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## An Analysis of Students' Reading Interest in Journal Articles

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**Abstract.** This research aims to determine the level of reading interest and the factors that influence the reading interest of fifth-semester students of the English Education Study Program at Tanjungpura University in reading journal articles. The research method in this research is qualitative research. Data was obtained through questionnaires and interviews. The questionnaire is to determine the level of students' reading interest in English language journal articles; the interview is to obtain more in-depth information regarding students' reading interest in English language journal articles. The population in this study consisted of 50 fifth-semester students, all of whom were also included in the sample, with five of these students selected as interview informants. From the research results, the authors discovered that 24 respondents (48%) got the "Very High" category, 19 respondents (38%) got the "High" category, and 7 respondents (14%) got the "Enough" category. Meanwhile, research results from interviews included five factors that influenced students' reading interest in English journal articles. These factors include Eligibility in Reading Journal Articles, Student's Willingness to Read Journal Articles, Journal Articles as Reading Materials, Benefits of Reading Journal Articles, and Benefits for Language Proficiency.

**Keywords:** Interest, Journal Articles, Reading, Reading Interest.

### Introduction

The ability to read journal articles in English is a fundamental skill in higher education, particularly within the academic contexts. Proficiency in understanding and critically assessing journal articles empowers students with improved access to cutting-edge knowledge and insights across a wide array of academic disciplines. Therefore, the central focus of this research lies in delving into the analysis of students' proclivity for reading journal articles, particularly within an academic framework.

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Understanding students' interest in reading journal articles provides valuable insights into their engagement with academic literature, which is a critical component of their overall learning experience. When educators and curriculum developers are aware of the degree to which students are inclined to read and engage with scholarly articles, they can better gauge the effectiveness of current teaching methods and materials. This insight allows for the identification of potential gaps in students' learning processes, such as a lack of motivation or difficulty in comprehending complex texts. By recognizing these factors, educators can tailor instructional strategies to foster a stronger reading culture, thereby enhancing students' critical thinking skills, deepening their understanding of course content, and ultimately contributing to their academic success. Furthermore, such insights can inform the development of more targeted and relevant curricula, ensuring that the educational programs are aligned with students' needs and interests, and that they effectively support students in navigating the academic challenges they encounter.

This research is also related to previous research, especially by Latifah (2020). This previous research provides a structured framework and valuable findings so that it becomes a benchmark for comparative analysis within the scope of this research. By referring to previous research findings, authors can explain the development of students' interest in reading journal articles over time and the transformative dynamics in the educational environment.

Meanwhile, this research also aligns with Rahmani's (2019) research, which reveals several significant findings regarding English education students' reading interest in scientific articles. The analysis results showed that six of the seven indicators of interest in reading articles in scientific journals revealed that English Language Education students had no interest in journals, with a percentage of 86%. The indicator that most shows students' disinterest in journals is the level of reading articles in scientific journals, indicating that 88% of the respondents have never read articles in scientific journals in one semester. Specifically, this research will further explore the level of students' reading interest in journal articles and what factors influence students' reading journal articles. Therefore, this research provides a basis for considering authors' knowledge to find out students' problems in reading, especially journal articles.

Carrying out this research in the Teaching and Education environment at Tanjungpura University was a wise choice. This location was chosen because it represents the university's academic ecosystem, and the research results are poised to produce valuable insights for curriculum improvement and educational management orchestration in a similar environment.

This research is ready to produce strategies and recommendations that can accelerate the increase in students' interest in reading journal articles, thereby accelerating the growth in academic achievement and improving the educational standards of Tanjungpura University. Therefore, this research significantly improves the quality of higher education and learning in an era characterized by unlimited access to English language information sources, especially in the form of journal articles. This is in line with the increasing global demand for human resources who can understand, assimilate, and disseminate the latest knowledge, especially in the academic field. This research is well positioned to contribute to the evolution of a more robust and effective curriculum and develop student

competence in reading and understanding journal articles in English. Therefore, this research promises to strengthen the knowledge base in this domain and provide a transformative influence on educational policies and pedagogical practices in future academic settings.

Based on these phenomena, the authors is attracted to conduct studies and research, identify present students, and analysis of students' reading interest in journal articles. According to the following description, the authors carried out a study entitled: "Analysis of Students' Reading Interest in Journal Articles".

### **Reading Interest**

Reading interest is students' willingness to comprehend the words and ideas contained in written text. According to Johnson (2014), reading interest reflects students' enjoyment in understanding the text and grasping the main ideas conveyed.

Similar to the concepts of reading habits and reading motivation, the concept of reading interests appears to be an enduring trait. Reading interest can be described as an individual's inclination towards engaging in reading activities, as gauged by the amount of reading they actually undertake. It encompasses a reader's preferences when it comes to the topics, subject areas, or genres they prefer to read. At times, it can also encompass the factors that captivate a particular reader when engaging with a text.

According to McKool (2014, p. 111), reading interest pertains to reading activities that occur outside the confines of the school environment. Johnson et al. (2014, p. 81) have suggested that a high level of reading interest is often associated with positive attitudes toward reading. This includes a willingness to comprehend the words and ideas presented in reading materials and viewing reading as an enjoyable endeavor. This perspective is echoed by Lin, Hong, and Chen (2013, p. 2152), who outline two facets of interest: individual (personal) interest and situational interest.

Individual (Personal) Interest can be regarded as an inherent characteristic that tends to remain relatively constant over time. It encompasses factors such as knowledge, positive emotions, personal value, and evolves gradually through repeated encounters with situational interest. Individual interest can also be directed toward specific subjects, objects, or activities, such as an interest in reading, sports, or particular topics. In contrast, situational interest arises as a response to specific conditions or environmental factors.

### **Reading Journal Articles**

A scientific journal is a periodically published publication by a professional organization or academic institution containing articles that represent empirical scientific thinking (research articles) as well as logical thinking (thought-based articles) in a specific field of study. Suryoputro et al. (2012) referred to scientific journals as a communication platform for members of the scientific community in specific academic disciplines. Since they are read by specific members of the community, scientific journals are expected to present articles that align with their interests and needs. The content of a scientific journal primarily consists of research articles, which are systematic reports on the results of studies or research findings presented to a particular scientific audience. The main objective is to convey the research findings and the authors' contributions to the audience for contemplation, further examination, and debate, both verbally and in writing. A

systematic report, in this context, refers to a report prepared following the structure and format prescribed by a scientific journal. On the other hand, intensive thinking results in a thought-based article on a particular topic, while research results are typically more specific because they involve data and are published in scientific journals, newspaper or magazine reports, interviews, eyewitness accounts, documents, and so forth (Suryoputro et al., 2012).

Roles and Functions of Scientific Journals: (1) an academic communication platform among scholars (professors/teachers), (2) the dissemination of research findings, (3) the cultivation of an academic culture in higher education, (4) a means of exchanging information to generate new ideas in science and technology. Other important aspects of the existence of journals in higher education include (1) serving as a writing training tool for faculty members, (2) as a source of new knowledge, (3) can be used as a means of obtaining credit points, (4) enhancing the image of the university.

## **Method**

In conducting this research, the data collection process involved several systematic steps to ensure the accuracy and reliability of the findings. Initially, a questionnaire was developed to assess the reading interest of the fifth-semester students in journal articles. This instrument was adapted from previous studies on reading habits and interests, ensuring that it was relevant to the academic context of the students involved. Before distribution, the questionnaire was validated by experts in educational research to ensure its content validity.

Data collection was carried out by administering the questionnaire to all 50 students in Regular A, with the data being gathered over a two-week period to accommodate students' schedules. The total sampling technique was chosen to include the entire population of interest, providing a comprehensive understanding of the students' reading interests. Following the data collection, the responses were coded and entered into a database for analysis.

Observations were carried out on students in the fifth semester of the 2023/2024 academic year at the Faculty of Teacher Training and Education, Tanjungpura University. This observation covers various aspects, including the level of students' interest in reading journal articles and various factors that influence this interest. The results of this observation are to provide increased understanding of the depth and scope of students' reading interest in journal articles.

For data analysis, the research employed qualitative methods, particularly thematic analysis, to identify patterns and themes related to students' reading interests. Thematic analysis, as described by Braun and Clarke (2006), involves carefully reading the data, coding for significant features, and then organizing these codes into broader themes that capture the essence of the data. This method was chosen for its flexibility and its ability to provide a rich, detailed account of the data. The analysis was conducted in several stages, beginning with an initial familiarization with the data, followed by generating initial codes, searching for themes, reviewing themes, and finally defining and naming the themes. This rigorous process ensured that the analysis was both thorough and grounded in the data, providing meaningful insights into the reading interests of the students.

In this research, the authors used some technique to collect data according to the exact problem. The data collection techniques are in the form of questionnaire and interview.

## Findings and Discussion

### The Result of Questionnaires of Student Reading Interest in Journal Articles

The authors employed a questionnaire as the primary instrument for data collection. The questionnaire comprised 15 statements, and the results are presented as follows.

**Table 1. The Level of Students' Reading Interest in Journal Article Result**

Score	Information	Category
46-60	Very High	24 respondents (48%)
31-45	High	19 respondents (38%)
16-30	Enough	7 respondents (14%)
0-15	Low	-

Based on table 1, the research investigated 24 respondents (48%) got "Very High" category, 19 respondents (38%) got "High" category, and 7 respondents (14%) got "Enough" category.

**Table 2 The Level of Students' Reading Interest in Journal Article Result**

No	Statement	The Percentage of Students Preference							
		SA	%	A	%	DA	%	SDA	%
1	I like reading English journal articles.	9	18%	34	68%	4	8%	3	6%
2	I concentrate when reading English journal articles.	10	20%	27	54%	12	24%	1	2%
3	I dedicate more than an hour daily to reading English journal articles.	3	6%	30	60%	4	8%	13	26%
4	I typically complete assignments related to reading English journal articles.	14	28%	28	56%	8	16%	-	-
5	I often read English journal articles during my free time.	23	46%	24	48%	3	6%	-	-
6	I actively participate when my lecturer asks questions about English journal articles.	18	36%	22	44%	8	16%	2	4%
7	I like the English journal articles discussions.	21	42%	19	38%	7	14%	3	6%
8	When I'm at home, I review materials from my English journal articles readings.	5	10%	33	66%	10	20%	2	4%

9	I learned several English journal article titles within a week.	3	6%	29	58%	17	34%	1	2%
10	I read English journal articles before attending my reading class.	10	20%	14	28%	25	50%	1	2%
11	I have several English journal article papers at home.	13	26%	23	46%	10	20%	4	8%
12	I usually look for English journal articles when I'm in the library or browsing the internet.	12	24%	24	48%	8	16%	6	12%
13	I have an interest in English journal articles because it increases my knowledge.	14	28%	28	56%	8	16%	-	-
14	I prefer reading English journal articles over other types of reading materials.	21	42%	19	38%	7	14%	3	6%
15	When I meet the reading lecturers, either in class or elsewhere, I will ask about topics related to English journal articles.	13	26%	21	42%	15	30%	1	2%

Based on table 2, the research investigated 23 respondents (46%) gave the highest response on “Strongly Agree” to the statement number 5 (I often read English journal articles during my free time), 34 respondents (68%) gave the highest response on “Agree” to the statement number 1 (I like reading English journal articles), 25 respondents (50%) gave the highest response on “Disagree” to the statement number 10 (I read English journal articles before attending my reading class), and 13 respondents (26%) gave the highest response on “Strongly Disagree” to the statement 3 (I dedicate more than an hour daily to reading English journal articles).

### **The Factors that Influence Students' Reading Interest in Journal Articles**

Based on the results of interviews with 5 students of fifth-semester of English Education Study Program at Universitas Tanjungpura. The following is an explanation of the factors that influence students' reading interest in journal articles.

#### **Eligibility in Reading Journal Articles**

In higher education, particularly within the English Education Study Program at Universitas Tanjungpura, determining the eligibility of journal articles for reading courses is a nuanced process. The responses from students provide valuable insights into the factors that predominantly influence their selection of articles. Among the varied criteria mentioned, the dominant factor that significantly shapes their decision-making process revolves around the language accessibility and clarity of the content.

The crucial factor the students emphasize is the language in which the journal article is written. The ease of understanding the content is a crucial determinant of eligibility. The preference is for articles written in a language that is not only academically rigorous but also accessible to a broader audience. This aligns with the idea that comprehension is vital for effective learning and discussion activities.

Another influential factor mentioned by the students is the alignment of the article with their personal or professional interests. The students consider how much the content resonates with their academic pursuits and career aspirations. This criterion reflects the students' desire for articles that cater to their specific needs and contribute meaningfully to their learning experience.

While language accessibility and personal/professional relevance emerge as dominant factors, other considerations include the recency of publications for up-to-date information, scrutiny of data analysis and presentation, and the practical applicability of the content to real-world scenarios. However, these factors, though important, might not be as determined as the accessibility of language and alignment with personal or professional interests.

In conclusion, the eligibility of journal articles for reading courses is a multifaceted process, but the dominant factors are rooted in language accessibility and relevance to individual interests. As students navigate the vast landscape of scientific reading, these criteria serve as guiding principles in ensuring that the selected articles meet academic standards and resonate with the unique learning objectives and aspirations of the students in the English Education Study Program at Universitas Tanjungpura.

### **Student's Willingness to Read Journal Articles**

The responses from English Education students illuminate the underlying motivations and willingness driving their engagement with journal articles. Among the various factors highlighted by the informants, one dominant factor emerges as the primary driver of their willingness to read academic journals.

The most pronounced factor, identified by multiple students, is the belief that reading journal articles is a motivational force because it contributes to future research within their field of study. Being English majors, these students view journal articles as a source of knowledge and a means to actively participate in and shape the ongoing discourse in their academic domain. This forward-looking perspective highlights their intrinsic motivation to contribute meaningfully to advancing knowledge in English education.

Students believe reading journal articles is an effective way to continue learning, increase knowledge, and improve understanding. This aligns with their recognition of journal articles as valuable resources for ongoing academic development.

Another crucial aspect is the inspiration drawn from journal articles when students are determining their research methods. The informants emphasize that these articles guide them in understanding how to adapt their research, comprehend findings, and select appropriate research methodologies.

Informants recognize that being part of an English education study program means contributing to disseminating knowledge, thoughts, and findings in the field of English. This awareness becomes a unique motivation for students, emphasizing the importance of their role in the academic discourse.

The intrinsic motivation is further reinforced by the students' acknowledgment that being part of an English education study program inherently sparks intellectual interest. Their eagerness to understand various theories, literary contexts, and linguistic aspects serves as a driving force for willingly engaging with journal articles.

While the contribution to future research emerges as the dominant factor, the supporting factors collectively contribute to the student's overall willingness to read journal articles. These include recognizing effective learning, inspiration for research methodologies, the sense of contributing to knowledge dissemination, and the inherent intellectual interest in English studies. The student's willingness to read journal articles is deeply rooted in their motivation to actively participate in the academic journey and make meaningful contributions to their field of study.

### **Journal Articles as Reading Materials**

The students' responses shed light on the pivotal role of journal articles as compulsory reading material in higher education, particularly in shaping thesis titles and gaining relevant insights. Among the various factors highlighted, one dominant factor stands out, while other factors contribute to the comprehensiveness of the student's academic experience.

The most prominent factor identified by the students is the enhancement of their understanding of research methodologies. Reading English journal articles is a valuable tool for students to differentiate between primary and secondary research, comprehend the uses of each type, and identify suitable methodologies for their research endeavours. This factor underscores the instrumental role of journal articles in providing students with the theoretical and practical knowledge needed to conduct high-quality research.

Students emphasize the validity of using journal articles to understand and anticipate changes in trends or future research directions within their fields of study. This forward-looking perspective enables students to align their research interests with emerging themes, contributing to the relevance and timeliness of their work.

Another crucial aspect highlighted by the students is the assistance journal articles provide in identifying the most suitable methodology or approach for their research. This factor is essential in guiding students toward effective and rigorous research practices, ensuring the methodological soundness of their work.

Students recognize that understanding journal articles enables them to find arguments that support and oppose opinions in their fields of study. This ability to engage with diverse perspectives contributes to developing robust and well-supported arguments in their theses.

One student's experience demonstrates the practical application of reading journal articles in improving academic writing skills. The exposure to well-structured academic writing in English journal articles contributes to developing clear, systematic, and structured writing abilities.

While enhancing research understanding and methodologies emerges as the dominant factor, the supporting factors collectively contribute to the student's overall academic development. These include anticipating future trends, choosing appropriate research approaches, developing strong arguments, and improving academic writing skills. Journal articles are foundational tools that empower

students with the knowledge and skills necessary for successful academic endeavours.

### **Benefits of Reading Journal Articles**

In exploring the reasons beyond academic purposes for reading journal articles, students' responses reveal diverse benefits. Among these, one dominant factor stands out, while other factors contribute to the overall richness of the reading experience.

The most pronounced factor, highlighted by several students, is the insight that journal articles provide into the practical application of theories in the field. This signifies a bridge between theoretical knowledge acquired in academic settings and its real-world implementation. Understanding how ideas manifest in practical scenarios adds a tangible and applicable dimension to the student's learning experience.

Some students express that reading journal articles helps them anticipate and understand challenges they may encounter in their future careers, particularly in specific fields of study. This forward-looking perspective aids in better preparation for professional endeavours.

Another significant factor is the cultivation of critical thinking skills. Students emphasize the importance of not accepting information at face value but questioning and evaluating everything. This process of critical evaluation enhances the quality of their engagement with the content and ensures the validity of the information.

Journal articles, for some students, serve as a platform for developing strong opinions or views on specific topics. This reflects the role of these articles in shaping individual perspectives and contributing to the intellectual discourse within various fields.

One student highlights a personal and passionate reason for reading journal articles – it aligns with their hobby. The joy of exploring new ideas, especially those related to the title of their research, not only adds a personal touch but also contributes to a deeper understanding of the validity of the data.

While the practical application of theories emerges as the dominant factor, the supporting factors collectively contribute to a well-rounded set of benefits. These include foresight into future challenges, the cultivation of critical thinking skills, the formation of strong opinions, and the fulfilment of personal interests and hobbies. The benefits of reading journal articles extend beyond academic requirements, providing students with a holistic and enriching reading experience.

### **Benefits for Language Proficiency**

In the pursuit of enhancing English language proficiency, students express a unanimous belief in the substantial impact of reading English journal articles. The factors influencing this perspective vary, with one dominant factor standing out among the responses.

The most pronounced factor contributing to improved language proficiency, as identified by the majority of students, is the exposure to academic and scientific English. English journal articles, being inherently scientific in nature, utilize a level of English that surpasses everyday communication. This exposure provides students with a unique linguistic experience, exposing them to specialized vocabulary, complex sentence structures, and nuanced language usage.

According to students, journal articles serve as models for the appropriate use of English, not only in academic writing but also in scientific communication. This factor underscores the role of these articles in shaping students' understanding of the formal and precise language required in scholarly contexts.

The specific contexts provided in journal articles contribute significantly to language proficiency. Students highlight that these contexts offer a nuanced understanding of how words and phrases are employed in various situations, contributing to a more comprehensive grasp of English language usage.

Students recognize that journal articles offer insights into how research is conducted and how results are summarized in good English. This exposure to research methodologies contributes not only to language proficiency but also to the development of research-related language skills.

One student emphasizes that frequent reading of journal articles sharpens critical and analytical thinking. The need for in-depth analysis and critical evaluation not only enhances these cognitive skills but also refines language proficiency.

While the exposure to academic and scientific English stands out as the dominant factor, other supporting factors such as models for proper English usage, contextual understanding, familiarity with research methodologies, and the development of critical thinking skills also play integral roles in benefiting language proficiency.

Ultimately, the multifaceted benefits derived from reading English journal articles contribute significantly to language proficiency. The exposure to academic and scientific English, coupled with other supporting factors, provides students with a comprehensive platform for honing their language skills in a manner that extends beyond conventional language learning approaches.

## **Conclusion**

Based on the research finding and research discussion in the previous chapter of this research, the level of interest in reading journal articles among fifth-semester students at Tanjungpura University was found to be relatively high. This observation is supported by the results of the questionnaire administered to fifth-semester students, which categorized their reading interest into "Very High," "High," "Fair," and "Low." Specifically, 48% of respondents (24 students) fell into the "Very High" category, 38% (19 students) into the "High" category, 14% (7 students) into the "Enough" category, and no respondents fell into the "Low" category.

It also showed that five factors were identified as influencing students' reading interest in English journal articles among fifth-semester students in the Tanjungpura University English Language Education Study Program. These factors include Eligibility in Reading Journal Articles, Student's Willingness to Read Journal Articles, Journal Articles as Reading Materials, Benefits of Reading Journal Articles, and Benefits for Language Proficiency. The research results indicate that these factors indeed contribute to the high reading interest observed among fifth-semester students in the English Education Study Program when it comes to reading journal articles

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