A SURVEY ON ENGLISH EDUCATION DEPARTMENT STUDENTS'

ONLINE READING INTEREST

A Thesis

Presented to the Department of English Language Education as Partial

Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*

Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALLY

I declared on this page that what I have written in my thesis "A Survey on English Education Department Students' Online Reading Interest" is an original work by myself. It does not contain the work of other people.

Yogyakarta, May 22 2024

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MOTTO

Indeed after hardship comes ease.

(QS. Al - Insyirah: 6 - 7)

DEDICATION

This Thesis is proudly dedicated to my beloved parents, Mr. Teguh Santoso and Mrs. Rupiati, who always support their daughter mentally and financially. I also dedicate this thesis to myself, who has always tried and consistently completed all the steps of this thesis making journey.

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All praise to Allah The Almighty who always gives mercy and grace to His servants during the thesis work process. Shalawat and salam is also presented to Rasulullah SAW and his companion.

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ABSTRACT

Although there have been many studies investigated reading interest in higher education context, there still lack of research on online reading interest that are correlated with the characteristic of generation z, who in fact often use internet and social media. The objective of the study is to investigate English Education students' online reading interest. A total of 149 students from the English Education Department participated in this study. The questionnaire contains 26 questions and includes 7 aspects (i.e. enjoyment-online, enjoyment-social media, competence-online, confidence-online, value-online, flow-online, and belongings- social media). The data were then analyzed by using SPSS and Spread Sheets. The results indicated positive feedback from English Education students. The overall result revealed that English Education students have a high interest in reading online. Students indicated high positive responses on three aspects, namely, enjoyment-social media, value-online, and belongings-social media. Meanwhile the other four aspects received average positive responses from the students. Therefore, this study is expected to help students utilize the internet and social media for lecture purposes, especially in reading courses and lecturers.

Keywords: English Education, Interest, Online, Reading

CHAPTER I

INTRODUCTION

This chapter explains the introduction of the study, which covers the explanation of why the researcher chose this topic as the research topic. Consisting of the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

1.1. Background of the study

Interest in reading is a tendency of a desire or interest that arises in a person towards reading activities. Reading interest is a strong pleasure that comes because of the urge that arises when doing anything related to reading (Mansyur, 2018). To start a reading activity, a person must have a strong intention and be accompanied by continuous efforts. Reading interest must be carried out without any coercion. Further, interest can motivate people to do certain activities and lead them to pay attention to those activities. In case of students reading interest, Sutarto et al. (2020) mentioned that interest owned by students will increase students' attention in learning, especially in reading. Reading interest is one aspect of encouraging the reading comprehension process.

Historically, reading was often associated with printed materials such as printed books, newspapers, and magazines. However, since digital technologies have revolutionized, it has influenced how individuals access and engage with

reading materials. Experts have mentioned that digital media has provided a wide variety of content compared to traditional print media, and offers conveniences and accessibility (Leu et al., 2018). This technology's evolution becomes one of the factors that influence online reading interest, specifically for younger generations, which includes students.

Demographic factors, such as age, education level, and socioeconomic status have a significant impact on online reading habits. Online reading is more likely to be preferred by younger generations who are more acquainted with digital technologies. This can be reinforced by research conducted by Gandana & Oktaviandy (2021) that stated, 85% students mentioned that they are frequent users of the internet, specifically social media. On the other hand, older persons who prefer conventional print or lack computer literacy may resist reading on digital devices (Zickuhr & Rainie, 2012).

There are numerous articles that have investigated reading interest. A previous study by Hanah et al., (2020) revealed that in the context of reading English materials 38 students prefer to read articles from the internet and 36 students prefer academic books. In addition, reading interest achievement motivation affects reading comprehension of English text directly (Lustyantie & Aprilia, 2020). Reading interest can also be recognized through psycho - behavioral aspects, according to Putro & Lee (2017).

Many discussions about interest in reading are linked to other constructs such as reading motivation, reading comprehension, or even reading attitudes.

However, to the best of the researcher's knowledge, there is still limited research that discussed about online reading interest, specifically among students, who are part of generation Z, and nowadays classified as 'digital natives' according to Palfrey & Gasser (2013). Therefore, this study attempted to survey English education students' online reading interests. Which all of the students are generation Z.

1.2. Identification of the problems

Reading in online settings seems to be an alternative way to read besides using printed materials. Because of the technology improvement, people can simply take their gadgets that connect to the internet and read as much and as comfortably as they want. Not to mention that it can be done anywhere and anytime. Abidah et al., (2020) explained that the strength of online learning is not limited by space and time. However, there are several problems found regarding online reading interest. According to a study conducted on U.S college students by Buzzeto-More et al. (2007), it is found that only 6% of students "mind reading off a computer screen" and 8% of others "do not like reading off computer screen". The students in this study preferred to use print-based materials when it comes to reading activities. More than half (58%) agreed "When I need to read a long passage that is on the computer, I usually print out a copy" and 54% agreed that "when reading, I prefer hardcopy to a digital format" (p.244). In addition, the use of the internet among young people seems to be mostly used for social media only. It can be proven by a statement from Yaumi (2014) in her research that it is known that watching television and playing with gadgets have become daily activities for children. This

indicates that digital media has succeeded in becoming a distraction for people nowadays. Kurniawati (2015) expressed her view when observing English education students. It is said that they prefer to play games with their gadgets when there is no class. Therefore, this study had to be conducted in order to perceive information regarding online reading interest among English Education students, and also to know about the use of online and social media in the context of reading activities among generation Z.

1.3. Limitation of the Problems

Based on the background of the study and the identification of the problems mentioned above, this study only focuses on describing reading interest among English Education students, cohort of 2020 – 2022, specifically in online settings.

1.4. Formulation of the Problems

This study can be improved with the following question based on the context mentioned above:

What are the English Education students' perceptions of online reading interest?

1.5. Objectives of the Study

This research aims to describe reading interest in the context of online settings among English Education students.

1.6. Significances of the Study

The findings from this study revealed how English Education students'
online reading interests. Hence, this study is expected to provide practical
suggestions for

1. English Education Lecturers

   By knowing the preferences of students' reading modes, lecturers are
   expected to be able to provide reading materials that suit students' interests.

2. Future researchers

   The author hopes that this study will be beneficial for future researchers that
   will conduct studies or research regarding the same thing, namely students'
   online reading interest.

CHAPTER II

LITERATURE REVIEW

This chapter demonstrates the whole theory of this research. It contains the theory of reading, reading interest, measurements of reading interest, review of relevant studies, and theoretical framework.

2.1. Reading Interest

Dalman (2013) stated that reading interest is an activity that involves the inner encouragement of an individual word-for-word comprehension of a text's contents and requires complete perseverance, concentration, and enjoyment. Other experts mentioned that reading interest can also be interpreted when the student has a strong sense of pleasure due to the presence of encouragement that arises in a person in carrying out reading activities to obtain information, as well as generate pleasure and benefits for themselves (Mansyur, 2018). Reading interest can be associated with other variables such as reading comprehension, reading strategy, etc.

Reading interest can be linked to several other constructs. Additionally, it is seen as a multidimensional construct that includes one's affective, cognitive, and behavioral preferences toward a subject, an occasion, or reading-related tasks (Hidi et al., 2004). According to Putro and Lee (2017), there are multidimensional constructs that make reading interest recognized through (1) Affective, (2) Cognitive, and (3) Behavioral tendencies toward an object. Each construct has

another construct. Affective includes (1) Enjoyment. Enjoyment in the context of reading refers to the the feeling of fulfillment and good feelings that come from the act of reading. It includes a variety of emotions that people feel when they read anything that appeals to their interests, preferences, or emotional needs, such as enjoyment, engagement, and fulfillment. (2) Emotional reactions, and (3) Flow. Flow can be defined when students are fully immersed in the activity. Flow is characterized by intense focus, a sense of control, and a feeling of being absorbed in the material. Cognition includes (1) Value (utility). Value associated with reading interest is the term used to describe how much people value reading and interacting with texts in terms of their own personal meaning, importance, and relevance. (2) Autonomy, (3) Competence (belief). Competence is a combination of characteristics that can be achieved by an individual or by multiple individuals in order to successfully complete tasks in meaningful areas (Weinert, 1999). (4) Relatedness or sense of belonging. The term "sense of belonging" related to reading interest describes how people interact with reading materials and cultural communities and feel a sense of inclusion, connection, and identity. While behavioral includes: (1) Attention, (2) Elaboration, (3) Informational seeking, (4) Exploration, (5) Experience of competence.

2.2. Measuring Reading Interest

The most widely used instrument to measure reading interest is by using questionnaires. It can be proven from the number of studies regarding reading interest that used questionnaires as the data collection tools. Putro and Lee (2017)

constructed 347 set items to assess the 12 psycho-behavioral constructs about recognizing reading interest, which one of the contructs is online reading interest. Respondents were chosen from undergraduate students in a university in Indonesia. All items were measured with five Likert scales, (1) "Strongly Disagree" to (5) "Strongly Agree", with the midpoint of (3)" Neither Disagree nor Agree". Each instrument has several items which will be described as follows: print instruments consist of elaboration (3 items), enjoyment (3 items), and competence (4 items). Online settings consist of value (6 items), confidence (3 items), enjoyment (3 items), competence (4 items), and flow 93 items). While social media consists of belongings (4 items), and enjoyment (3 items).

2.3. Review of Relevant Studies

Reading interest is one aspect of encouraging the reading comprehension process. Realizing that reading interest is an important thing because it is related to knowledge, many researchers have conducted research about reading interest. Most of the research respondents were school-aged children or college students. This study intends to examine students' reading interest in the context of English as a Foreign Language (EFL). With the rapid advancement of technology in the digital era, access to reading has also become much easier. Students assumed that online media has supported them in broadening and adding their knowledge and skills (Sonia et al., 2022). Students also revealed that social media has made it easier for them to broaden their social connection, specifically in communicating with friends or family members living overseas (Gandana & Oktaviandy, 2021). Bana (2020) also mentioned that the internet provides various sources to support their

assignments. Followed by a statement from Jong & Ho (2017) who mentioned that students utilized articles published on online sources more often than from any other resources.

2.4. Theoretical Framework

Reading interest is an activity that involves the inner encouragement of an individual in understanding word for word the content of a text, full perseverance, mindfulness, and pleasure, as stated from Dalman (2013). Reading interest in several modes such as in print settings or online reading is divided into several instruments. This study aims to investigate English education students' reading interests.

As follows: enjoyment, elaboration, competence and experience, utility value, and confidence. This study will use a survey as a method.

A SURVEY OF ENGLISH
STUDENTS' ONLINE
READING INTEREST

Reading interest is an activity which involves the inner encouragement of an individual in understanding word for word and the contents of a text, full perseverance, mindfulness, and pleasure (Dalman, 2013).

Reading interest in print and online setting instruments:
1. Enjoyment
2. Elaboration
3. Competence & Experience
4. Utility Value
5. Confidence
6. Flow
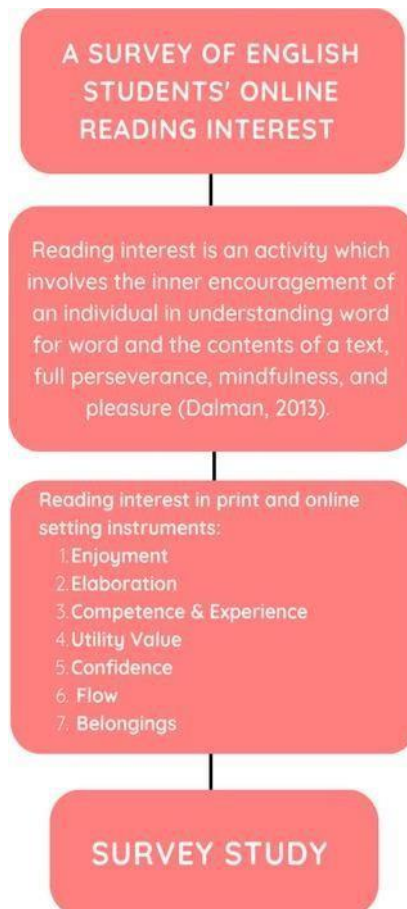7. Belongings

SURVEY STUDY

Figure 2.1. Theoretical Framework of Online reading interest

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology of the study. It covers the research design, population and samples, and data collection techniques including the analysis of the data.

3.1. Research Design

The purpose of this research is mainly to describe the purpose of English department students' reading interests. This quantitative study used surveys as the research design to analyze the variables. Survey study was chosen as the method in order to obtain multiple perspective from an entire population. By using this technique, the researcher collected quantitative data using questionnaires which distributed from both online (WhatsApp) and from class to class.

Next, the researcher had to analyze the data to describe the responses regarding the questionnaire. In the last step, the researcher interpreted the result in the form of tables and graphic descriptions to allow and summarize the complex quantitative data. Survey research is used to explain trends such as community interest in school issues or interest in a population of people. In this study, the data gathered by using a questionnaire adapted from Putro and Lee (2017). The researcher utilized 26 instruments out of 51 instruments. These 26 instruments cover 7 aspects that discussed in this research. The questionnaire was distributed through Google Form.

3.2. Population and Sample

The aim of this study is to investigate English Education students' online reading interests. Therefore, the population chosen in this study was 220 English Education students, starting from the 2020-2022 batch. Students of Cohort 2023 were not included due to limited time available. This survey took place in Universitas Islam Indoneisa. This population is selected based on the relevance of the topic which will be studied by the author. In fact, the population were chosen because they have the same characteristics, namely, they are all parts of Generation Z. This population does not have any required specifications other than having to major in English Education. As mentioned above, the questionnaire was distributed through Google Forms. Furthermore, to obtain information on the population, this research used a non-probability sampling method. To be specific, the method used is convenience sampling. To determine the sample size, this research uses the required sample size from the calculator sample size as seen in Figure 3.1. The target population sampled is 220 in total. Hence, the margin of error selected is 5% which resulted in the number of people that fill the questionnaire were at least 141 people.

Table 3.1. Total Population

Grade	Students
2020	100
2021	60
2022	60
Total	220

Figure 3.1 Calculator sample size

According to the calculation, the minimal sample that the researcher must obtain is 141 people among the 220 people.

3.3. Data Collection Technique

3.3.1 Instrument

The researcher used instruments adapted from a questionnaire created by Putro and Lee (2017). The instrument selected in this research was based on the modes of reading which contain print media, online settings, and social media environment. The researcher adapted the instruments by selecting question that are related with online reading interest aspects, which covers enjoyment, competence, confidence, value, flow, and belonging. Social media mentioned in the questionnaire was changed to social media which more relevant to nowadays

situation. These variables are measured with a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree).

Table 3.2. Blueprint of the reading interest questionnaire

by Putro and Lee (2017)

Dimensions	Modes of reading	Number of items	Item number
Enjoyment (ENJ)	Online (ENJ-O)	3	20, 21, 22
	Social Media (ENJ-S)	3	34, 35, 36
Competence (COM)	Online	4	23, 24, 25, 26
Confidence (CONF)	Online	3	17, 18, 19
Value (VAL)	Online	6	11, 12, 13, 14, 15, 16
Flow (FLW)	Online	3	27, 28, 29
Belonging (BEL)	Social Media	4	30, 31, 32, 33

3.3.2 Validity

Validity in quantitative research was defined as "construct validity" by Wainer and Braun (1998). More specifically, the construct is clarified as the original idea, notion, question, or hypothesis that establishes the kinds of data to be collected and the methods for collecting them. Previously in their study, Putro and Lee (2017) ran factor analysis to check the construct validity of the instrument.

Based on the results of factor analysis, Putro and Lee (2017) has finally developed a valid instrument which describes different aspects of reading interest which include reading modes and purposes. In the context of recognizing reading interest through psycho-behavioral aspects.

3.3.3 Reliability

According to the analysis by Kirk and Miller (1986), reliability is identified to three different types in quantitative research, as follows: (1) The extent to which a measurement stays equal when taken repeatedly (2) the measurement's consistency over time; and (3) the measures' compatibility within a specific time period. Since reliability is correlated with validity, it means that the higher the reliability score is, the more valid the score might be. Researcher provides reliability tests using Cronbach' Alpha to every aspect. The result of this present study showed that Cronbach's Alpha of enjoyment in online setting has the score of .934, enjoyment in social media settings has .807, competence online has .700, confidence online has .844, value online has .783, flow online has .889, and belongings on social media settings has .699. The overall results demonstrate significant consistency, as can be seen on the table below.

Table 3.3. Reliability Test Results for Each Dimension

Dimensions	Cronbach's Alpha
Enjoyment - Online	.934
Enjoyment - Social Media	.807
Competence - Online	.700
Confidence - Online	.844
Value - Online	.783
Flow - Online	.889
Belongings - Social Media	.699

3.4. Data Analysis Technique

Data analysis techniques that were used in this study include Google SpreadSheet and analyzed by the computational calculation program of SPSS Statistics 25. This research used descriptive statistics to describe, show, and interpret the result in the form of tables and graphic descriptions to allow and summarize the complex quantitative data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results and discussions from the previous research taken from the distributed questionnaire to identify English Education Students' Online Reading Interest in the digital era. It contains research findings and discussions.

4.1. Research Findings

4.1.1 Result of Demographic Information

The following table shows the representation of the participants in the study based on the survey conducted at the English Education Department, Universitas Islam Indonesia, Yogyakarta, Indonesia.

Table 4.1 Participants Demographic Information

Batch	Frequency	Percentage
2020	64	43%
2021	42	28,2%
2022	43	28,9%

There were 149 participants who filled in the informed consent form and were willing to participate in this research, consisting of 64 participants from batch 2020 (43%), 42 participants from batch 2021 (28,2%), and 43 participants from batch 2022 (28.9%).

4.1.2 Students' Online Reading Interest

The 26-item questionnaire was used to investigate English Education students' online reading interest. The questions are divided into 7 dimensions (i.e., enjoyment (online), enjoyment (social media), competence (online), confidence (online), value (online), flow (online), and belonging (social media). Based on statistical description analysis calculations using SPSS, the overall results of the present study is shown in the chart as follows.

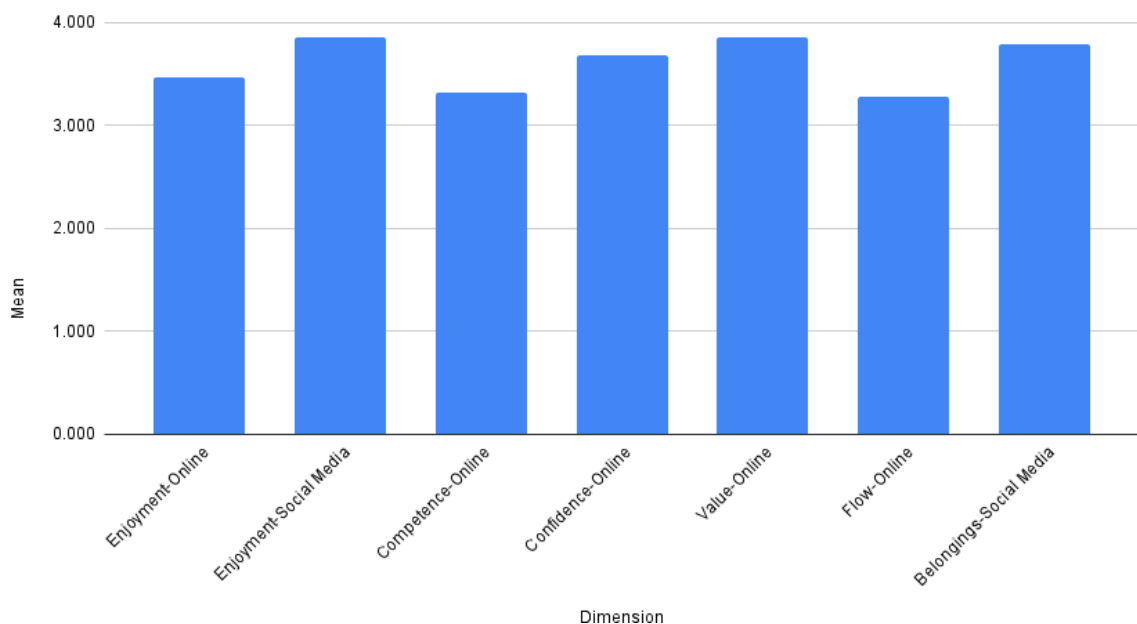Dimensions Chart of Students' Online Reading Interest

Figure 4.1 Overall Result of Students' Online Reading Interest

From the chart presented above, it can be seen that Enjoyment (Social Media) (M= 3.85), Value (Online) (M= 3.85), and Belongings (Social Media) (M=3.78) got the highest scores among all dimensions in the context of students' online reading interest.

4.1.3 Result of Students' Online Reading Interest

4.1.3.1 Enjoyment (Online)

According to the questionnaire that has been analyzed by SPSS 25, the results and interpretation of the first dimension is presented by the table below.

Table 4.2 Enjoyment (Online)

Statement	N	Mean	Std. Deviation
2. Reading online makes me feel good.	149	3.51	.913
1. Reading online is one of my favorite activities	149	3.48	.890
3. I always try to find time to read online for enjoyment.	149	3.40	1.032
Valid N (listwise)	149		

The first column presents the statements of the questionnaire. In the second column, N represents the total number of respondents that have agreed to fill out the questionnaire that has been distributed. Third column, M represents Mean or the average value of the participant's responses to the statements in the first dimensions in the first questionnaire, i.e Enjoyment (Online). The fourth column presents Standard Deviation (SD), which is associated with the Mean value.

The table above shows a row of statements starting from the statement that has the highest score (M= 3.51; SD= .913) which is statement number 2 (Q2ENJO2) "Reading online makes me feel good". The second statement that has the highest score below Q2ENJO2 is statement number 1 (Q1ENJO1) with Mean (M= 3.48; SD = .890) which contains "Reading online is one of my favorite activities". The last

statement that also has the lowest mean in this dimension is statement number 3 (Q3ENJO3) with Mean (M= 3.40) which stated "I always try to find time to read online for enjoyment". However, this statement has the highest Standard Deviation (SD= 1.032) among all the statements in the first dimension, which means, there are multiple variations in the data obtained.

Based on the results shown above, statement number 1 (Q1ENJO1) can be interpreted that most of the respondents (M=3.48) perceive this statement positively (SD= .890). The smaller the standard deviation, the more conical or closer to the average. It means that reading online is one of their favorite activities. Most of the respondents enjoy reading online, which makes online reading as one of their favorite activities, as mentioned in statement number 1 (Q1ENJ01). They also tried to find the time to read online, and that reading online makes them feel good. Reading online can really be enjoyed because nowadays, everything can be accessed easily online through a gadget, everywhere and at any time.

4.1.1.1 Enjoyment (Social Media)

In the second dimension, which is Enjoyment (Social Media), the statement that has highest mean is statement number 1 (Q4ENJS1) (M= 4.05; SD= .954) "Reading from social media sites is one of my favorite activities (e.g. Instagram, X, Thread, WhatsApp)". The next statement with the highest mean is statement number 2 (Q5ENJS2) with mean (M= 3.89). This second statement has the lowest Standard Deviation in this dimension (SD= .851) which contains the statement of "Most of the knowledge I obtained is through social media reading". The last statement in this

dimension is statement number 3 (Q6ENJS3) which has the lowest Mean among all of the statements in this dimension yet has the highest score of Standard Deviation (M= 3.63; SD = 1.036).

Table 4.3 Enjoyment (Social Media)

Statement	N	Mean	Std. Deviation
4. Reading from social media sites is one of my favorite activities (e.g. Instagram, X, Thread, WhatsApp).	149	4.05	.954
5. Most of the knowledge I obtained is through social media reading.	149	3.89	.851
6. Once I read social media sites (e.g. Instagram, X, Thread, WhatsApp), I keep reading for hours.	149	3.63	1.036
Valid N (listwise)	149		

Based on the results in this dimension, the respondents' answers focused on statement number 2 (Q5ENJS2), because it is the statement with the highest mean score yet has the lowest standard deviation value. It can be inferred that reading through Social Media is also one of the students' favorite activities. They can spend hours reading through Social Media sites such as Instagram, X, Threads, WhatsApp, or any other reading platforms on their gadget. It is also revealed that most of the knowledge that the students obtained is through Social Media reading. From this information, it can be concluded that the younger generation's (especially Generation Z) attachment to social media can have a positive impact on their interest in online reading.

4.1.1.1 Competence (Online)

The third dimension contains four statements, the results of which can be seen in the table below. Statement that has the highest Mean is statement number 4 (Q10COMO4) with score (M= 3.38; SD= .851) which stated "My academic achievement has been influenced by my online reading ability". Next, the statement that ranks as the second is statement number 2 (Q8COMO2) with Mean (M= 3.35) and the highest Standard Deviation in this dimension (SD= .877) "I did well on campus due to my online reading ability". The third place in this dimension is statement number 1 (Q7COMO1) with score (M= 3.34; SD= .828). "I did well in my reading courses because of online reading". That means, this statement ranks lowest in standard deviation in this dimension. The statement that ranks last is statement number 3 (Q9COMO3) with score (M= 3.20; SD = .830). "I had good grades because I liked online reading".

Table 4.4 Competence (Online)

Statement	N	Mean	Std. Deviation
10. My academic achievement has been influenced by my online reading ability.	149	3.38	.857
8. I did well on campus due to my online reading ability.	149	3.35	.877
7. I did well in my reading courses because of online reading.	149	3.34	.828
9. I had good grades because I liked online reading.	149	3.20	.830
Valid N (listwise)	149		

The results from this dimension revealed that the respondents' answers focused on statement number 1 (Q7COMO1). From the students' perception, reading online has a big influence on the continuity of students' academic achievement. It was correlated by the students' perception which perceived a positive level of satisfaction of all statements in this dimension.

4.1.1.1 Confidence (Online)

In the dimension of confidence (Online), the statement that ranks in the first place with the highest mean in this dimension is statement number 2 (Q12CONFO2) with score (M= 3.74; SD = .987) which contains "I do not have problems in online reading". Followed by statement number 1 (Q11CONFO1) that ranks as the second, with the same Mean score with statement number 2 (M= 3.74) and the highest Standard Deviation in this dimension (SD= .989) "Reading online is easy for me". Statement number 3 (Q13CONFO3), which also ranks in the last place, has the lowest score both in Mean and Standard deviation (M = 3.54; SD= .941). It contains "When I read from a computer device (e.g., computer screen, cellphone, etc.), I am a good reader".

Table 4.5 Confidence (Online)

Statement	N	Mean	Std. Deviation
12. I do not have problems in online reading.	149	3.74	.987
11. Reading online is easy for me.	149	3.74	.989
13. When I read from a computer device (e.g., computer screen, cellphone, etc.), I am a good reader.	149	3.54	.941
Valid N (listwise)	149		

Based on the results in this context, statement number 3 (Q13CONFO3) seems to be a statement that the data results point to "strongly agree". It can be interpreted that the students perceived that they have enough confidence to say that they are good online readers. It was revealed that the students considered that online reading is easy for them and that they do not have any problem with online reading.

4.1.1.1 Value (Online)

The results of the questionnaire in this context of dimension are presented in the table below. As can be seen, in this dimension, they have six statements which also occupy the dimension with the most statements among all dimensions. Statement that has the highest Mean is statement number 4 (Q17VALO4) with score (M= 4.03; SD= .858) "I learn about what is going on in the world by online reading". Followed by statement number 2 (Q15VALO2) with score (M= 3.99; SD= .874) "Reading online improves my general knowledge". Statement number 5 (Q18VALO5) ranks in third place, with the score (M= 3.89; SD= .851) "Reading online makes me feel connected to the world". Followed by statement number 6

(Q19VALO6) with score (M= 3.79; SD= .835) which means that this statement occupies the lowest place in the Standard Deviation. It contains "I gain a great deal of information whenever I read online". The next rank is occupied by statement number 1 (Q14VALO1) with Mean score (M= 3.73) yet has the highest score in Standard Deviation in this dimension (SD= .882). "Reading online often helps me think about new ideas". In the last place, there is statement number 3 (Q16VALO3) with score (M= 3.70; SD = .850) "New ideas come to my mind when I read online".

Table 4.6 Value (Online)

Statement	N	Mean	Std. Deviation
17. I learn about what is going on in the world by online reading.	149	4.03	.858
15. Reading online improves my general knowledge.	149	3.99	.874
18. Reading online makes me feel connected to the world.	149	3.89	.851
19. I gain a great deal of information whenever I read online.	149	3.79	.835
14. Reading online often helps me think about new ideas.	149	3.73	.882
16. New ideas come to my mind when I read online.	149	3.70	.850
Valid N (listwise)	149		

Based on these results, it can be concluded that statement number 6 (Q19VALO6) became a statement with the most concurring answer "strongly agree."

Online reading has a great impact in terms of knowledge and ideas. Students perceived that through online reading, they gain new knowledge, improve their general knowledge, and bring in fresh new ideas. With online reading, students can educate themselves with the newest issues that are happening in the world.

4.1.1.1 Flow (Online)

Flow in online reading is considered as one of the dimensions in the questionnaire that has been distributed to the participants of this study. This dimension contains three statements. Statement number 3 (Q22FLWO3) ranks the highest in this dimension with the highest score both in Mean and Standard Deviation (M= 3.45; SD= 1.036) "Time goes quicker than usual when I read online". The second place followed by statement number 1 (Q20FLWO1) with Mean (M= 3.38) yet has the lowest Standard Deviation in this dimension (SD= .802). "I feel absorbed when I read online". The last rank in this dimension belongs to statement number 2 (Q21FLWO2) with the score (M= 2.99; SD= 1.030). "When I read online, I forget about other things".

Table 4.7 Flow (Online)

Statement	N	Mean	Std. Deviation
22. Time goes quicker than usual when I read online.	149	3.45	1.036
20. I feel absorbed when I read online.	149	3.38	.802
21. When I read online, I forget about other things.	149	2.99	1.030
Valid N (listwise)	149		

From this result, statement number 1 (Q20FLWO1) became a statement with the most concurring answer "strongly agree." It can be assumed from the students' perspective that when they are reading online, they feel that time goes by quickly and they are really attracted to the activity, but on the other hand, reading online does not make them forget to do their other work.

4.1.1.1 Belongings (Social Media)

In the last dimension category from the questionnaire consists of four item statements where statement 2 (Q24BELS2) ranks as the highest in this dimension with the score (M= 3.98; SD= .826) "Social media reading (e.g. Facebook, WhatsApp) makes me feel connected to the world". Followed by statement number 1 (Q23BELS1) that consist "I feel connected to others who may have read the same things from social media sites (e.g. Facebook, WhatsApp)". With the Mean (M= 3.83) and the highest Standard Deviation in this dimension (SD= .888). Statement 4 (Q26BELS4) placed as the third rank in this dimension. With the score (M= 3.77; SD= .881) which stated "Social media reading (e.g. Facebook, WhatsApp) makes me communicate better with others. The last rank in this dimension belongs to

statement 3 (Q25BELS3) with the score (M= 3.54; SD= .834). "Social media

reading (e.g. Facebook, WhatsApp) makes me feel belonged to a certain group".

Table 4.8 Belongings (Social Media)

Statement	N	Mean	Std. Deviation
24. Social media reading (e.g. Facebook, WhatsApp) makes me feel connected to the world.	149	3.98	.826
23. I feel connected to others who may have read the same things from social media sites (e.g. Facebook, WhatsApp).	149	3.83	.888
26. Social media reading (e.g. Facebook, WhatsApp) makes me communicate better with others.	149	3.77	.881
25. Social media reading (e.g. Facebook, WhatsApp) makes me feel belonged to a certain group.		3.54	.834
Valid N (listwise)	149		

Students' response points to statement number 2 (Q24BELS2). The results

indicated that when the students' When students read through social media, they feel

like they are part of a certain group. This can be interpreted that, on social media there

are many groups of people who have the same preferences. Reading on social media

also makes students feel connected to things around the world. With this, it can be

assumed that reading through social media has a big impact on students' social skills.

4.2 Discussions

4.2.1. Overall Result of the Students' Online Reading Interest

After calculating and interpreting the scores from all dimensions, it is known that there are three aspects that have the highest scores related to students' online reading interest. The first aspect belongs to enjoyment (social media). Students' positive response in reading enjoyment through social media might be caused by several reasons. One of them is, nowadays, it is really easy to access social media. Social media can be accessed through various platforms. With the increasing use of social media, the internet is one source for Generation Z to seek new knowledge or information. It can be correlated to what being discussed because the participants in this survey are Generation Z. Hardey (2011) stated in his research that Generation Z sometimes referred to as Generation C, C stands for connection. The letter C is due to the frequent behavior of Generation Z in using the internet and social media for private and professional communication. With the advancement of technology and digitalization, social media is used as a platform to access various information other than entertainment. This technology's evolution makes reading from social media sites (e.g. Instagram, X, Thread, WhatsApp) is one of their favorite activities. Teenagers and adolescents embraced social media as a way to connect with their friends, share information, and overall, showcase their social lives (Boyd, 2008).

Value in Online reading and belongings in social media were ranked as the second and third in relation to students' online reading interest. This means that when reading online and through social media, students feel connected to things that are happening in the world. They can read things that are currently viral on social media. Other than that, they can discuss with people who may have read the same thing. This is what is meant in the belongings context. Meanwhile in an online context, we can find many people who have the same characteristics as themselves, who usually gather into a community. The characteristics referred to here could be in terms of interests, ways of thinking, or people in the same sphere. One of the purposes of having/using social media is to create a group with the same interest or characteristics. As stated from Rafiq et al. (2014), students use social media to form a group of like-minded people. A group of English translators who gather in one community on a certain online platform can be used as an example in this context.

4.2.1. Students' Perspective on the Students' Online Reading Interest

In the aspect of Enjoyment in Social Media, it appears that the majority of students in 2024 feel that most of the knowledge they obtained is through social media reading. Students believed that online media supported them in broadening and adding their knowledge and skills (Sonia et al., 2022). This suggests that reading and sharing contents from social media has influenced students' knowledge. In terms of Value (online), the survey's participants in 2024 reported that they gained a great deal of information whenever they read online. (M=3.79). Regarding belongings on Social Media matters, the participants indicated that by doing Social Media reading, makes them feel connected to the world (M=3.98).

A previous research conducted by Gandana & Oktaviandy (2021) revealed that students' believe social media made it easier for them to broaden their social connection, specifically in communicating with friends or family members living overseas. By doing reading through a certain social media (e.g. X), we can easily keep up with the latest news or trends that currently went viral all over the world.

Looking from the aspect of enjoyment (online), the students reported that reading is one of their favorite activities (M=3.48). In the aspect of competence (Online), the participants believe that they did well in their reading courses because of online reading (M=3.34). As stated from Bana (2020), students believe the internet provides various sources to support their assignments. The Internet can also help them find various activities and materials that they could use to improve their English. In confidence (online) matters, the students stated that they are a good reader in terms of reading from computer devices (e,g computer screen, cellphone, etc). (M=3.54). Jong and Ho (2017) stated that, in the research they conducted, students utilized articles published on online sources more often than from any other resources. From the aspect of Flow (online), students feel absorbed when they read online (M=3.38).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions throughout this research. Suggestions also provided based on the research findings regarding this study.

5.1. Conclusion

This study aims to investigate students' online reading interest among English Education Education students. The aspects studied cover 7 dimensions. The research was conducted using a survey method, namely by distributing a questionnaire to English Education Department students. There are 149 English Education Department students cohort of 2020-2022 who filled the questionnaire among approximately 220 students. The results obtained from this research indicated that there are 3 fields that have the highest scores. The first place is occupied by enjoyment on social media settings, with an average value of. (M=3.85). Value in online settings ranked as the second with the average value of (M=3.85). In third place is the aspect of belonging on social media settings, with the average value of (M=3.78). The rest of the aspects, however, cover enjoyment in online settings (M=3.46), competence in online settings (M=3.31), confidence in online settings (M=3.67), and the last aspect is flow in online settings (M=3.27). The majority of the instruments from each aspects show some students can perceive each instrument positively, seen from how narrow the average and standard deviation are.

5.2. Suggestion

To improve future study, the researcher would like to provide several suggestions intended for lecturer, students, and future researchers, which would be explained as follows:

1. English Education Lecturers

   It would be a good idea for lecturers to use social media more often for learning contexts, especially for assignments that include reading activities. This is useful to increase and engage students' online reading interest, who in fact often use social media.

2. Future Researchers

   To conduct further research in the future, the future researchers are advised to expand the range of survey participants. Collecting participants from different majors may be considered. Other than that, the use of different research methods, such as interviews, to collect the data is also recommended, in order to get more in-depth results regarding the research topic.

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Appendix 1. OLQ Questionnaire

Assalamualaikum Wr.Wb.

I'm Zahira Salsabila, a student of the English Education study program, Universitas Islam Indonesia. Currently I am conducting research in order to collect thesis data with the title "A Survey on English Education Students' Online Reading Interest"

You can fill out this questionnaire if you meet the criteria as a student of PBI, batch 2020 - 2022.

All data in this questionnaire will be kept confidential and will only be used for research purposes. If you encounter any problems or questions related to this research, you contact me via :

Email: 20322106@students.uii.ac.id

Nomor: 085865927938

Thank you for your willingness and assistance in filling out this questionnaire Wassalamualaikum Wr.Wb

Sincerely,

Zahira Salsabila

Supervisor

Banatul Murtafiah, S.Pd., M.Pd

Table questionnaire

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Items	Category	1	2	3	4	5
Enjoyment (ENJ) Online	Reading online is one of my favorite activities.					
	Reading online makes me feel good.					
	I always try to find time to read online for enjoyment.					

Enjoyment (ENJ) Social Media	Reading from social media sites is one of my favorite activities (e.g. Instagram, X, Thread, , WhatsApp).					
	Most of the knowledge I obtained is through social media reading.					
	Once I read social media sites (e.g. Instagram, X, Thread, WhatsApp), I keep reading for hours.					

Competence (COM) Online	I did well in my reading courses because of online reading.					
	I did well in campus due to my online reading ability.					
	I had good grades because I liked online reading.					

	My academic achievement has					
	been influenced by my online reading ability.					
Confidence (CONF) Online	Reading online is easy for me.					

	I do not have problems with online reading.					
	When I read from a computer device (e.g., computer screen, cellphone, etc.), I am a good reader.					
Value (VAL) Online	Reading online often helps me think about new ideas.					

	Reading online improves my general knowledge.					
	New ideas come to my mind when I read online.					
	I learn about what is going on in the world by online reading.					

	Reading online makes me feel connected to the world.					
	I gain a great deal of information whenever I read online.					
Flow (FLW) Online	I feel absorbed when I read online.					

	When I read online, I forget about other things.					
	Time goes quicker than usual when I read online.					
Belonging (BEL) Social Media	I feel connected/related to others who may have read the same things from					

	social media sites (e.g. Instagram, X, Thread. WhatsApp).					
	Social media reading (e.g. Instagram, X, Thread, WhatsApp) makes me feel connected to the world.					
	Social media reading (e.g. Instagram, X, Thread, WhatsApp) makes me feel like I belong to a certain group.					

	Social media reading (e.g. Instagram, X, Thread, WhatsApp) makes me communicate better with others.					