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ABSTRACT

The Covid-19 pandemic brings a new design of teaching and learning process. Teaching and learning process is done at home. Students access their learning material online. Especially, in reading class, students get online reading text to be learned. This study aimed at investigating the level of students reading interest and the correlation with the reading satisfaction during in online learning. There were 100 senior high school students became the subject of the present study. The data were obtained through conducting survey technique using close ended questionnaire. The result of the study showed that the interest level of most students was high with 3.60 mean score and 1.21439 (St). In addition, the score of Sig. (2-tailed) was 0.037 in which $0.037 < 0.050$ means that there is a significant correlation between reading interest and reading satisfaction. Thus, it can be said that reading interest influence reading satisfaction. All the educational stakeholders are expected to build a reading habit and facilitate learning source to the students.

Keywords: Online Learning, Reading Interest, Reading Satisfaction

INTRODUCTION

The education system has been changed rapidly as the prevention due to covid-19 pandemic. The changing is shown through a new regulation published by several countries in which a new design learning is adapted. The conventional learning such as; face to face learning is changed into online learning where students are studying from homes. The Indonesian Minister of Education adapts this new learning design by publishing an instruction to apply online classroom during Covid-19 pandemic. The students are supposed to study at home and taught by teachers through online classes (Coman et al., 2020; Lestiyawati & Widyantoro, 2020). The implementation of online learning has a huge impact. It gives an impact on students' interest in learning. Students prefer to play at home instead of finishing the task given by teachers (Dwiyanti et al., 2020). Students have an advantage to play together at their friends' houses, play games, and do other activities which makes the learning process at home is not effective

The development of technology helps teachers in handling the impact of online learning in which it also provides a wide chance for teachers to make an effective online learning process, for instance; the use of e-book or e-module. Pinontoan et al (2021) on their study shows that there is a positive effect on the implementation flipped classroom which is supported by the use of e-module in the statistic class and it gives a positive impact on the students' cognitivism and the students' entrepreneurship interest. On another side, e-module is really needed as an alternative in reading class in which it provides the text for students. Donal (2015) states that reading is defined as a process influenced by the text and structure and it is also affected by the reader's prior knowledge, experience, and interest to the text which is read. However, teachers need to develop the e-book or e-module or use a various types of e-book to attract students' interest to read it (Apriliani & Radia, 2020; Koch & Spörer, 2017). The previous study shows that students are easily bored and spiritless when they are asked to read the usual textbook used by the teacher

The kinds of book or module used during the learning process influences students' reading interest. Reading interest is a positive behaviour and sense of self-attachment toward reading activities and interested in reading books which covers feeling happy about reading books, awareness of the benefits of reading, the number of reading books that have been read, and attention to reading books. It is also added that the accessibility of reading materials based on their interest is supposed to attract them for participating in online learning that leads the knowledge transformation becomes easier (Noviyanti, 2018; Panyajamorn et al., 2018). Reading interest is formed through reading activity that can be gradually turn into a habit (Elleman & Oslund, 2019). The interest feeling could be permanent when the students find their satisfaction and profit toward their object or activity (Asare-Nuamah, 2017). For example; the satisfaction and benefits of reading activity can be a reality, the topic

can grow stronger and remain, meanwhile the interest of reading specific topic can be weakened if the reading activity cannot be real (Locher et al., 2019)

However, the rapid development of technology assists teachers in facing the impact of Covid-19 pandemic which emerges a new learning condition, for instance; the use of e-module, e-book, or other electronic text that can be used for teachers in providing the learning material for students. Teachers are supposed to be more creative by developing an attractive e-book or e-module or even using a various types of book or reading text to encourage students' interest particularly in reading classroom considering that reading is a process constructed by the combination of the text and structure that is read, reader's experience and prior knowledge. Students' reading interest itself emerges when they have a satisfaction toward a certain topic or object that can be remained permanently by them as the result of their satisfaction. It seems that students' satisfaction toward the reading text provided in the any kind of module or book correlates with their reading interest. Therefore, this study is conducted to investigate the correlation between students' reading interest and their reading satisfaction during learning at home.

METHOD

Design dan Data Collection

Quantitative research design was used in conducting this study. The data were gained by conducting survey as collecting data technique. Two questionnaires were used as instruments distributed to 100 junior high school students in Buleleng regency. The first questionnaire was adapted from Romainah (2018) to collect the data of students' reading interest. Students' scores based on the reading interest questionnaire were counted and put into reading interest categories, such as; very high, high, moderate, low, and very low. The second questionnaire used for gaining the data about reading satisfaction in which it was adapted from Hassan et al (2014). It consists of 5 items, each item was scored on the scale of 0 (strongly disagree) to 4 (strongly agree) with the level of indicator Level indicator: low=0.1-2.99, moderate=3.0-3.49, high=3.5-5.0 4.2.

Data Analysis

The data analysis conducted was descriptive analysis and bivariate correlation analysis. The descriptive analysis seeks the mean score and the standard deviation of the collected data. The correlation analysis was conducted to identify if there is any correlation between students' reading interest and text satisfaction. Bivariate Correlation was conducted as a statistical data analysis.

FINDINGS & DISCUSSIONS

Table 1. Descriptive Analysis of Reading Interest

Level of Reading Interest	Mean	Standard Deviation (St)	N
Very High	3.51	1.20180	24
High	3.60	1.21439	45
Moderate	3.48	1.11460	17
Low	3.45	1.10440	10
Very Low	3.39	1.18828	4
Total			100

Table 1 showed the result of descriptive analysis of reading interest. There were five level of reading interest as follows. The mean score of 3.51 and 1.20180 (St) showed that 24 students had very high level of reading interest. Next, the mean score of 3.60 and 1.21439 (St) showed that 45 students had high level of reading interest. Then, the mean score of 3.48 and 1.11460 (St) showed that 17 students had moderate level of reading interest. Furthermore, the mean score of 3.45 and 1.10440 (St) showed that 10 students had low level of reading interest. The last, the mean score of 3.39 and 1.18828 (St) showed that 4 students had very low level of reading interest. Thus, it can be concluded that most of the students have high level of reading interest.

Table. 2 Students' Satisfaction toward Online Reading Text

No	Statement	Mean	SD	Total (100%)		
				A + SA	D + SD	N
1.	The content of the reading text satisfies my need for information	3.22	0.86695	11.7	9.7	100
2.	I like reading online version of the reading text more than the print version	3.03	0.97913	14.6	8.7	100
3.	The content of the reading text makes reading class becomes more interesting	3.13	0.87219	15.5	10.7	100
4.	I enjoy reading online version of the reading text more than the print version	3.11	0.9629	20.4	9.7	100
5.	I feel better in comprehending the reading text in online version	3.21	0.86801	23.3	8.7	100
Total		3.14	0.735398	17.1	9.5	100

Table 2 showed the students' satisfaction toward online reading text. It describes the mean, standard deviation (SD), and the frequency of students 'satisfaction with the contents of reading text in which A+SA stands for Agree and Strongly Agree and D+SD stands for Disagree and Strongly Disagree. The mean score of first statement was 3.22 and the frequency score of A+SA was 11.7 indicating that most of the students were satisfied with the content of the reading text. The mean score of the second statement was 3.03 and the frequency score of A+SA was 14.6 in which most of the students like reading online version. Next, the mean score of the third statement was 3.13 and the frequency score of A+SA was 15.5 in which the students argues that the content of reading text was interesting. Then, the mean score of the fourth statement was 3.11 and the frequency score of A+SA was 20.4 indicating the students enjoyed the online version of reading text. The last, the mean score of the fifth statement was 3.21 in which the frequency score of A+SA was 23.3 indicating the students more comprehend the online reading text. Thus, it can be concluded that the students are satisfied with the online reading text.

Table 3. Bivariate Correlation of All Variables (N = 100)

	Reading Interest	Reading Text Satisfaction
Reading Text Satisfaction		
Pearson Correlation	.045	1
Sig. (2-tailed)	.037	
Covariance	.205	.315
Reading Interest		
Pearson Correlation	1	.045
Sig. (2-tailed)		.037
Covariance	.315	.205

** Correlation is significant at the 0.01 level (2-tailed).

Table 3 showed the correlation between reading interest and reading text satisfaction. It showed that the score of Sig (2-tailed) between reading interest and reading text satisfaction was 0.037 in which $0.037 < 0.050$ means that there is a significant correlation between two variables.

The result of the present study showed that the students have high reading interest. It means that the students have high willingness to read in online learning. There are some factors contribute to the students reading interest. There are three factors affecting reading interest, namely: students themselves, teachers, family, and environment (Akhtar et al., 2019; Kikas et al., 2015). Students need to spare their time for reading in order to build their willingness. In the family, parents can be a role model for students to give and motivate them to read more. Parents grow the reading habit at home. In the environment factor, the various collection of book provided by library also increase reading interest. There are two main factor influencing the students' reading interest, namely internal and external factor (Liman Kaban & Karadeniz, 2021; Locher et al., 2019). The internal factor includes students' motivation and the external factor includes parent role, teacher role, environmental role, and library role (Bano et al., 2018; Capotosto et al., 2017) . The existence of motivation in reading makes

students want to spend their time for reading. This activity leads students to develop their skill as well as interest. In addition, parent role takes an important part in developing reading interest in which parent can build a habit of reading together. On the teacher side, the teacher can promote an assignment for students in which it requires students to find more reference book. Next, the environmental role such as friend also contribute to the reading interest. Sometimes, friend can disturb reading activity for doing something else. As a result, students cannot read intensively. The last, library can increase students' reading interest by providing many books, so the students can borrow the book they want. Thus, it can be said that three mentioned factor such as students themselves, family, and environment influence the reading interest of the students.

Considering aspect above, Tarihoran & Dewi (2020) also find out some reasons why students have low interest in reading. They reveal that the students have no time to read, lack of vocabulary in understanding the content of reading, and feeling bored to read physical book. These reasons give impact to student's reading interest. When the students do not have time to read, they student cannot even grow their willingness to read. In addition, lack of vocabulary also takes a part on students' reading interest (Elleman & Oslund, 2019). Student cannot comprehend the text when the students have low vocabulary. As the result, the students do not try to learn the target language. Moreover, the form of text book is not attractive which can't attract students' interest to read the book. Therefore, those reasons affecting students' reading interest.

In addition, reading interest also influences another aspect of language ability. Muhyidin (2018) states that reading interest gives contribution to the students' achievement. High reading interest means that students have high reading comprehension and vocabulary mastery. When the students have higher willing to read, the students have ability to comprehend the text and master the vocabulary. In addition, Hanah et al (2020) state that most of the students read their book less than during the Covid-19 pandemic. They read their book less than three days in a week. Moreover, Dewi et al (2020) state that reading interest affects reading comprehension. Having a high interest of reading means that the students can comprehend their reading as well as get the idea from the text.

CONCLUSION

Online learning brings new design of learning. Especially, in reading activity, students are asked to read online reading text. The level of reading interest is examined in the present study by distributing questionnaire involving 100 senior high school in Buleleng. The result of the study showed that the students' reading interest is high which means that the students tend to read at home. In addition, the present study also finds out that there is significant correlation between reading interest and reading satisfaction. When the students have higher students' interest, the reading satisfaction also increases. The results of the present study give some implications to the educational stakeholders. The first is teacher. Teacher is expected to make an interesting learning material during online learning to attract students' attention in joining the meeting. In online learning, students are not accompanied by teacher during learning process. Therefore, the existence of fun learning can make them participate actively in learning process. Next is parents. The students' parents should take a part in developing students' learning interest. Along with online learning nowadays, parents spend most of the time with their children. Therefore, parents should build a habit of learning at home and facilitate their children. The last is school. The school needs to provide learning sources that can be accessed by the students. Thus, students tend to have high interest in learning.

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