and Educational Research

02: Because we haven't seen what the courses are. I think all compulsory courses require reading scientific articles.

03: Approaches Language Education

04: for example I use as a reference when subject AFLER.

The results of students' answers to reading scientific articles appear in the approaches language and education research course and also in the AFLER course where they are required to find many journal references to support the course. Students answer scientific articles as an obligation and indispensable for all existing courses.

f) Facilities

Where do you usually find sources for reading scientific articles? Give your reason for choosing the place!

01: The easiest to find is on several websites on Google

02: Most often I find it from the internet, or some book that I find anywhere.

03: Google scholar

04: Goggle scholar and some other sources, random, according to what came up from the keywords I searched on google.

Almost all students answer to find scientific article sources from the internet and the Google Scholar website as the easiest access they use because of this access is very free to insight into more knowledge and easier to find scientific articles in the form of scientific journals.

In conclusion, in this study the researchers found several internal and external aspects that influence reading interest, including: aspects of feeling, attention, motivation, The role of lecturers, environment and facilities. The 6 factors are divided into the first two parts, namely internal factors that affect interest in reading from within the students themselves, namely feeling, attention, motivation and then coming from external factors, namely The role if The lecturer, environment, and facilities

## **CONCLUSION**

Drawing from the findings and discussions regarding the questionnaire analysis of students' interest in reading scientific articles, it can be concluded that most fifth-semester students in the English Education Study Program at IKIP PGRI Pontianak exhibit a notable level of interest in reading. While not universal, the study's results indicate that students' interest in reading scientific articles predominantly falls within the "High" category.

Furthermore, in terms of factors influencing this reading interest, the most prominent contributors include awareness, perception, motivation, and family environment. Additional factors comprise language, the library, available time, internet access, the learning system, and the environment. Notably, the most impactful factor on students' interest in reading scientific articles is an internal one: their personal motivation. Students' interest in reading scientific articles often originates from within themselves, as they are motivated to engage in this activity due to course assignments that require them to read scientific articles.

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