

AN ANALYSIS OF STUDENTS' READING
INTEREST TOWARDS SHORT STORIES OF
NIAS AT THE EIGHTH GRADE OF SMP
NEGERI 4 NAMOHALU ESIWA IN
2023/2024

By Ester Zebua

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UNDERGRADUATE THESIS



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INTRODUCTION

1.1 Background of the Problem

Reading is one of the most important skills that students must master when learning English. In today's globalized world, it has become increasingly essential for students to possess a strong grasp of the language, and reading plays a key role in helping them achieve this goal. With English now being utilized extensively in various fields, including technology, applications, and daily life, learners must keep up with the new vocabulary frequently introduced into the language, which they can do so by reading widely. Fatih (2020) explain that Reading is an essential skill for students to participate in classroom activities during the teaching and learning process. It also has numerous benefits for those who are looking to learn a foreign language, such as English, as it helps them improve their vocabulary, reading comprehension, and overall language proficiency. By reading extensively, students can also develop their critical thinking and analytical skills, which are essential for their academic and personal growth. Supported by Nazara (2022) Reading is indeed a process of extracting meaning and ideas from text. It enables readers to access a wealth of information from various sources, including newspapers, magazines, and brochures. Reading is a thought process that helps us to understand the content, gain knowledge, and expand our horizons in various fields like science, culture, and more. Through reading, we can discover facts, concepts, and principles that allow us to understand the world around us without the constraints of space and time. This makes reading an extremely important skill that anyone can develop and use to enhance their understanding and knowledge in various domains.

Based on opinion from expert above, it can be conclude that reading is a crucial skill that students should master to support their language abilities. It is a highly effective activity that helps them understand the content of a book or text, enabling them to gain knowledge, facts, concepts, and new inspiration. By reading various texts, they can broaden their understanding of different subjects, develop

critical thinking skills, and further their personal and academic growth. This makes reading an essential and worthwhile endeavor for all students who wish to succeed in their studies and beyond. In this modern era, teacher must have unique strategy to make students like and interest to reading. One of them is implement a short story.

Poejilestari (2019) explain that Short stories are an excellent tool for teaching English, as they provide an engaging and enjoyable way for students to develop their language skills. Teaching through short stories can create a more dynamic and interesting classroom atmosphere, which can help students to stay engaged and participate more actively in their learning process. Additionally, short stories can be used to develop various language skills, such as reading comprehension, critical thinking, writing, and speaking. As they are adaptable to different proficiency levels, they can be used to introduce and teach literary concepts and cultural aspects of the language as well. Overall, using short stories can be a highly effective and enjoyable way of teaching English to students of all levels. Short stories can indeed be used to teach critical thinking skills, as they typically contain complex themes and messages that can be analyzed, discussed, and debated in the classroom. To teach short stories effectively, teachers can use a range of activities that gradually introduce increasingly complex literary techniques, such as identifying plot elements, character development, setting, and tone. Teachers can also help students develop their critical thinking skills by reflecting on the deeper meaning of the text, determining the author's purpose and style, and analyzing the use of literary devices, such as metaphors, similes, and imagery. Incorporating academic vocabulary and using interactive activities such as group discussions, debates, and creative writing exercises can enhance students' understanding and engagement with the texts. By using these techniques, teachers can make short story lessons more meaningful, engaging, and effective for students of all levels.

Short stories are an excellent literary tool for capturing students' attention, as they are expected to be concise and to-the-point, unlike longer texts. When short stories are related to a student's culture, such as Nias, it can have a powerful impact on the

students, creating a sense of familiarity while introducing them to new vocabulary. Short stories also help students develop logical thinking skills, concentrate, and stimulate creativity while exposing them to stories from their own traditions. However, without capturing the interest of students, they may struggle to engage with the texts and see the value in reading. Ultimately, the primary purpose of reading is to obtain information, including reading short stories, which can be used as a tool to engage, educate and inspire students in their learning journey. Zulfan et al., (2023) described interest is a relationship between oneself and something external, where there is an attraction that comes from both the heart and the external world. It is not a trait that is innate but rather, something that develops through personal experiences and effort. Meanwhile, Viktor et al. (2019) explain that low interest in reading can be attributed to both internal and external factors. Internal factors include a lack of motivation or interest in reading, unappealing book covers, not utilizing free time for reading (awareness), and difficulty understanding the text (reading material). External factors, on the other hand, refer to the limited availability of books or other reading facilities. It is essential for educators to target both internal and external factors to cultivate reading interest in students effectively.

²² Minister of Education and Culture Regulation Number 23 of 2015 highlights the importance of recognizing and developing the diverse potential of every student and schools must facilitate this process optimally. One way to cultivate this is through promoting literacy, which is why the regulation emphasizes that students should spend 15 minutes before the teaching-learning process to read a book or text. This activity aims to develop the students' interest in reading and improve their reading skills, which can enhance their understanding and performance in other subjects. The regulation also underscores the crucial role of reading in a student's educational development and future success. Therefore, teaching reading activities must align with the education arrangements in Indonesia. The government's expectation is for students to develop their interest in, especially, reading skills is crucial and should be

fostered from an early age. Through this approach, students can fully explore their potential and gain the knowledge and skills needed for personal and academic growth

Reading is an essential skill that students must master in their English learning journey. It is vital for their academic success and personal growth. Based on observation by the researcher at SMP Negeri 4 Namohalu Esiwa, students seem to lack interest in reading, and the reading facilities, such as a library, are not adequately used by them. Moreover, students tend to spend their free time engaging in leisure activities, such as playing games or going to the canteen, instead of reading. This condition can prevent students from developing a strong grasp of the content or building their English pronunciation and reading skills. This can hinder their progress and may impede their ability to develop and master reading skills effectively. Therefore, it is vital for educators to motivate and encourage students to read by utilizing diverse teaching approaches that can pique their interest and make reading activities more exciting and engaging. By doing so, students can develop a passion and love for reading that can boost their English language proficiency and help them achieve their full potential.

Previous research, such as Utami et al. (2021), has identified various factors contributing to students' lack of interest and motivation in reading. Poor facilities and infrastructure in the school environment are seen as a factor that negatively affects students' motivation and interest to read, as well as unfavorable learning situations that hinder reading outside of academic fields. Meanwhile, outside of school, low purchasing power among Indonesian people can cause difficulties in accessing books or other reading materials. These barriers can deter students from developing an interest in reading and may negatively impact their language and literary skills' development. Therefore, it is vital for educators, policymakers, and other stakeholders to address these challenges by improving school facilities and infrastructure, promoting literacy programs, and creating avenues for students to access reading materials more easily, such as digital libraries and e-books. By doing

so, students' interest and motivation in reading can be restored, and their potential to succeed academically and professionally can be supported and achieved.

Poejilestari (2019) found that short stories could change the classroom atmosphere and improve students' reading skills. Additionally, Quadhi Muzirul (2021), Vera Maulidar (2018), and Bawawa et al. (2019) conducted research that concluded students' reading interest and motivation to read can be impacted by various factors both internal and external. Moreover, Novasyari and Fauziah (2023) emphasized that utilizing short stories in learning a foreign language can enhance learners' attention in not only reading skill but also other language skills such as listening, speaking, and writing. It can also teach literary works, cultural perspectives, and higher order thinking skills. Overall, analyzing students' reading interest is vital in developing strategies to promoting reading literacy. By considering factors that affect students' reading interests, educators and other stakeholders can implement engaging and effective teaching approaches to cultivate students' love of reading and help them improve their English language abilities.

Based on the above phenomena, previous studies and existing theories, researcher will conduct this research by using qualitative research. Additionally, Hulu (2023) mention that qualitative research is valuable research method that allows researchers to gain a deeper understanding of complex phenomena by exploring the subjective experiences, perceptions, and meanings of the participants involved. Researcher is interested in exploring eighth-grade reading interests, using qualitative research methods would be a great way to gather rich data and insights from the students themselves, as well as their teachers, parents, and other relevant individuals who interact with them regularly. By using methods such as interviews, focus groups, and observations, the researcher can gain a thorough understanding of the students' perspectives on reading, including their motivations, interests, preferences, and challenges. This information can be used to inform educational policy and practice, as well as to develop programs and materials that are better tailored to the needs and preferences of young readers. The researcher proposing the title **“An Analysis of Students’ Reading Interest Towards Short Stories of Nias at the Eighth Grade of SMP Negeri 4 Namohalu Esiwa in 2023/2024”**.

1.2 Focus of the Research

For this research, Researcher focuses to the:

1. Description on students' reading interest towards short stories of Nias
2. Factors that influence the students' interest in reading short stories of Nias

1.3 Formulation of the Problem

Based on the focuses of the research, the research question is respectively as follows:

1. How is the students' reading interest towards short stories of Nias?
2. What are the factors that influence the students interested in reading short stories of Nias?

1.4 Purpose of the Research

The purpose of this study is to analyze students reading interest towards short story of Nias, and to find out the factor that influence students interesting in reading short stories of Nias at the eighth grade of SMP Negeri 4 Namohalu Esiwa in 2023/2024.

1.5 Significance of the Research

The significance of the research are:

1. Theoretically

Qualitative research study on eighth-grade reading interests has great potential to contribute to the field of English language teaching. By identifying students' subjective experiences, perceptions, and meanings related to reading, the study can help extend and enrich the existing English reading materials that are currently being used in teaching English language learners of this age group. The data and insights gathered from the study can provide valuable references for

designing more effective and engaging reading materials, as well as for promoting a love for reading among students. Teachers and curriculum developers can use the findings of the study to better understand their students' interests and needs, and to develop teaching strategies and materials that are more responsive to those needs. Ultimately, the study has the potential to lead to improved learning outcomes and increased student engagement in English language education.

2. Practically

- a. For researcher. The researcher conducting the study on eighth-grade reading interests should possess the necessary knowledge and experience to analyze the students' reading interests and the factors that influence those interests. The researcher should have a solid background in ⁶ the field of English language teaching and be familiar with the current trends and best practices in teaching reading skills to young learners. Additionally, the researcher should have expertise ²⁷ in qualitative research methods, including conducting interviews and focus groups, observing and analyzing data, and identifying themes and patterns in the data. Having this expertise will enable the researcher to gather rich and valuable data on the students' reading interests and to identify the factors that promote or inhibit their engagement with reading. This, in turn, will help the researcher to make informed recommendations for improving English language education and developing more effective reading materials for young learners.
- b. For students. Reading interests is expected to have a positive impact on the students themselves. By using qualitative research methods to explore the students' subjective experiences and perspectives on reading, the study can help build their motivation and interest in reading. When students feel that their reading preferences and interests are valued and taken into account, they are more likely to engage with reading and to develop a love for it. Additionally, the study may help students to better understand their own reading preferences and needs, and to identify strategies for overcoming the

challenges they face in reading. By contributing to the development of more effective, engaging, and relevant reading materials and teaching strategies, the study can ultimately help students to become more confident, skilled, and enthusiastic English language learners.

- c. For teacher. The study on eighth-grade reading interests can greatly benefit teachers by increasing their knowledge and ability to find the most appropriate teaching materials and strategies to improve students' interest in reading. By identifying the factors that influence students' reading interests and preferences, the study can help teachers to select texts that are more engaging and relevant to their students' needs and interests. It can also help teachers to develop more effective teaching strategies that promote active engagement with reading, such as guided reading, peer discussion, and book clubs. Additionally, by increasing teachers' awareness of their students' individual needs and preferences, the study can help them to tailor their instructional approaches to better meet those needs and to better support them in developing their reading skills. Overall, the knowledge gained from the study can help teachers to become more reflective, responsive, and effective practitioners, and can ultimately lead to improved reading outcomes for their students.
- d. For other researcher, The study can help to inform and inspire future research on topics related to reading, including the development of new teaching strategies and materials, the use of technology for promoting reading engagement, and the impact of cultural factors on reading attitudes and practices. The findings of the study can be used to help researchers design more effective research studies, develop more nuanced research questions, and identify more promising avenues of inquiry in the field of reading research. In this way, the study can help to advance our understanding of the complex process of reading and to contribute to the ongoing development of the field of English language teaching and research.

CHAPTER III

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LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Students Reading Interest

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A. Definition of Students Reading Interest

Reading plays an important role in enhancing students' success both in school and outside of it. Reading interest is the extent to which an individual feels excited, engaged, and delighted to read written materials and to find new information. It is an expression of a person's desire and passion to learn and to explore the world through written materials. The more an individual is interested in reading, the more they are likely to become active and engaged in their learning. It is developed through reading activities and experiences and it is crucial for building strong foundational knowledge, critical thinking skills, and long life of learning. Perspective by Dewi et al.(2020) and also Aprilia (2020) reading interest can be described as the love and willingness to read due to a high tendency. It is influenced by both internal and external factors such as attention, willingness, encouragement, enjoyment, and motivation. Availability and variety of reading materials also play an important role in developing reading interest. Moreover, the individual's background knowledge and prior interest in the subject matter also influence their level of interest in reading. By understanding these factors, it is possible to create an environment that fosters a love of reading and encourages individuals to engage actively in reading activities.

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Reading interest is essential for academic success, and it can be a reliable predictor of student learning success. It is crucial to foster students' interest in reading as it can help better to comprehend the reading context and quickly respond the questions related to the text. Taulabi's perspective, as mentioned in Putri Anas (2022), that there are two ways to identify a person's reading interest. The first approach is to observe if a person is interested in reading activities in general. Those who have a desire and an inclination towards reading will be more devoted to reading when they are faced with books. The second approach is to determine a person's interests based

on the content or object they are reading. Stimulus material can significantly affect a person's interest in reading, and it is essential to choose reading materials that align with their interests to increase their engagement.

In terms of reading and interest, it may be concluded that Interest in reading can be seen as the desire to interpret written or text meaningfully, and a tendency to pay attention to the written text. When a person finds pleasure in reading and chooses to engage in reading activities without external pressure, it indicates an internal motivation and interest in reading. This internal motivation can also lead to an increased willingness to invest time and effort in reading activities, which can help improve one's reading skills and comprehension abilities. It is essential to cultivate a love of reading and foster internal motivation to encourage students to become active readers who can interpret text meaningfully and effectively.

B. Factors Influence Students' Reading Interest

Based on research data from Statistics and UNESCO (2003), reading interest in Indonesia is only 0.001%, which indicates a significant lack of interest in reading among the population. The preference for watching television over reading newspapers is also supported by the data from Statistics Indonesia. To increase reading interest in Indonesia, it is essential to know the factors that influence students' reading interest. Some of the factors that can influence reading interest include:

1. Reading material availability: The availability of various reading materials such as books, magazines, and newspapers can influence a person's interest in reading.
2. Prior knowledge and interest: A person's prior knowledge and interest in the subject matter can positively impact their level of interest in reading.
3. Learning environment and Social influences. An environment that fosters a love of reading and encourages active participation in reading activities can contribute to increased reading interest. Social influence is Positive feedback

and encouragement from family members, friends, or teachers can motivate a person to engage in reading activities.

4. Genre preference. Genre preference is an important factor that can influence reading interest, and educators can help students discover their favorite genres by discussing the different genres available in the classroom library. Personal interests also play a role, and students tend to be more interested in reading materials that are related to their own background knowledge and experiences.
5. Author reputation can also be a significant factor in attracting students to read a particular book, as a good reputation can create positive expectations based on previous experiences or recommendations from others.
6. Gender can also play a role, with girls generally showing a higher interest in reading than boys.
7. Cover design is another factor that can catch a reader's attention and create interest, with good design elements like relevance, simplicity, typography, symbolism, and use of color all contributing to attracting readers.
8. And the last, student's cultural background may also influence their reading interests and preferences.

Overall, it is essential to understand the various factors that contribute to reading interest and take them into consideration when encouraging students to read.

Putri (2023) also explain some indicator of students reading interest namely; Needs of reading (Students have a desire to own the book), action to search reading matter (Search book or borrow from school library, exchanging short story of nias book with friend or another people), reading amusement (amusement and enthusiasm in reading everywhere), interest in reading (students have interest and want to read), desire to reading (reading book based on own desire without compulsion, and in spare time), and follow up (re-telling, keep a notes, asking questions and concluded content and meaning book that has been read).

2.1.2 Short Story of Nias

A. Definition of Short Story

Based on MacMillan and Lazar in Effendi (2022) it can be concluded that a short story is a piece of literature that is brief and told using narration, combining the monologue and dialogue forms. It is a work of fiction that comes from the imagination rather than being strictly based on historical facts. The short story is a form of literature that is designed to be read and understood quickly, without requiring a lot of time to comprehend the text. Short stories are interesting and can be used as material when studying a language. They provide an excellent opportunity for language learners to practice their reading skills and comprehension abilities. Short stories are often used in language classes to improve reading, writing, and critical thinking skills, as well as to increase vocabulary and provide cultural context. Supporting by Nazara (2019) the significance of short stories is form of storytelling. They allow authors to express their life experiences and imagination through various literary devices, making them a diverse and ever-evolving art form. Short stories are interesting and engaging to read for people of all ages, as they can entertain and provide mental stimulation. Additionally, they can be a great resource for improving learners' vocabulary and language skills. Short stories are effective in helping English learners practice all four language skills: reading, writing, listening, and speaking.

B). Elements of Short Story

1. Plot. Plot is the sequence of events in a story, arranged to achieve a particular impact. It is often arranged in order time and involves a cause-and-effect relationship between the events.
2. Setting. Setting is the time and place which a story takes place. It creates a backdrop for the story, providing context and influencing the behavior of characters.
3. Character. Characters are persons who have been created by the author and are crucial to the story. Major and minor characters can be distinguished, and they can have various roles in the plot. The

protagonist and antagonist are the most important characters in a story. Supporting characters, including the confidant, confidante, foil, stereotypical character, and piece of furniture character, can also contribute to the plot. The author may draw upon real-life or imagined people to create the characters.

4. **Point of view and tone.** Point of View refers to the perspective from which the story is told, and it can have a significant impact on the reader's experience. The two main points of view in literature are first person and third person. In first person point of view, the narrator is a character within the story and uses the pronouns "I" and "we". In third person point of view, the narrator is outside of the story and uses the pronouns "he", "she" and "they". Within third person point of view, there also limited and omniscient perspectives. In limited omniscient point of view, the author reveals the thoughts and feeling of one character, while in the omniscient point of view, the author knows and reveals all the thoughts and feelings of every character in the story.

In addition to point of view, tone is another important element of short stories. Tone refers to the attitude of the author towards the subject matter of the story, which can be conveyed through the language, style, and mood of the narrative. The tone can be happy, sad, suspenseful, or even frightening, and it plays a significant role in how readers experience the story. Understanding the different elements of point of view and tone can help readers gain a deeper appreciation of the author's intentions and the overall meaning of the story.

5. **Theme.** Theme is the broader observation or insight about human nature or the human condition that the author conveys through the characters, plot, and imagery. It can be a universal message that resonates with readers on a deeper level. The theme of a story gives the reader a sense of the author's perspective and what they are trying to convey. While a story does not have a clearly stated theme, it can be recognized through

the symbols, characters, events, and other literary devices used in the story. It can also be inferred from the message or moral that the reader takes away from the story. Understanding the theme of a story is important because it can help readers connect with the characters and events, as well as gain valuable insights into human experiences and emotions.

C. Types of Short Story

Ryandi in Sembiring (2022) differentiated short story into ancient tales, humor, satire, tragic, fantasy, and history. Ancient tales are interesting narratives that offer valuable insights into the beliefs, cultures, and histories of past civilizations. Ancient often contain valuable lessons and mythology. Humor stories are those with perceptual qualities that can make us feel happy and amused. Satire connects people across different cultures and backgrounds by using elements of sarcasm, irony or parody to comment on social or political issues. Tragic stories often explore the struggles of individuals or groups and can evoke strong emotions in readers. Fantasy stories, on the other hand, often combine elements of old tales or tradition with supernatural details, creating a world that allows readers to escape into a vivid and imaginative adventure. Each genre has its own unique elements that can create different experiences and emotional reactions for readers, making them valuable sources of entertainment, reflection, and education.

Based on explanation above, type of Nias short stories to analyze in this research is ancient tales. Ancient tales refers to the stories that have been passed down through generations, often originating from various cultures and civilization. These tales can be categorized as myth, legends, fairy tales, and folktales. Researcher using book Nias folktales by Zebua et al. (2023) which can be a great resource to explore the ancient tales of Nias and gain insights into the beliefs and cultural traditions of Nias people. The book can provide a glimpse into the oral tradition of storytelling in the Nias culture and help uncover the morals or lessons that are embedded in the tales. Analyzing these ancient tales can help readers better

appreciate the art of storytelling, understand cultural perspectives, and gain insights into moral values and philosophical beliefs that have endured through the ages.

D). Advantages of Short Story

Sagita et al (2020) stated that the advantages of short story in the classroom as follows:

1. Short stories can enhance students' reading comprehension. The shorter length allows readers to read the entire story in one sitting, which helps develop their abilities to understand and analyze the text. Short story gives the learners a better view of their own culture and habitual.
2. Short story can improve students' vocabulary by exposing them to new words and phrases within the context of the story.
3. Short stories can be more entertaining for students and help develop their critical thinking skills by analyzing the characters, plot, and themes of the story.
4. Using short stories in teaching procedures can have positive outcomes, motivate students, and make the teaching more interesting.
5. The variety of themes present in short stories will offer different things to many individuals' interests and tastes, making it a versatile tool for teaching.
6. Short stories can give learners a better view of their own culture and people, as well as expose them to new cultural perspectives

Overall, ³⁹ the use of short stories in the classroom can offer numerous advantages for both teachers and students, helping to improve reading comprehension, vocabulary, critical thinking skills, motivation, and cultural awareness

Supported by Sagita opinion about advantages of short story, Poejilestari (2019) explain that the effectiveness ⁶ of short stories as a tool for teaching English. ⁶ Using short stories in teaching English can provide an alternative approach that can help students to develop various language skills. Short stories can be engaging and

interesting, which can enhance students' motivation to learn English. They can also help students to improve their reading comprehension and critical thinking abilities by analyzing the characters, themes, and plot of the story. In addition, short stories can be used to develop other language skills, such as vocabulary, grammar, and speaking skills, by allowing students to practice and apply what they have learned in context. They can also be used to provide cultural context and expose students to different cultural perspectives. Overall, short stories are an effective and versatile tool for teaching English that can help students to develop various language skills, improve their motivation for learning, and engage in critical thinking and analysis.

Short stories are indeed more interesting and engaging than traditional course materials, which can help stimulate students' curiosity and motivation to learn. They can help to create a more positive and enjoyable learning environment in the classroom. Furthermore, using authentic materials, such as short stories, can provide more relevant and meaningful contexts for learning, which can help to increase students' understanding and retention of new vocabulary and language structures. Additionally, encouraging students to vocalize their opinions and engage in discussions about the short stories can help to develop their critical thinking skills and promote deeper engagement with the subject matter. Overall, short stories can be effective tools to increase students' interest in the subject matter, develop their vocabulary, and encourage critical thinking.

2.2 Conceptual Framework

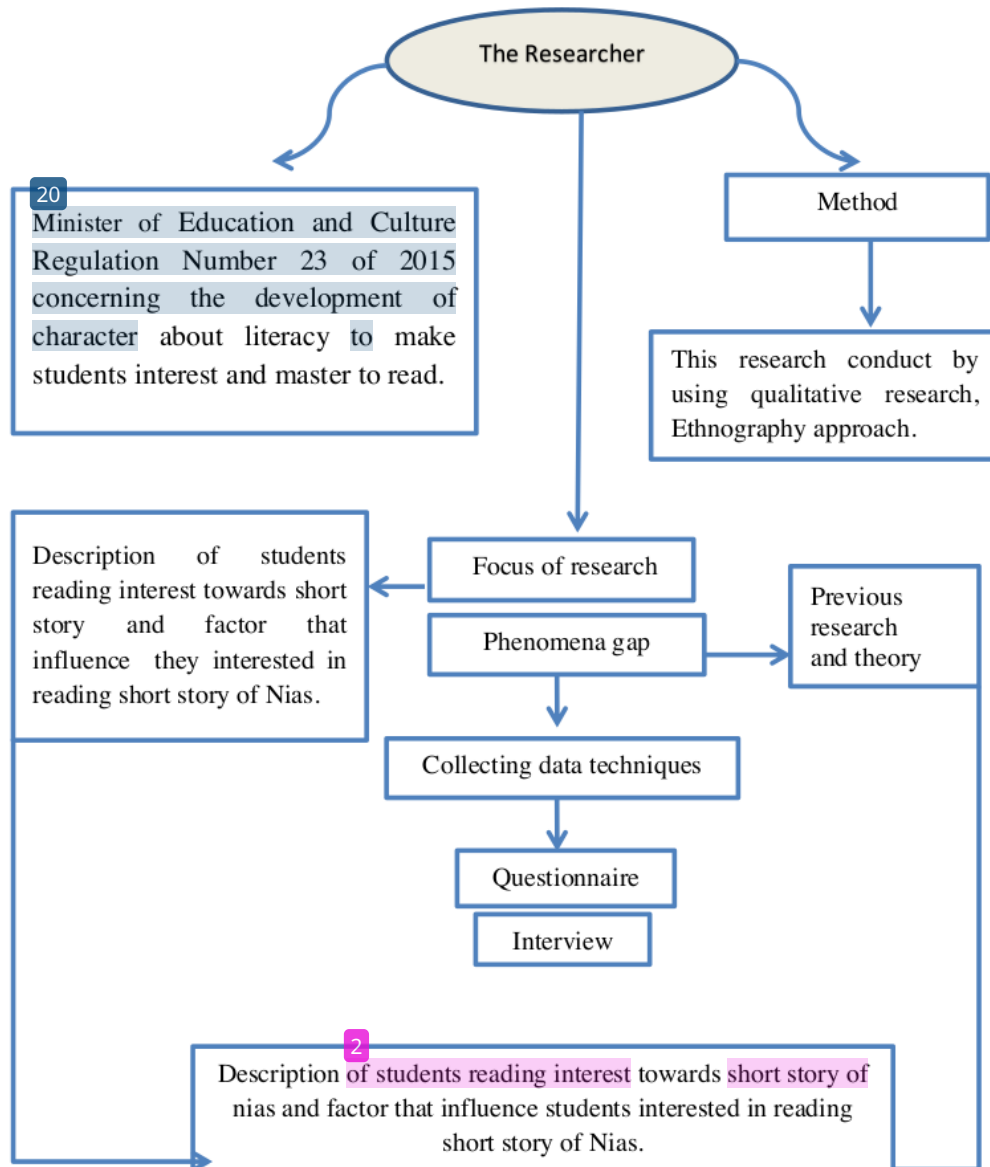
The conceptual framework provides a guide for researchers by outlining the key concepts, variables, and relationships that will be investigated in the study. It helps the researcher to focus their attention on the most relevant and important aspects of the research question and to ensure that the data gathered will be valuable and informative.

This research motivated by the gap between the government's expectation that students will be interested and engaged in reading, and the reality that many students struggle to develop a love for reading in English language learning. While the

government has put in place policies and regulations aimed at promoting literacy and reading engagement in school, many students still find reading to be challenging or uninteresting. This creates a gap between what is expected and what is actually happening in the classroom.

Students in today's society often show low interest in reading and instead prefer spending their leisure time watching television or using their gadgets like mobile phones. This has led to a decline in reading proficiency among young learners and highlights the need for research to explore effective ways of promoting reading engagement in English language learning. The qualitative research study on eighth-grade reading interests is an important step towards better understanding the factors that influence students' reading interests and preferences and how those interests might be supported and enhanced. By focusing on short stories from Nias, the study can explore how cultural factors influence reading attitudes and practices among young learners. Additionally, the study can help address the concern about unfamiliar vocabulary by exploring strategies that can help students develop their word recognition skills and improve their confidence in reading. By using qualitative research methods, the study can provide rich and detailed accounts of students' experiences with reading and offer insights into effective teaching practices that can be used to foster reading engagement and proficiency in English language learning. Overall, the study has ³⁷ the potential to contribute to the ongoing development of effective teaching strategies and materials that can help more students develop a love for reading and become proficient readers.

²⁴ Furthermore, the researcher will analyze the data suggested by Miles & Huberman's theory, namely data collection, data reduction, data display, and conclusion drawing. Furthermore, the conceptual framework about is this research described in the schematic as follow:



RESEARCH METHOD**3.1 Approach and Type of the Research**

The use of qualitative research with an ethnography approach can be a valuable method for conducting the study on eighth-grade reading interests. Ethnography is a qualitative research method that is often used to study human behavior and culture in natural settings through observation and participation. By using this approach, the researcher can gain a rich and contextual understanding of the cultural and social factors that influence students' reading interests and practices. Additionally, definition of qualitative research as presented by Sugiyono (2019) and Laoli et al. (2023), which emphasizes the importance of naturalistic research methodologies and the use of descriptive text to present and communicate research findings. The descriptive approach of qualitative research can help to provide a more nuanced and detailed understanding of the complex phenomena being studied, and can offer valuable insights into the subjective experiences and perspectives of the participants involved. By combining the use of qualitative research with an ethnography approach, the researcher can gain a deep and nuanced understanding of the cultural and social factors that influence students' reading interests and practices, and develop recommendations for promoting reading engagement that are informed by this understanding. The use of ethnography can also help the researcher to identify potential areas for future research and offer valuable insights into the broader field of English language teaching and learning.

The researcher completely agree with the definitions of ethnography as presented by Andhikari (2023) and Creswell (2018), which emphasizes the importance of understanding cultural and social customs through observing and interacting with the target group in their daily lives. Within educational research, ethnography can be a valuable qualitative research approach for exploring the complex cultural and social dynamics of schools, classrooms, and other educational contexts. Throughout the ethnographic research process, the researcher must immerse

themselves in the environment they are studying, participating in the social and cultural practices of the target group and observing their behaviors, attitudes, and actions. This approach can help the researcher to gain a deep and nuanced understanding of the complexity of social structures and practices within the group, and to identify the factors that influence their behaviors and attitudes. The ethnographic approach can be a valuable means of exploring the cultural and social factors that affect students' reading interests and practices, such as the influence of peer groups and family culture. By using this approach, the researcher can gain insights into the subjective experiences and perspectives of the students themselves, as well as their teachers, parents, and other relevant individuals who interact with them regularly. This information can be used to inform educational policy and practice and to develop programs and materials that are better tailored to the needs and preferences of young readers

Based on opinion from some expert above, the conclusion is qualitative research methods, such as ethnography, are particularly well-suited to exploring subjective experiences and perspectives, and to gaining a deep and nuanced understanding of social and cultural dynamics within a specific context. Through the use of qualitative research methods, the researcher can collect rich and detailed data on the students' reading interests and practices, including their motivations, preferences, and challenges. By presenting the data in descriptive and explanatory forms through language, the researcher can help to clarify the complex factors that influence the students' reading attitudes and behaviors, and to identify strategies for promoting engagement and proficiency in English language learning.

3.2 Variables of the Research

Research variable as stated by Ulfa (2021), which highlights the idea that variables are everything that can be measured, controlled, or changed by a researcher in the process of conducting research. Variables can take many forms, including quantitative data such as numerical values and measurements, as well as qualitative data such as descriptive text and observations. Puspitasari (2020) argue that variables

are an essential component of research as they are the subject of the examination and are observed during the research process. The variables that are being studied can be referred to as the independent variables, which are manipulated or changed by the researcher, or the dependent variables, which are the outcomes or behaviors that are affected by the independent variable.

There are two variable in this research, namely independent variable and dependent variable. According to Sahir (2022.p.16-17) independent variable or called “endogenous” is variable that do not depend on others. While dependent is variables influenced by independent. It is means, one variable affected with other variable. So in this research independent variable is students reading interest and dependent variable is short story of nias.

Understanding the relationship between independent and dependent variables is a crucial aspect of conducting rigorous and systematic research, and can help to ensure that the findings of the study are accurate, reliable, and meaningful in the context of English language teaching and learning. By carefully controlling and measuring these variables, the researcher can gain a more thorough and nuanced understanding of the complex factors that influence students' reading interests and practices, and identify effective strategies for promoting reading engagement and proficiency among young learners.

3.3 Setting and Schedule of the Research

This Research conducted at SMP Negeri 4 Namohalu Esiwa located in Sisarahili Village, Namohalu Esiwa District, Nias Utara regency, Sumatera Utara. There are 15 teachers in this school, and one of them is English teachers. This school consist of 7 classes, which 2 classes are eighth grade, and total number of the students in this school is 194 students. Researcher conducts research in eight grade or class A that consist of 33 students as informant or respondent. This study will be take on June 2024. The time allocation referred to the educational calendar of SMP Negeri 4 Namohalu Esiwa.

3.4 Source of Data

To analyze data, the researcher do it in two steps, as follows: analyzing primary data and secondary data. Nur et., all in Tambunan (2022) primary data get directly when researcher do preliminary research or get directly in the field. While secondary data is result of research getting indirectly like theory to support the data Tambunan (2022). in this research, the way to get primary data is through interview. Researcher also use secondary data from previous research theories as preliminary data that can explain about student reading interest. Then, students grade eighth class A of SMP Negeri 4 Namohalu Esiwa as respondent and informants because result of this research based on information and data from them.

Researcher get information from students through questionnaire to know students reading interest towards short stories of Nias. And then researcher Interview students to know factor that influence students interesting in reading short story of Nias. Researcher also use documentation in form of picture and field notes as supporting the data.

3.5 Instrument of the Research

Instrument is a tool using by researcher during or when conduct the research. Supported by Sugiyono (2018) Instrument of the Research is device or tools to gathering, to collect the information or data from respondent through asking, taking, hearing, and collect. In this research, the researcher using book short story of Nias by Zebua et all., questionnaire sheets to collect data deeply related to students reading interest towards short story of Nias, interview sheets for students contains list of questions related to the factor that influence the **students interest in reading short story of Nias.**

3.6 Data Collecting Technique

Data collection is a technique to gather all of the information related to the research. Sukmawati et all., (2023) opinion, data collection is the strategy use by

investigator with use one or more techniques depend on the the data was collect is valid and can be trusted because the data can decided and influenced. Supported by Sugiyono in Kartikasari (2023) data collection is the first step to collecting the data because the purpose of research is get data. So researcher is the important key if the getting clearly data, research can be is standard. Bawawa (2019) explain technique to collect the data namely: through questionnaire and interview techniques. To collecting data in this research, researcher using questionnaire and interview. Both instrument to collect data from students as respondent or informant , and distribution directly to students to know their reading interest. The questionnaire guidelines based on Burs and Lowe in Putri (2023). The researcher give 15 minutes to fill the questionnaire and then continue to interview students adopted from Maulidar (2018).

3.6.1 Questionnaire

Taherdoost (2022) explained that questionnaire is important tools to collect the relevant data based on the study and contain several questions related to the researcher need to the research. To collect the data of this research, questionnaire contains question related to the students reading interest towards short story. The researcher using structured questionnaire (using sequence questions) or called close-ended questions where every questions the researcher already give option so respondent only choose one or checklist one option based on their feeling, condition or situation. This questionnaire adopted based on Burs and Lowe in Putri (2023) this questionnaire created suitable with reading indicator and based on needs of this research.

Table 3.1 Indicator or questionnaire guide of reading interest

No.	Indicator of reading interest	Table of description	Number item	
			Positive	Negative
1.	Needs of reading	Have a desire to own the book. Need short story of nias book as reading matter.	1,2	3,4

2.	Action to search reading matter	Search short story of nias book or borrow from school library. Exchanging short story of nias book with friend or another people.	5,6	7,8
3.	Reading amusement	Amusement and enthusiasm in reading short story of nias . Reading short story of nias everywhere.	9,10,11	12, 13
4.	Interest in reading	Students interested in short story of nias book and want to read.	14,15	16,17
5.	Desire to reading	Reading short story of nias book based on own desire without compulsion. Reading short story of nias book in spare time	18,19,20	21, 22
6.	Follow up	Re-telling a short story of nias book that's has been read. Keep a notes about short story of nias book that's has been read. Asking questions related to the short story of nias books that	23,24,25 ,26	27,28,29, 30

		has been read.		
		Concluded content and meaning of short story of nias book that has been read.		

Table 3.2 questionnaire sheets (student reading interest towards short story of Nias)

Students Identity

Name :

Class :

Gender : Male/Female

Direction :

1. On this questionnaire sheet there are questions. Carefully consider each statement with your experience. Give an answer that really matches with your choice.
2. Consider each selected statement honestly. Your answer should not be influenced by other people's answers.
3. Put a tick (✓) on one of the answers that you think is appropriate to your actual situation.

Description of Answer Choices :

4= Always

3= Often

2= Sometimes

1= Never

No.	Statement	Questions score			
		4 (A)	3 (O)	2 (S)	1 (N)
1.	I reading short stories of Nias				
2.	I reading short story of nias to develop my knowledge related to my own culture.				

3.	I reading short story of nias just to finish my assignment .				
4.	I don't like reading short story of nias				
5.	I visit school library to reading and borrow short story as reading matter.				
6	I often exchanges short story of nias to read.				
7	I only visited to the library when my teacher asking.				
8	I'd rather exchanges toys than reading short story of nias.				
9	I'm happy and enthusiasim when reading short story of nias.				
10	I'm not susceptible to peer pressure when I am reading short story of nias.				
11	I reading short story of nias everywhere.				
12	Reading short story of nias make me sleepy.				
13	Reading short story of nias it's boring and wasting time.				
14	I'd rather be bought a short story books than toys.				
15	I more interested reading short story of nias than playing.				
16	I more interested watching television than reading short story of nias				
17	I more interested get some snacks than reading short story of nias				
18	I always taking for a few minutes to reading short story of nias .				
19	I always using my interlude to reading short story of nias				
20	I reading short story of nias without compulsion from other.				
21	I reading short story when teacher or other asking.				
22	I using my free time to playing game				
23	I can re-telling short story that's has been read to my teacher, friends or family.				
24	I keep notes about short story that's has been read				
25	I pose questions related to the short story of nias that's has been read to my teacher, friends or my				

	family.				
26	I can concluded short story that's has been read.				
27	I can't re-telling about short story of nias that has been read.				
28	I don't need to keep notes about short story that has been read.				
29	I don't need to asking questions related to the short story of nias that's has been read to my teacher, friends and family.				
30	I faced difficulty to concluded the short story of nias that's has been read.				

To know the percentage of students reading interest towards short story of nias, the researcher adopted Sudijono (2018, p 43) as follow:

$$P = \frac{F}{N} \times 100\%$$

P = percentage

F = Frequency

N= Number of respondent

Based on Purwanto (2006.p.103) in Putri (2023) the guidelines to create or to measure questionnaire above as follow:

Table 3.3 the categorize of score

Scores	Categories
86-100 %	Very high
76-85 %	High
60-75 %	Medium
55-59 %	Low
0-54%	Very low

3.6.2 Interview

Interview is the activity between two or more people when one person asks questions (interviewer) and the other person give answer or respond those question (interviewee). Sugiyono (2018) Interview is interaction between research and respondent to collect the data information related to the need of research.

Students as informant in this research. Researcher interview students to know their factor that influence they interested in reading short stories of nias.

Based on previous research has taken by Maulidar (2018) as guidelines to conduct this interview.

Table 3.4 interview students sheet

No.	Questions
1.	Are you interested to reading short stories of Nias? Why you interested (why you not interested) to reading short stories of Nias?
2.	What the meaning of book for you especially short stories of Nias?
3.	What do you think/ look for short stories that you enjoy/ has been read?
4.	Do you find difficulty during reading short stories of Nias?
5.	What the factor influence interesting or not interesting to reading short stories? Awareness, motivation, environment, language, and internet.
6.	Give your opinion as solution to make you better and like to reading in the future

3.7 Data Analysis Technique

To analyze this data, the researcher uses Sugiyono Theories:

3.7.1 Data reduction.

According to Sugiyono, data reduction is the process of condensing or selecting important information from collected data, which then makes it easier for the researcher to analyze it.

3.7.2 Data display.

Display data is very important it can be brief description, mapping, flowchart and so on. This step make researcher to arranged the next planning.

3.7.3 Verification/ conclusion drawing.

This is the last steps to analyze qualitative data. The result it can be form of description, and more clear and clarity as the result of the research.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Students' Reading Interest Towards Short Stories of Nias

⁵ To find out the situation of students' reading interest towards short stories of Nias, researchers have conducted research by distributing questionnaires to class 8, there were 33 students as respondents. The following were the findings from the research :

4.1.1 Results of questionnaire

Researcher have distributed questionnaires to students by 6 indicators of reading short stories, namely: needs of reading, action to search reading matter, reading amusement, interest in reading, desire to reading and follow-up (from what has been read). The questionnaire contains 30 questions and each statement has an alternative answer and score has been assigned using Likert scale.

Table 4.1 Recapitulation of students reading interest towards short stories of Nias

No.	Statement	Score	Categories
1.	I reading short story of Nias without compulsion from other.	86 %	High
2.	I'm happy and enthusiasm when reading short story of nias.	83 %	High
3.	I pose questions related to the short story of nias that's has been read to my teacher, friends or my family.	82 %	High
4.	I reading short story of nias to develop my knowledge related to my own culture.	80 %	High
5.	I more interested reading short story of nias than playing.	80 %	High
6.	I reading short stories of Nias	78 %	High
7.	I'd rather be bought a short story books than toys	78 %	High
8.	I can re-telling short story that's has been read to my teacher, friends or family.	77 %	High

9.	I always taking for a few minutes to reading short story of nias .	76 %	High
10.	I keep notes about short story that's has been read	76 %	High
11.	I can concluded short story that's has been read.	76 %	High
12.	I often exchanges short story of nias to read.	74 %	Medium
13.	I always using my interlude to reading short story of nias	69 %	Medium
14.	I visit school library to reading and borrow short story as reading matter.	68 %	Medium
15.	I reading short story of nias everywhere.	63,6 %	Medium
16.	I'm not susceptible to peer pressure when I am reading short story of nias.	62 %	Medium
17.	I only visited to the library when my teacher asking	55 %	Low
18.	I faced difficulty to concluded the short story of nias that's has been read.	55 %	Low
19.	I reading short story when teacher or other asking.	50 %	Very low
20.	I reading short story of Nias just to finish my assignment.	48 %	Very low
21.	I more interested watching television than reading short story of Nias	45 %	Very low
22.	I more interested get some snacks than reading short story of Nias	44 %	Very low
23.	I'd rather exchanges toys than reading short story of Nias.	43 %	Very low
24.	I don't need to asking questions related to the short story of Nias that's has been read to my teacher, friends and family.	41 %	Very low
25.	I can't re-telling about short story of Nias that has been read.	39 %	Very low
26.	I using my free time to playing game	39 %	Very low
27.	I don't need to keep notes about short story of Nias that has been read.	36 %	Very low
28.	Reading short story of Nias it's boring and wasting time.	34 %	Very low
29.	Reading short story of Nias make me sleepy	33 %	Very low

30.	I don't like reading short story of Nias.	30 %	Very low
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Based on the result recapitulation of questionnaire above, it can be known that the average of students reading interest towards short stories of Nias is 60 % in the Medium category. to calculate score of avarege, researcher using formula:

$$X = F/N$$

X: Average

F: Frequency

N: Number of Data (amount of data)

Based on data result above, for further results, researcher will explain scores for each of the 6 indicators of interest in reading short stories about Nias, as follows:

1. Needs of reading

Table 4.2 percentage of the indicator (Needs of Reading)

No	Statement	Score				Percen-tage
		4 Always	3 Often	2 Sometimes	1 Never	
1.	I reading short stories of Nias	17	8	3	5	78 %
2.	I reading short story of nias to develop my knowledge related to my own culture.	16	10	5	2	80 %
3.	I reading short story of nias just to finish my assignment .	1	5	17	10	48 %
4.	I don't like reading short story of nias		1	5	27	30 %

In this indicator, there are 4 statements, where numbers 1 and 2 are positive statements, while 3 and 4 are negative statements to express students' desire to have short story books and the need for short story books as reading material. The positive statement number 1 stated that "I read short stories of Nias" got a percentage of 78% in the "high" category, this means that almost all grade 8 students had read the short stories of Nias which had been distributed previously. In positive statement number 2 which states that "I read short stories of Nias to develop my knowledge related to my own culture" the percentage reached 80% with the "high" category by means that

students often read short stories about Nias to increase their insight and knowledge and obtain important information related to their own culture.

In the negative statement in number 3 which states that "I read the short story of Nias just to finish my assignment" the percentage is 48% in the very "low" category because students read the short story about Nias not only to do the assignment but outside from school activities. In statement number 4 which states that "I don't like reading short stories of Nias" the percentage is 30% in the very low category, this means that most students are interested in reading and are not lazy to read short stories about Nias.

Based on the table result of research, it can be conclude the average of positive statement is 79% it shows that the need for short stories of Nias as reading material is in the high category. This means that students have the desire to have and need short stories books as reading material or source to reading.

2. Action to search reading matter

Table 4.3 percentage of the indicator (Action to search reading matter)

No	Statement	Questions score				Percentage
		4 Always	3 Often	2 Sometimes	1 Never	
1.	I visit school library to reading and borrow short story as reading matter.	2	22	7	2	68 %
2.	I often exchanges short story of nias to read.	8	18	5	2	74 %
3.	I only visited to the library when my teacher asking.	5	4	17	7	55 %
4.	I'd rather exchanges toys than reading short story of nias.	2	5	8	18	43 %

In this indicator, consists of 4 statements. Where there are 2 positive statements and 2 negative statements. Which reveal the students' efforts in finding, borrowing and owning short story books about Nias as reading material. In positive statement number 1, it states that "I visit the school library to read and borrow short stories as reading material" the percentage is 68% in the medium category because students are interested in short stories of Nias and try to find or borrow in the library and use as reading material.

In statement number 2 it states that "I often exchange short stories of Nias to read" the percentage is 74% in the high category because students like to exchange short story books. The negative statement in number 3 states that "I only visited the library when my teacher asked" the percentage was 55% in the low category because students visit the library not only when the teacher orders them but because of their own desire to visit and carry out reading activities. In negative statement number 4, it states that "I'd rather exchange toys than reading short stories of Nias" the percentage is 43% in the very low category because most students want to exchange short story books rather than toys.

² Based on the table result of research, the average of positive statements regarding the indicator of action to search reading matter was obtained at 71% in the medium category. This means that students have made quite good efforts in looking for reading material or sources.

3. Reading amusement

Table 4.4 percentage of the indicator (Reading amusement)

No.	Statement	Questions score				Percentage
		4 Always	3 Often	2 Sometimes	1 Never	
1.	I'm happy and enthusiasm when reading short story of nias.	20	6	4	3	83 %
2.	I'm not susceptible to peer pressure when I am reading short story of nias.	7	8	12	6	62 %
3.	I reading short story of nias everywhere.	6	14	5	8	63,6 %
4.	Reading short story of nias make me sleepy.			11	22	33 %
5.	Reading short story of nias it's boring and wasting time.	2		6	25	34 %

In this table there are 5 statements about reading amusement. There are 3 positive statements and 2 negative statements. The positive statement in number 1 stated that "I'm happy and enthusiastic when reading short stories of Nias" obtained a percentage of 83% in the high category. This shows that students are very happy and enthusiastic when reading story books about Nias. Statement number 2 stated that "I'm not susceptible to peer pressure when I am reading short stories of Nias"

obtained a percentage of 62% in the medium category. This means that students are likely to be easily influenced by friends when reading short stories. The last positive statement on this indicator, namely number 3, states that "I read short stories of Nias everywhere" obtained a percentage of 63.6% in the medium category. This means that students may not carry out reading short stories about Nias wherever they are.

In numbers 4 and 5 is a negative statement which states that "Reading short stories of Nias makes me sleepy" gets a percentage of 33% in the very low category because students are interested in reading short stories and it doesn't make them sleepy. And the statement "Reading short stories about Nias, it's boring and wasting time" obtained a percentage of 34% in the very low category. This shows that reading short stories about Nias does not make them bored or waste time because it provides a lot of information and knowledge related to their culture.

Based on the result of the indicator reading amusement, the average of positive statement was 69.53% in the medium category. This shows that students feel happy when reading short stories of Nias and are quite good.

4. Interest in reading

Table 4.5 percentage of the indicator (Interest in Reading)

No.	Statement	Questions score				Percentage
		4 (A)	3 (O)	2 (S)	1 (N)	
1.	I'd rather be bought a short story books than toys.	13	12	7	1	78 %
2.	I more interested reading short story of nias than playing.	13	14	5	1	80 %
3.	I more interested watching television than reading short story of nias	1	3	18	11	45 %
4.	I more interested get some snacks than reading short story of nias	1	3	16	13	44 %

This table will describe students' interest in reading short stories about Nias. There are 4 statements. 2 of them are positive statements and other is a negative statement. Number 1 stated that "I'd rather buy a short story book rather than toys" received a percentage of 78% in the high category. This shows that students are more interested in buying short story books than buying toys. Statement number 2 stated that "I am more interested in reading short stories of Nias than playing" obtained a

percentage of 80% in the high category, this shows that students are very interested in reading books rather than playing.

Numbers 3 and 4 are negative statements which state that "I am more interested in watching television than reading short stories of Nias" obtained a percentage of 45% in the very low category. This shows that students are more interested in reading short story books than watching television. Statement number 4 stated that "I am more interested in getting some snacks than reading short stories of Nias" obtained a percentage of 44% in the very low category because students were more interested in buying books than snacks.

Based on data above, we can conclude that the average of indicator reading interest is 79% with the high category. It shows that the students reading interest is good.

5. Desire to reading

Table 4.6 percentage of the indicator (Desire to Reading)

No.	Statement	Questions score				Percentage
		4 Always	3 Often	2 Sometimes	1 Never	
1.	I always taking for a few minutes to reading short story of nias .	9	17	6	1	76 %
2.	I always using my interlude to reading short story of nias	9	11	9	4	69 %
3.	I reading short story of nias without compulsion from other.	20	9	3	1	86 %
4.	I reading short story when teacher or other asking.	5	6	6	16	50 %
5.	I using my free time to playing game	2	3	7	21	39 %

In this indicator about the desire to reading, there are 5 statements containing 3 positive statements and 2 others containing negative statements. Number 1 state that "I always take for a few minutes to read short stories of Nias" obtained a percentage of 76% in the medium category. This shows that students do not always take a few minutes to read short stories about Nias. In statement number 2 "I always use my interlude to read short stories of Nias" obtained a percentage of 69% in the

medium category because there is still a possibility that students will not spend their free time reading short story books about Nias. In statement number 3 "I read short stories of Nias without compulsion from other" obtained a percentage of 86% in the very high category. This shows that students read short story books about Nias because of their own wishes without being asked or forced by other people.

The negative statement number 4 stated that "I read short stories when the teacher or other asks" obtained a percentage of 50% with a very low category indicating that students read short stories because of their own desires. The last statement "I use my free time to play games" obtained a percentage of 39% in a very low category because most students do not always fill their free time by playing games.

Based on the answers obtained from the indicator of desire to reading, score of percentage is 77% was obtained in the high category. This shows that students have a good enough interest that makes them want to read short stories of nias.

6. Follow up

Table 4.7 percentage of the indicator (Follow up)

No.	Statement	Questions score				Percentage
		4 Always	3 Often	2 Sometimes	1 Never	
1.	I can re-telling short story that's has been read to my teacher, friends or family.	14	9	8	2	77 %
2.	I keep notes about short story that's has been read	12	12	7	2	76 %
3.	I pose questions related to the short story of nias that's has been read to my teacher, friends or my family.	15	13	2	3	82 %
4.	I can concluded short story that's has been read.	12	12	7	2	76 %
5.	I can't re-telling about short story of nias that has been read.	2	1	10	20	39 %
6.	I don't need to keep notes about short story that has been read.	2	1	7	23	36 %

7.	I don't need to asking questions related to the short story of nias that's has been read to my teacher, friends and family.	2	5	5	21	41 %
8.	I faced difficulty to concluded the short story of nias that's has been read.	8	2	12	11	55 %

7

In the indicator of following up on the short story about Nias that has been read, to determine the students' ability to retell, take notes or ask questions and conclude the story they have read. There are 8 statements, each negative and positive statement consisting of 4 statements. In statement number 1 "I can re-tell a short story that's been read to my teacher, friends or family" obtained a percentage of 77% in the high category. This shows that the majority of students can re-tell a short story about Nias to their teacher, friends and family. In statement number 2 "I keep notes about short stories that I've read" obtained a percentage of 76% in the high category, meaning that most students noted important things obtained from short stories. In statement number 3 "I pose questions related to the short story of Nias that's been read to my teacher, friends or my family" obtained a percentage of 82% in the high category. This shows that students like to ask teachers, friends and family about the stories they have read. In number 4 "I can conclude a short story that's been read" obtained a percentage of 76% in the high category. This means that students are able to conclude a short story that has been read.

The negative statement number 5 stated that "I can't re-tell about the short story of Nias that I have read" obtained a percentage of 39% in the very low category, this means that most students were able to retell the contents of the short story they had read previously. Statement number 6 stated that "I don't need to keep notes about short stories that have been read" obtained a percentage of 36% in the very low category because students wrote down important things from the stories they had read. In statement number 7 "I don't need to ask questions related to the short story of Nias that's been read to my teacher, friends and family" obtained a percentage of 41%

in the very low category because students always ask things they don't know understand after reading the short story about Nias. The last statement in number 8 stated that "I faced difficulties to conclude the short story of Nias that's been read" obtained a percentage of 55% in the low category because students still found difficulties while reading the short story about Nias that they had read.

Based on the table result of research, in follow up indicators on the reading that has been read, including the ability to retell the contents of the story that has been read, note down important things from what has been read, ask teachers, parents and friends regarding the story that has been read and also able to summarize the contents of the story that has been read. Each of these indicators has a fairly good percentage. Based on the positive scores obtained from the research results, this follow-up indicator has score average 77.75% in the high category, by means that students follow up after reading book short stories of Nias is high, because students have strong desire after read short stories even though still faced difficulty.

Based on questionnaire data result, ² it can be showed that students reading ³ interest towards short stories of Nias at the eighth grade of SMP Negeri 4 Namohalu Esiwa in the High category. It can be known from positive statement in every indicator of reading interest towards short stories of Nias. Thus, researcher list sequence of the highest until the very low score, namely: indicator Needs of reading 79%, indicator interest in reading 79%, indicator follow up 77.75%, indicator desire to reading 77%, indicator action to search reading matter 71% and the last reading amusement 69.53% and the total score average of positive statement in every indicators is 76.5% in the High category by means, students have high interest to reading short stories of Nias in every indicator and need to enhanced.

4.2 Factor influence students reading interest

To find out the factors that influence students' interest in reading, researcher collected data by interview students. From the research data, score average of students reading interest towards short stories of Nias is 76.5% in the high category.

To be more in-depth, researchers will interview 6 students, 3 students are interested in reading short stories and 3 others are not interested. From the results of these interviews, researchers will describe the factors that influence students' interest in reading.

4.2.1 The Result of Interview

To answer this questions, there were 6 students who participant as informant. They were 3 female and 3 male. The researcher choose 3 students low interest in reading short story and 3 students interest in reading short story of Nias. Below is the result of interview:

1. Students reading interest towards short stories of Nias

Students 1: “ *I interesting in reading short stories of nias, because the story come from my own village especially in this book I find history about “togi ama wiro” and I really like to read this story because I get some information that I never heard before*”.

Students 2: “*I’am interesting reading short stories of nias because there is picture and explain a lots of history about nias island and make me interesting to read*”.

Students 3: “*I’m not interesting reading short stories of Nias because make me sleepy and boring*”.

Students 4: “*Yes, I interesting to reading short stories because tell about Nias history*”.

Students 5: “*No, I’am not interesting to reading short stories because I just interesting to reading novel*”.

Students 6 : “ *sometimes I like reading short stories and depend on my feeling situation, but I don’t have interesting in reading*”.

From the result of interview ² above, it can be concluded that students who interesting in reading short stories of Nias because the content of the book contain about history related in their village story and also give them information about story in nias island and they never hear before so it's make them entertain and like. While, students who low interest in reading short stories of Nias because they feel boring, sleepy, and they have interest in reading when they feel good situation.

2. The meaning of book short stories of Nias for students

Students 1: “ *in my opinion, this book important for me as information about history of nias*”.

Students 2: “ *the meaning of this book for me is sharing to me some culture and explain some of story in nias island*”.

Students 3: “*when I have assignment, I can use this book to find answer*”.

Students 4: “ *this book make me entertain and this book also explain some important story that I never heard before*”.

Students 5: “*I think, this book can help me as the source of information about my culture*”.

Students 6: “*personally, I don't like in reading but in my opinion this book can help people to knowing about the local history, and can promote about nias culture to another people who read this book and I believe book is window world which give knowledge and everything to answer some question about the culture*”.

Based on answer by 6 students above, it can be concluded that they agreed book is very important. The meaning of book short stories of Nias for them is very important as source of information related to the history, culture, and art in Nias Island, this book also can entertain them and through this book can promote and introducing nias story to another people.

3. The students think/look related to the book short stories of nias that has been read

Students 1: “ *I like about all the history in this book and also the writer have presented picture every the stories*”.

Students 2: “ *I like design in this book, make me easy to bring everywhere*”.

Students 3: “ *I just like the cover of this book* ”.

Students 4: “*all the history in this book make me interesting to read, and I like the design of this books because this book created by nias people*”.

Students 5: “ *I think this book only good for someone who able and know reading in English*”.

Students 6 : “ *this story is good, cover, and design is good too.*

Based on answer by students, it can be conclude that when they get this book they interesting with cover, and then they like content of this book because presented in picture, all history about Nias and the simple design so make them easy to bring everywhere.

4. Students difficulties during reading short stories

Students 1: “yes, I find difficulty. When I reading this book I have a lots of words that can’t I translate, and I try to find into the dictionary.

Students 2: “ *I face difficulty but i try to translate it into google first and then I read again*”.

Students 3: “*I find the difficulty, and then I try to translate in my phone*”

Students 4: “ *I find challenges to pronounce and to understanding the content of this book*”.

Students 5: *“sometimes I can’t pronounce word by word in this book”*

Students 6: *“of course I find because I really not understand all the history in this book because I’am not master in English”*.

Based on answer by students, it can be conclude that they find the same difficulty during reading short stories of Nias. First, because in English version sometimes they find unfamiliar words. Second, they can’t pronounce word by word and didn’t get the point or message from the book so they not understand.

5. Factors influence students reading interest

a. Awareness

students 1: *“I know that reading is very important to make someone to be clever”*

students 2: *“ actually, reading is important because source of information and knowledge”*.

students 3: *“I think reading can make someone entertain when picture and the content is interesting”*.

students 4: *“ reading can change mindset and behavior of someone if reading as habits and as culture of someone.*

students 5: *“reading is very important, I understand about the statement but if In English I cant pronounce and can’t understand that”*.

students 6: *“reading is important but sometimes I lazy to do it”*.

Based on students statement, all of the students argue that reading is important not only for nowadays but also in the future. Some of students who low in reading interest still lazy and can’t implemented reading behavior in their life but students with high interest in reading aware that reading Is important and practice in daily life.

b. Motivation

students 1: *"i have motivation in reading it's depend on the book I read"*

students 2: *" motivation is very influencing students but I need someone to always motivate me to always reading".*

students 3: *" my mother always instruct me to reading if I have nothing to do. But sometimes I do another activity like playing because I just have motivation when I have a good feeling or situation".*

students 4: *" I have motivation in reading when the content and the title is interesting for me".*

students 5: *" sometimes I have motivation and sometimes I lazy to read".*

students 6: *" I have motivation to read when early in the morning because the situation is calm and I can get the point when I read but sometimes I lazy to wake up early in the morning".*

From students statements, we can know that students have motivation from themselves and also outside especially from their parents. Students with high interest will read without compulsion or instruction from other people and do reading by self, meanwhile student with low interest should motivated by their family and their motivation in reading depend on situation mood, and also depend on content of the book.

c. Environment

students 1: *"my family is active to reading, my father always reading the book every night to teach the students for the next day, and my mother sometimes reading for preparation worship in every week".*

students 2: *"at my home, my sister is always reading to finishing her assignment".*

students 3: *“my family is not like reading, so I do another activities when I have not to do”*.

students 4: *“ at my home there is no like to reading book, but I like reading personally”*.

students 5: *“ there is no like reading at my environment”*.

students 6: *“ in my family there is no like reading but they always support me to reading to make me clever and get the best score”*.

Based on statement from students, students with high interest in reading affected by their environment. Some of students have family or parents to support them but interest depend on the students. Parents have important thing to make their children like to reading.

d. language

students 1: *“actually I enjoy read something in Indonesian language because I can understand directly and get the point. But, I think try English version is interesting to add my vocabulary and my skill to read in English”*.

students 2: *“ now, I really interesting to read in English because it can challenge me to more learning how to pronounce it and also try to knowing more vocabulary”*.

students 3: *“ sometimes I like reading English text and sometimes I didn't like it is depend on what the topic I read and what the context, even if short stories very influence because still long text and I still not understand how to pronounce and the meanings”*.

students 4: *“ in my opinion, language can influence reading activity because through language we can understand. Personally, I like reading in English and also in Indonesian, even though I try to find out the meaning and translated”*.

students 5: “ *I think language is not influence my reading interest, but reading influence by myself, even when I have a good situation and I need to read, I do that*”.

students 6: “ *language can influence my reading interest, maybe if I interesting in reading I try to translate to knowing the meaning of that*”.

From the research, all students argue that language is key when they read a book. Students still enjoy reading book with mother tongue because they can understand and can get the meaning of the book. But sometimes, students with high interest also like book in the English version even though their find unfamiliar words and try to search the translate in dictionary or google translation.

e. internet.

Students 1: “*I using internet to help me find the solution when I faced difficulty during read the short stories, especially when I didn't know the meaning of the words I find the translate in google*”.

Students 2: “ *I didn't have much time to using internet because I don't have handphone, but I think internet can make student easier to find solution especially when faced difficulty in reading English text*”.

Students 3: “ *internet give me negative impact, because that I can't control my time to learning because I wasting my time to using internet*”.

Students 4 : “ *I think internet give positive and negative impact for everyone it is depend on students choose. If students want positive, of course they use in positive and help them in learning activity. Nowadays, a lot of text or e-book we can find by using internet but it is depend on someone if they try to get it*”.

Students 5 : “*when i interlude and break time, I like to playing game or watching Youtube channel to make me entertain because internet give me space to explore my hobbies and make me fun everytime*”.

Students 6: “ *I think, internet is factor why I’m lazy to reading because more interesting to watching than reading book*”.

From interview above, we can conclude that internet can give negative and positive impact for user and it’s depend on control and time manage from student. Sometimes, students with low interest in reading using internet to browse You-Tube to watching or playing game. But students with high interest will use internet with positive with using application to help them easy to understanding something or maybe try to find out reading matter by using internet.

6.Students Opinion to increase their reading interest

Students 1: “*I think, I need to more source of reading and also book recommendation to make me more like reading*”.

Students 2: “*I like if the book and the content is interesting and also if in English I wanna the translation to make me understand the unfamiliar words*”.

Students 4: “*in my opinion, content and title must interesting and entertain*”.

4.3 Discussion

⁸ Based on the results of research using questionnaires and interviews as data collection techniques, the following is a discussion of the research results to answer the research problem formulation:

4.3.1 Students Reading Interest Towards Short Stories of Nias

⁴ Based on data of research, the ⁴ score average of students reading interest is 76.5% in the High category. The result obtained from ⁵ average of percentage sixth indicator in reading interest towards short stories. Below the explanation of questionnaire results of students reading interest:

- a. Needs of reading

On the Needs of reading indicator, the positive statements are calculated, the score average is 79% is obtained in the high category, which means students have a strong desire and need to look for books as a reading source.

b. Action to search reading matter

The action to search reading matter indicator, if calculated on positive statements, gets average score 71% in the Medium score category. This means that students have a pretty good effort in finding short story books as reading material. Students who have an interest in reading Nias short stories will try to find reading sources to read by borrowing from the school library, exchanging story books with friends or finding out via the internet.

c. Reading amusement

The indicator of reading amusement, based on positive statements obtained an average percentage score of 69.53% in the medium category. This means that students have a good sense of enjoyment and enthusiasm for reading Nias short stories. This feeling of joy comes from within him so they feels happy doing this activity. Students also feel happy and enthusiastic about carrying out short story reading activities whenever and wherever they are.

d. Interest in reading

In the indicator of interest in reading, the percentage obtained was 79% in the high category, meaning that students already have quite good interest and make them happy to read it. Students are interested because the content of the short story is related to local culture and stories found on the Nias island.

e. Desire to reading

The desire to read indicator calculated on positive statements obtained a score of 77% in the high category. This means that students have a fairly good

desire to carry out the activity of reading Nias short stories on their own accord without coercion from other parties. Students took the time to read Nias short stories. In line with expert opinion that

f. Follow up

In the follow-up indicators, the average value for positive statements was 77.75% in the high category. This means that students have a strong desire to follow up on the short stories they have read even though they still find difficulties when reading the short stories.

4.3.2 Factors Influence Students Reading Interest Towards Short Stories of Nias

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Based on the results of interviews with 6 students, it can be analyzed as follows:

a. Factor internal

Internal factors are factors that come from within the student. Students who are interested in reading Nias short stories show their interest because contain of local Nias culture and stories that can be used as a source of knowledge and information about local stories. Students are aware that books are a window to the world and a solution to promote the culture, stories, facts, myths and legends that exist in Nias. Internal factors are caused by lack of motivation.

8

Based on the results of the interview, students already have the motivation to reading because contains stories around them or stories about Nias, and is equipped with pictures that make them motivated to read it. However, there are some students who carry out reading activities according to their mood or feeling situation. For some students reading short stories will make them sleepy and boring and other students prefer novels than short stories. Therefore, internal motivation is very influential in interest in reading. Through motivation, students

will be enthusiastic about carrying out reading activities and will always want to do these activities.

b. Factor external

1. Environment

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Based on the results of interviews with students, the environment is one of the factors that influences their interest in reading. Through environment, students are formed and adopt this behavior. Students who are interested in reading Nias short stories revealed that their families are active in reading books because their parents are teachers and always actively read every night to prepare for teaching. Another student also said that every night his brother always reads and does assignments so he is motivated to read. Other students who have an interest in reading do not come from an environment that has an interest in reading, but this interest grows by itself because they realize that reading is very important.

Students who have no interest in reading reveal that no one has an interest in reading at home so that when they have nothing to do, they prefer to do other activities or are even told to do so by their parents.

30
Based on the data above, it can be concluded that the environment really determines and influences our habits. However, sometimes it depends on a person's personality to be wise in determining their steps. Parents and families have an important role in fostering students' interest in reading.

2. Language

Language greatly influences interest in reading, through language, text or something that we read will convey the meaning and message, all students agree with this statement. While some students are happier and quicker to understand reading a text in Indonesian, it cannot be denied that some students are interested in reading Nias short stories in English because they

are more challenging even though they have limitations in translating foreign words.

3. Internet

Several students agreed with the statement that the internet can have a positive impact if it is used in positive ways too. Based on the results of interviews, students who have an interest in reading use the internet as a resource to help them translate vocabulary that is difficult for them to understand. However, students who have no interest in reading will use the internet to watch and use other applications to fill their time for entertainment.

CHAPTER V

CLOSING

5.1 CONCLUSION

After analyze data and discussing ² the result of the research it can be conclude:

- a. ² Students reading interest towards short stories of Nias at eight the grade of SMP Negeri 4 obtained average 76.5% in high category. However, this thing possible improved again. In indicator need of reading, student good enough to have the desire to own the short stories book which make it a necessity in reading material. On indicator action to search reading matter, students has good effort and action for looking short stories of nias as reading material and as pleasure. On indicator of reading amusement, students enthusiasm and reading whenever they are. On indicator interest in reading, students interested to reading short story of nias and want to read. On indicator desire to reading, students has desire to reading without compulsion from other people its means, students read based on desire and reading short story of nias in spare time. And the last is student can re-telling, keep notes, asking questions, and concluded content and meaning after read short stories of Nias even though students faced difficulty during read the books.
- b. Factor influence students reading interest towards short stories of Nias is Environment, language and internet. Through environment, students are formed and adopt this behavior. Environment really determines and influences our habits. However, sometimes it depends on a person's personality to be wise in determining ⁵ their steps. Parents and families have an important role in fostering ⁵ students' interest in reading. The second factor ⁵ is Language. Language greatly influences interest in reading, through language, text or something that we read will convey the meaning and message, all students agree with this statement. And the last factor is Internet. Based on the results of interviews, students who have an

interest in reading use the internet as a resource to help them translate vocabulary that is difficult for them to understand. However, students who have no interest in reading will use the internet to watch and use other applications to fill their time for entertainment.

5.2 SUGGESTION

a. For school

Schools can provide solutions for students who have low interest in reading by encouraging literacy activities to make them even better. Facilities such as books should be increased with a variety of interesting titles so that students do not feel bored.

b. For teacher

Teachers have an important role in teaching activities, teachers help students in implementing literacy movements, especially English teachers to help create literacy programs in the classroom, such as using Nias short stories or other books.

c. For parents

Parents have more time with their children at home. In this case, parents play a very important role in directing, reminding their children to take the time to review the lessons they have learned at school and providing guidance and accompanying their children during the learning process.

d. For students

Students are expected to remain enthusiastic and always take the time to review their learning and make reading activities a habit so that reading is done according to awareness, not coercion from other people.

AN ANALYSIS OF STUDENTS' READING INTEREST TOWARDS SHORT STORIES OF NIAS AT THE EIGHTH GRADE OF SMP NEGERI 4 NAMOHALU ESIWA IN 2023/2024

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