STUDENTS' INTEREST IN EXTENSIVE READING AT THE HIGHER EDUCATION LEVEL

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Abstract: This study aims to analyze students' interest in Extensive Reading and find out what factors influence their interest in reading. This study was conducted at UIN Sultan Maulana Hasanuddin Banten and involved 30 students in the fifth semester. The research design used was descriptive qualitative. In collecting the data, a questionnaire and interview were employed. The results indicate that students have a low interest in Extensive Reading. This could be seen from the results of the overall average score of the questionnaire which only achieved 2,54. In addition, there are several factors that influenced their interest in Extensive Reading, including 1) The need for reading, 2) Feelings of pleasure and interest, 3) Types of reading, 4) The Intensity of reading, 5) The Development of information and communication technology, 6) Environment, and 7) Libraries. Therefore, it could be concluded that students' reading interest in Extensive Reading depends on their needs and other factors that influence it.

Keywords: Extensive Reading; Students' Reading Interest

INTRODUCTION

Reading is an important activity in every people's life. This process always includes feelings as well as knowledge and experience. It can never be detached from the intent and interest of the reader or from the outcomes it has. Through reading, one learns and earns enjoyment (Mikeladze, 2014). Bouhedjam (2015) stated that reading is one of the most important ways of learning, because it is related to literacy and also the development of civilization. Reading creates a way for a better understanding of one's own experiences and it can be an exciting journey of self-discovery. Those who do not know how to read or do not like to read are likely to be archaic

because they fail to take advantage of opportunities to gain access to various knowledge. In addition, when readers read to obtain information, they indirectly enhance their reading ability (Khairuddin, 2013).

Furthermore, reading will be made a necessity and practiced in our daily lives when we realize its importance of it. For EFL students, in particular, reading is their primary learning goal and for most of them, reading will also be the most important of the four language skills in a second language. However, everyone including students themselves has different attitudes, interests, and habits towards reading. Moreover, reading is not always an easy and pleasant activity for students. Some of them consider that reading is unpleasant and difficult to do. This is one of the causes of low interest in reading.

A study conducted by Ista Maharsi et al (2019) on the reading habits of students in Indonesia revealed that during the holidays 50% from them only read occasionally, 12% read once a week, 9% once a month and 25% never read at all even though books were available. These results indicate that they agree that reading is very useful, but they have little interest in reading. The failure of students to cultivate reading habits is the problem. It is believed that students read not because they want to, but because they have to. Students perceive reading as a task they must undertake to excel academically. They usually read because there is an assignment from the lecturer or before the exam. Most of the students also showed low interest in some things. Such as rarely visiting the libraries to read, rarely using spare time to read, and often being sleepy when reading a book.

This is in line with the result of preliminary research conducted by researchers on 20 students of English Education Department. The results show that most of them admit that they do not read too often. Regarding how often students read for personal reasons such as reading for pleasure, it was revealed that 40% of them did so almost every day, 40% about once a week, and 20% about once a month. This survey also found that students spend more of their time on social media, such as Instagram, Twitter, Facebook, etc., and visit websites almost every day.

In Indonesia itself, people's interest in reading is low. As cited from Portal Bandung Timur (2017), a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for

Economic Co-operation and Development (OECD) shows that the literacy level of the Indonesian people is very low. The results of the 2019 survey of Indonesian people's reading interest ranked 62 out of 70 countries, or are in the bottom 10 countries. The results of a different research entitled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding reading interest. Meanwhile, UNESCO stated that the reading interest of the Indonesian people was only 0.001 percent. This means that out of 1,000 Indonesians, only 1 person likes to read.

According to Day and Bamford (in Novitasari, 2018), reading can be interesting if the material is easy, various, and attractive. One of the interesting ways to read can be done by doing Extensive Reading activities. Extensive Reading encourages students to read as much as possible for the purpose of enjoyment and is informative rather than studying certain language features and usually chosen by themselves (in Anindita, 2020). Extensive Reading refers to a reading activity that is often done by students outside the classroom. Reading material usually offers fiction. The reading in query can be in the form of novels, magazines, newspapers, web pages, or other sources.

Ur (2012) defines Extensive Reading as silent reading by individual students of long and interesting texts, such as stories or books. It is sometimes known as 'reading for pleasure' or 'Sustained Silent Reading' (SSR). The main goal of Extensive Reading is to read to obtain information and enjoy the text. Various books covering various topics are provided and students choose the title according to their interests. In this case, the role of interest settles the most decisive part next to students' reading ability. Students' interests should be the main consideration when choosing reading materials. Otherwise, students will develop a low interest in reading and even an aversion to it. Students who find a book difficult or uninteresting may stop reading and choose another book instead. Their readings are based on choice and purpose which are the basic elements of real-life reading.

Students' interest in reading arises from their curiosity to understand or obtain information from their environment. No matter how good and interesting the content of the reading text is, if the reader is indifferent,

reading is impossible to do. Many suggest that Extensive Reading is one of the most effective methods for improving reading skills because it can expose L2 learners to many meaningful inputs, motivate and lead to their development and reading skills. How important it is to understand the concept of extensive reading because the perception can affect the way it is practiced.

According to Dwyer, Hogan, & Stewart (in Anindita, 2020), EFL students at the college level typically receive reading courses that force them to read some material to improve their critical thinking, which increases the chances of generating logical conclusions to understanding the content itself. Thus, students' reading habits promote their understanding. Reflecting on this, Extensive Reading is often put forward as a course requirement in EFL reading classes. This study aims to analyze students' interest in Extensive Reading and the factors that influence their interest in it, whether they also apply it well outside the classroom.

METHODOLOGY

This study employed qualitative descriptive approach. According to Creswell (2009), qualitative research is means to examine and comprehend the meaning of individuals or groups that are ascribed to social or human problems. In this situation, the researchers tries to show the meaning of a phenomenon from the participant's point of view. Meanwhile, Punaji Setyosari (in Samsu, 2017) explains that descriptive approach is approach that aims to explain or describe a situation, event, object, whether person or everything related to variables that can be explained either by numbers or words. Thus, the descriptive approach is intended to give a clearer picture of social situations by focusing on certain aspects and often showing the influence of various variables.

The participants of this research were the students of English Education Department of State Islamic University of Sultan Maulana Hasanuddin for the academic year 2022/2023. The researchers only take one class, namely class B which consist of 30 students. The techniques of collection data by using two instruments namely: questionnaire and interview. The researchers used a closed-ended questionnaire. The questionnaire used in this study was adapted from the Bawawa et al (2019). In the process of giving the questionnaire, the researchers gave students about 20 minutes to answer it. After answering the questionnaire, interview will be given

with 9 selected participants. The interview is a reinforcement of the results of the questionnaire from the research questions. The purpose of conducting interviews is to strengthen students' statements in the questionnaire. In this case, researchers will conduct oral interviews. The questions consisting of 7 questions. In this interview, all subjects are considered to have the same opportunity to answer the questions asked.

To calculate the index of participants' answers, the researchers used the formula:

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

In which: P = percentage
F = frequency
N = a total number of responses
100% = constant value

To analyze the mean score of the responses, as following:

$$\bar{X} = \frac{\sum X}{N}$$

In which: $\bar{X}$ = mean

∑X= total raw
N= total number of respondents

Furthermore, from the average value of each indicator statement, it is calculated for the total average value using the Grand Mean formula. This was done in order to determine the results and level of students' overall Extensive Reading interest, as follows:

$$\text{Grand Mean (X)} = \frac{Total\ average}{Number\ of\ statements}$$

With reference to the Grand Mean above, the researchers analyzed the category of students' interest level through the mean interpretation scale.

Table 1: Mean Interpretation Score

No.	Mean Scale	Level

No.	Range	Category
1.	1.00-1.89	Very low
2.	1.90-2.69	Low
3.	2.70-3.49	Average
4.	3.50-4.29	High
5.	4.30-5.00	Very high

(Zakaria et al, 2017)

RESULTS

There are 2 findings: students' interest in Extensive Reading and the factors that influence their interest or disinterest towards it.

Student Interest in Extensive Reading

To answer research questions regarding students' interest in Extensive Reading, the researchers used a questionnaire instrument. The following data will describe the interest of Class B students on the fifth semester, English Education Department of the State Islamic University Sultan Maulana Hasanuddin Banten in Extensive Reading.

Table 2: Result of Students' Questionnaire

No.	Statement	Frequency & Percentage				Mean
		SA	A	D	SD	
1.	I have interest in Extensive Reading.	2	23	5	0	2,9
		6,7%	76,7%	16,7%	0%	
2.	I'm happy if I get an Extensive Reading assignment.	0	10	20	0	2,33
		0%	33,3%	66,7%	0%	
3.	I am used to reading books both on campus and at home.	0	9	21	0	2,3
		0%	30%	70%	0%	
4.	I feel bored while reading.	1	13	15	1	2,53
		3,3%	43,4%	50%	3,3%	
5.	If I have a choice between reading or doing other activities (such as watching videos or playing games), I will choose to reading.	0	6	22	2	2,13
		0%	20%	73,3%	6,7%	
6.	I have benefited from Extensive Reading.	4	25	1	0	3,1
		13,4%	83,3%	3,3%	0%	
7.	Extensive Reading can affect my attitudes and habits.	1	23	6	0	2,83
		3,3%	76,7%	20%	0%	
8.	I feel lost if I don't read in a day.	0	12	17	1	2,37
		0%	40%	56,7	3,3%	
9.	I try to read wherever I am.	0	11	19	0	2,37
		0%	36,7%	63,3%	0%	
10.		0	14	16	0	2,47

	I try to read at least an hour a day.	0%	46,7%	53,3%	0%	
11.	I try to capture the content or message of the reading that I reading.	5	24	1	0	
		16,7%	80%	3,3%	0%	3,1
12.	I keep reading even though reading is boring and not interesting.	1	16	13	0	2,6
		3,3%	53,3%	43, 4%	0%	
13.	I do the reading activities every day.	1	5	24	0	2,27
		3,3%	16,7%	80%	0%	
14.	I pay attention to the theme/topic of reading before I do Extensive Reading activities.	2	24	4	0	2,93
		6,7%	80%	13,3%	0%	
15.	I take time to read articles, essays, or short stories in wall magazines.	1	8	21	0	2,33
		3,3%	26,7%	70%	0%	
16.	I like it when my lecturer gives me assignments to read books, articles, essays, or short stories.	2	5	22	1	2,27
		6,7%	16,7%	73,3%	3,3%	
17.	I feel lazy to read because I don't want to.	0	11	18	1	2,67
		0%	36,7%	60%	3,3%	
18.	I go to the library during free hours or break.	0	6	24	0	2,2
		0%	20%	80%	0%	
19.	I provide special time to read.	0	14	15	1	2,43
		0%	46,7%	50%	3,3%	
20.	If I had money, I would buy books.	2	19	9	0	2,77
		6,7%	63,3%	30%	0%	

Grand Mean (X) =

$$\text{Grand Mean (X)} = \frac{Total\ average}{Number\ of\ statements}$$

$$= \frac{2,9 + 2,33 + 2,3 + 2,53 + 2,13 + 3,1 + 2,83 + 2,37 + 2,37 + 2,47 + 3,1 + 2,6 + 2,27 + 2,93 + 2,33 + 2,27 + 2,67 + 2,2 + 2,43 + 2,77}{20}$$

$$= \frac{50,9}{20}$$

$$= 2,54$$

The grand mean of the students' interest is total average by number of the statements. Based on the table above, the researchers can conclude that

students have an interest in Extensive Reading. They revealed that they benefit from Extensive Reading, which Extensive Reading can influence their attitudes and habits. In the results of this questionnaire, it was also found that students pay attention to the theme or topic of reading before they do Extensive Reading activities and try to capture the message or content of the reading. However, this was not supported by other statements which were dominated by disagreeing responses. This indicates that even though they are interested in Extensive Reading and are aware of its benefits, they do not necessarily prove it.

This is supported by the overall average score. The grand mean, total average divided by number of statements is 2,54. It means that the students' interest in Extensive Reading was categorized low, based on the mean interpretation score.

Table 3: Mean Interpretation Score

No.	Mean Scale	Level
1.	1.00-1.89	Very low
2.	1.90-2.69	Low
3.	2.70-3.49	Average
4.	3.50-4.29	High
5.	4.30-5.00	Very high

Thus, it can be concluded that the application of extensive reading among students is still lacking and is not practised well in real life.

Factors that Influence Students' Interest in Extensive Reading
With reference to the result of the interview, there are several factors influenced students' interest in Extensive Reading. These factors include:

The need for reading
Students give their opinion about reading as a necessity. As their statement below:

> *"I like to read books that I find interesting. Because I also realize that reading is also a necessity. Our knowledge can be increased by reading. In addition to adding insight, as a necessity as well."*
> (Student 7, Question 1)

"I don't like it, but it's more towards reading as a necessity. Because we as students cannot be denied that we need to read. But if I say I like it, I prefer novels, I don't like textbooks unless I need them." (Student 8, Question 1)

"Which makes it interesting maybe because of the need factor as well." (Student 9, Question 3)

From their statements, the researcher can conclude that students are aware of the need to read even though reading itself has not become a routine habit for them.

The feeling of pleasure and interest

Related to this, it is inseparable from the factor that make them feel interested or uninterested in Extensive Reading. Like the following statements:

"What attracted me to Extensive Reading was the first interest itself. I am interested in the reading. Whether the reading can provide insight into improving my abilities depends on my needs as well. For example, I am looking for sources related to what I am interested in, so I will be interested to continue reading and look for those readings." (Student 1, Question 3)

"What makes me interested in Extensive Reading itself depends on the theme/topic in the reading. When I read and it relates to what I enjoy, it may make me want to read more." (Student 2, Question 3)

"What makes me interested in Extensive Reading depends on, for example, when I read a story or novel, I see the plot first. If the plot is interesting, I will be interested to read it. On the other hand, if I realize that the plot is not interesting, I will leave the reading and look for other readings." (Student 3, Question 3)

"What made me interested in reading is, of course, was first I saw the title, then I read what the synopsis was like first. I am the type of person who reads from the middle of the story. So, I opened the book at random, if something is interesting in the

book, then I will continue reading it. But otherwise, I close the book.." (Student 4, Question 3)

"What makes me interested in Extensive Reading is if the theme presented or discussed in the book is interesting, from the storyline or it could be from the contents of the book. Even if they are knowledge books but if they are really interesting, I will read them. Sometimes there are some books whose wording or language used is too high or too standard maybe, books like that which I think are less interesting." (Student 5, Question 3)

"What made me interested in Extensive Reading I saw from the theme of the reading. If the theme is interesting, I'm sure I'll also want to know and want to read it. The vocabulary in the reading is also easy to understand." (Student 6, Question 3)

"In my opinion, what is interesting is the uniqueness, which is sometimes rarely discussed, or the story is rare. That's what got me interested in reading. Then what makes it uninteresting, usually what is not interesting from Extensive Reading is the plot that is not clear. Makes us feel less understanding, moves us to other readings or makes us lazy to read. For example, I have read from pages 1-5, but the plot is stuck there" (Student 7, Question 3)

"What makes me interested is probably the content of the reading. Of course, it's because the story is interesting too. For example, we read an e-book, even though the signal is a bit bad, but if the reading is interesting, we will keep reading and looking for it." (Student 8, Question 3)

Regarding this, student also give their opinion about what fun reading is like. Their statements are illustrated in the second question, as follow:

"I think reading is fun when it relates to what I'm interested in. For example, I prefer to read journals related to research, especially those that are my college assignments. Besides that, it is also related to various knowledge which knowledge can add to my insight. Indeed, reading is not only adding insight but also

improves skills, especially in my English. So, it can help me in increasing my vocabulary in English." (Student 1)

"I think it is when we are interested in the reading text that we are interested in or from the theme, we will want to read more deeply and more. In addition, I think, I am interested when I want to know what is happening right now on social media, for example. Whether it's in English or Indonesian. I will find out more. I'll be interested in whatever language it's in when I want to know what it's about, and I'll find out more." (Student 2)

"I think reading is fun when I read, I am not required to explore what I read. For example, books about knowledge, I don't like that. I prefer books that can be entertaining or can release my stress when I am tired, for example, I will read interesting readings. I think that's what fun reading is like." (Student 3)

"I think reading that is fun is reading that doesn't make me depressed. Because reading is a hobby and interest. Not everyone likes to read." (Student 4)

"I think reading is fun when I read what I'm interested in or something that makes me curious and I want to know what it is. I will deepen the reading even though the reading is about something that does require more understanding. I'll keep reading if it's interesting and I have an interest in that part." (Student 5)

"In my opinion, reading that is fun is reading what I am interested in as well as the answers of other friends, and I can understand what is in the reading." (Student 6)

"I think reading that is fun is just as possible, that is, something we are interested in. Such as interesting information on social media, for example, news that is currently viral. We will explore what happened from the existing information texts. Then to read something I'm interested in usually I see it from the title or in terms the abstract. The abstract is like a trailer for the reading itself. Like the synopsis." (Student 7)

"For fun reading itself, I think the first thing is that when we read, we are not pressured or required to understand the reading itself. Besides that, I think reading is fun when we are interested in the topic we are going to read. Because if we are not interested there must be a certain pressure within us. In essence, we must first be interested in what we want to read." (Student 8)

"Maybe it's more of a novel. If it's a novel, it might be a bit easier to read. Because there I can see or read other people's stories from there. Like that." (Student 9)

Based on the students' answers above, it can be concluded that students like to do reading activities that make them feel pleasure and enjoyment without pressure and demands. This cannot be separated from the type of reading they are interested in.

Types of reading
Regarding the type of reading that students like, as quoted in their answers in the fourth question, this is stated as follows:

"I like books such as knowledge books and also books related to how we pursue our dreams. Like life motivation, for example, or lessons related to my college major." (Student 1)

"For me, the type of reading that I like is related to everyday life. More specifically, I prefer things related to motivation or personality and it has to do with things related to psychology." (Student 2)

"The type of reading that I like is more of a fantasy genre reading, pieces of life, or other types of reading related to history." (Student 3)

"To be honest, for this type of reading, I prefer the romantic genre. That's the first. The second one is more of a motivational reading, in which the book contains the experiences of the characters and there are quotes as well. The third is comedy. Because it can make me feel entertained when I'm bored or need

entertainment. Lastly, I love the horror genre. Because there is a special sensation when reading it. Then there is one more about education or knowledge books. But that's if it's related to what I'm studying. Other than that, I like what I mentioned." (Student 4)

"I like novels of various genres. Whether it's horror, comedy, romance, etc. As long as the language is not the high language, I like it. For textbooks, I prefer books that talk about the solar system or natural science and the like." (Student 5)

"I like picture stories as well as fairy tales. Because in the fairy tale there is a moral message that I can take. Then for educational books, I adjust to the needs and what I'm studying." (Student 6)

"I prefer to read the latest news and present the latest information as well. Because it will keep us informed of the current situation. As for stories like novels, for example, I prefer the romantic genre. I also like stories that have a history in them." (Student 7)

"For this type of reading, for example, novels, I like the romantic genre. Besides that, I am also of the thriller genre, such as mystery. For knowledge books, I prefer history books or those that discuss geography." (Student 8)

"I like novels, stories or comics. I prefer pictorial stories too." (Student 9)

Based on the student's answers above, the researcher can conclude that the type of reading affects whether or not they are interested in Extensive Reading. In addition to liking various types of books, both fiction and non-fiction, students also like various genres of reading such as horror, comedy, romantic, etc.

Reading intensity
Below are student statements regarding their reading intensity in Extensive Reading, as quoted from their answer in the fifth question:

"When I read extensively, I used to spend some time in the morning or evening before going to bed. Because at that time it was quiet. I need quiet in Extensive Reading." (Student 1)

"I take about 5 to 10 minutes to read, but the time that I think is free time. For example, at night or before going to bed, where I don't think about other things anymore. Because Extensive Reading requires calm and silence so that what I read can infiltrate and I can understand the meaning of the reading." (Student 2)

"For Extensive Reading itself, if I have free time. Extensive reading is reading as we please. Sometimes I open digital book applications when I have free time. So, it is uncertain how often that day I read. Depends on how much free time I have." (Student 3)

"What I did for Extensive Reading itself is incalculable. For one year, for example, my target is one or two books, that are not necessarily finished. So the habit of extensive reading has not been applied too much. It's the same with free time too, for example, I have time and my position is also not having many other tasks, I make time to read. So, when it comes to extensive reading myself, I haven't applied that habit." (Student 4)

"As for how often I read extensively, it might be in my spare time or sometimes at night when there is absolutely no other task or work. Not too often but some time to spare." (Student 5)

"I make time for Extensive Reading when I have free time and it also depends on what mood I'm in. I like to read but sometimes I also often feel bored." (Student 6)

"If I may be usually in my spare time. No matter how curious I am about information, as often as it is I will read it extensively. For example, in a week or a day can be up to 2 hours. If I have 2 hours of free time, I can read extensively as well. Read the information for almost 2 hours too. More or less regularly." (Student 7)

"If how often maybe very rarely. But there are certain times when I take the time to read. But maybe it's more like reading novels. I read novels by myself almost every night." (Student 8)

"Not every day, it's just how I want it, how much I need it. For example, if I need, I teach too, sometimes before teaching, I must first read, read the material." (Student 9)

From their statements, it can be concluded that time allocation is one of the determining factors for students' reading intensity. Not all of them practice Extensive Reading habits. However, they still take the time to read even if only occasionally.

The development of information and communication technology
The following are student statements:

"I often read stories. Especially now in the digital age, many applications can be used to access reading on mobile phones. So, I access it. For entertainment, I go to social media to read the news that is going viral or to just look for information." (Student 4, Question 2)

"When viewed as a whole, there are still many people who like to read, without us knowing it. I mean that now is the digital age, and there are many e-books scattered around. Without us realizing it, even if there are not many people visiting the library, there are still many people who read e-books. Especially now that many applications can be used to search for books, such as e-pusnas and z-libraries and they have many visitors, especially among students." (Student 8, Question 6)

From the statement above, it can be concluded that increasingly sophisticated technological developments have had a positive impact and made it easier for students to access information and communication, especially in the field of education. However, on the other hand, the negative impact of this cannot be avoided.

Here are some student statements:

"In my opinion, interest in reading in Indonesia itself is still low even though all the facilities are adequate, especially now that everything is digital. More and more access within the scope of reading, digital accesses to find reading material. But we in the use is still lacking." (Student 1, Question 6)

"In my opinion, interest in reading in Indonesia is still low. I saw an example of a lot of today's news that is clickbait, the title listed does not match the content of the reading. Sometimes the title brings trouble. Many people judge first without reading the contents. It shows a low level of interest in reading." (Student 3, Question 6)

"In my opinion, the reading level among students is still low. For example, before the lecturer enters the classroom, we should read the material first. But instead, some play games, scroll TikTok and social media, or something like that. So, it is rare for those who read books, for example." (Student 5, Question 6)
"In my opinion, interest in reading among students is still low. Because I experienced it and may be more affected by gadgets." (Student 6, Question 6)

Environment
The environment is one of the factors influencing students' reading interest. Student statements are stated below:

"I also agree that the environment is also very influential. If we are surrounded by people who do have an interest in reading, we will be carried away too and our interest in reading may increase." (Student 2, Question 7)

"I agree that the environment influences increasing reading interest. Perhaps the invitation to read could be reproduced, especially from our own social circle." (Student 7, Question 7)

"Maybe it can be seen from the facilities, from the environment as well. I also really want to get carried away, want to join in reading with friends who like to read. More to a friend. So from

> *environmental factors, it can be from peers as well."* (Student 9, Question 7)

From the statement above, it can be concluded that the environment can have a good influence if they are surrounded by people who have an interest in reading, from peers for example.

Library

Here are some student statements about libraries:

> *"In my opinion, perhaps in terms of facilities, it should also be improved so that students enjoy visiting the library."* (Student 5, Question 7)

> *"Yes, that's right, or it could be that in every city there must be a regional library, maybe they can organize or have a mobile library that visits schools or public places and provides books that can be read anywhere and anytime."* (Student 4, Question 7)

> *"I agree about the library, especially if there is a library whose reading is complete."* (Student 6, Question 7)

> *"...The invitations are also lacking, such as on our university there is a library. The library might attract students to visit when something is interesting. For example, free wi-fi may be provided or enough chargers are provided, or other comfortable and interesting places so that students feel like visiting there again and again."* (Student 7, Question 6)

> *"We have a library but there is no particular place that we are interested in. So, for the library itself, perhaps it could be equipped with facilities, especially if for example an aesthetic place was provided, it would be very interesting."* (Student 8, Question 7)

In summary, from the statements above, it can be concluded that library facilities play an important role in determining student interest in visiting. Students want a library that can interest them. Not only in terms of the

books or readings available but also in other facilities that offer something more than that.

DISCUSSION
After analyzing the data through questionnaire and interview, the researchers aims to discuss the results of the findings regarding students' interest in Extensive Reading.

The first research question was about students' interest in Extensive Reading. The results showed that students' interest in Extensive Reading was at a low level, with an average score of 2,54. Furthermore, most of the students stated that they had an interest in Extensive Reading. They agree that Extensive Reading has benefits for them, which can affect their attitudes and habits. However, it is not proven by their actions. The researchers also found that most students did not make the reading activity as a habit. This is supported by several statements that allude to reading habits, most of which the results show a negative response dominated by disagreeing answers.

The second research question is about what factors influence students Extensive Reading. The results of the interview indicated that several factors influenced students' interest in Extensive Reading. These factors include:

The need for reading
As previously explained, Extensive Reading encourages students to read as much as possible for pleasure and informative purposes rather than studying specific language features usually chosen by themselves (in Anindita, 2020). However, apart from these purposes, students realize that reading is also a necessity. Where by reading, we can increase our insight and knowledge.

The feeling of pleasure and interest
According to Koch (in Rahmadany, 2021), Extensive Reading is a way of reading for pleasure where learners are allowed to choose reading materials that suit their interests. Materials that are selected should be fun, interesting, and enjoyable, and should address students' needs, tastes, and interests because the more the students are interested and enjoy the reading they do, the better. Regarding this, students like to do reading activities

that make them feel pleasure and enjoyment without pressure and demands. This of course cannot be separated from the type of reading they are interested in.

Types of reading

As we know, Extensive Reading can be described as an independent reading of large amounts of material for information or pleasure. In Extensive Reading, students can choose their own reading material and have choices about what they want to read. The reading is independent because learners differ in proficiency, reading speed, and interests, and so ideally, they need to read at their own level of text difficulty and their own speed (Nation & Waring, 2020). In this case, the type of reading affects students' interest in Extensive Reading. Students stated that they pay attention to many things such as themes/topics, titles, plots, synopsis, and the content of the reading they will read. Most of them like fiction books with various genres such as horror, comedy, romantic, etc.

Reading intensity

Another factor that influences students' Extensive Reading interest is reading intensity. Not all students like to read and allocate their time to extensive reading and also make it as a habit. There are certain times when they will take the time to read even if only occasionally or out of necessity.

The development of information and communication technology

The development of increasingly sophisticated information and communication technology cannot be denied having an impact on various aspects of life today. Along with the flow of globalization with the demands of need for rapid information exchange, the role of technology becomes very important. The development of increasingly sophisticated technology has had a positive impact and made it easier for students to access information and communication, such as visiting digital libraries, reading or downloading e-books, looking for the latest information, etc. However, this is also inseparable from the negative side, where sometimes even though access to find reading materials are widely available, there are still many people who do not take advantage of them properly. The use of gadgets also affects students' reading interests. Where students tend to use their gadget more often for various activities such as playing games, social media, watching videos, etc. rather than reading.

Environment

The environment is one of the factors influencing students' reading interest, where a person's personality and mindset will be formed from their environment. According to Ahmadi et al (in Maunah, 2014), environment is everything that is inside or outside the individual that is influencing attitudes, behavior, or development. The environment can be in the form of objects or natural objects, people and their work as well as in the form of objective facts contained in individuals, such as organ conditions, changes in organs, and others. A good environment is influenced by people who will provide positive encouragement in every aspect of life. As in reading, if we are surrounded by people who like and have a high interest in reading, our interest in reading may also be stimulated, for example through peers.

Library

Basically, the use of the library plays an important role in adding insight or knowledge and helping support student learning activities. However, in this increasingly modern era, the role of the library seems to have begun to be shifted by the existence of technology such as the internet, gadgets, social media, etc. Students enjoy being exposed to the same reading or articles as those in books or magazines, but electronic media will arouse their interest in reading more.

Library facilities also play an important role in determining the level of student interest in visiting. Inadequate facilities make them lazy to go to the library. In addition, invitations to visit the library are still lacking. Students want a library that can interest them. Not only in terms of the books or readings available but also in other facilities that offer something more than that.

The results of this study are inversely proportional to previous studies, where the results showed that students' reading interest was in the high category. The findings presented by Siti Royyania Fitria Rahman (2017) show that based on the results of the analysis, the reading interest of fifth graders at SDN 130 Pekanbaru is in the high category with a percentage of 72.1%. Followed by factors that influence it such as reading intensity, type of reading, feelings, environment, and also access to information. The same finding was presented by Yoga Arifin (2021), that the interest of eleventh graders of Senior High School 2 Siak Hulu towards safe reading

was in the high category with a score of 64.88%. In this study, situational interest became the dominant factor that influenced their high interest. Then the same finding was also presented by Yayi Latifah (2020). Based on 15 questionnaire statements, it was found that 29 (72.5%) out of 40 students had a high interest in reading English journals. Supported by factors that influence their high interest, where students have awareness that reading is an activity that must be accustomed to themselves. Moreover, there are many benefits and knowledge that they can get from these activities.

In contrast to the findings in this study, where students' interest in Extensive Reading was in a low category. Moreover, the factors that influence their interests are also diverse.
In summary, it can be said that many things determine the high or low interest of students in reading. It also depends on the factors that influence it.

CONCLUSION
After analyzing the data and discussing the results of the research in the previous explanation, the researchers want to draw the conclusion that the students' interest in Extensive Reading of Class B from the fifth semester was in a low category. It indicates that the application of Extensive Reading among students is still lacking. Even though they have an interest in Extensive Reading and agree that it is beneficial for them, they don't prove it through actions and don't actually put it into practice. This is inseparable from the various factors that influence them, such as the need for reading, the feeling of pleasure and interest in reading, the type of reading they enjoy, free time, technological developments, environment, and library. These factors determine the high or low interest of students in Extensive Reading.

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