THE INFLUENCE OF READING INTEREST AND LIBRARY ACCESS TOWARDS STUDENTS' READING ACHIEVEMENT

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Abstract: The research was designed to examine the influence of reading interest of English Study Program students, Sriwijaya State Polytechnic and library access as perceived by the students themselves towards their reading achievement. The number of the sample was 60 which were taken randomly. A measure of reading interest was used to measure reading interest of the students and a measure of library access was used to measure their perception about library access. The archive about students' reading scores from English Study Program, Sriwijaya State Polytechnic was used to see their reading achievement. Pearson Product Moment and Multiple Linear Regression were used to test the hypotheses. The results proved that there was significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement; there was significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement; reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influenced their reading achievement significantly.

Keywords: reading interest, library access, reading achievement

INTRODUCTION

The most important thing that should be done by every student including English Study Program students Sriwijaya State Polytechnic is reading. This activity holds a very important role so that everyone involved in this domain should find out how to make the students get interested in reading. In general, interest enhances learning (Hidi, 1990). Bergin (1999) mentions that exposure is necessary for the development of interest. Moreover He claims that people cannot become interested in things they have never encountered. Therefore, there should be other people who attempt at least to introduce or to exposure. Moreover, freedom to choose the study topics that are already of interest tends to facilitate interest (Deci, 1992). McKenna (1994) believes that affective element of interest will appear when the readers engage with a text. In this time, interest plays a role in the decision to read and do many things concerning with reading and its derivatives like answering the questions, creating an article and so on (McKenna, 1994).

One of the facilities needed by the students to read is the library. Ullman and Widom (1997) define a library as an organized collection of information resources made accessible to a defined community for reference or borrowing. Moreover, they also mention that library provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both.

As it has been mentioned by Hidi (1990) above that interest develops learning. Therefore it is hoped that reading interest of the students will develop their reading achievement. The question was whether there is a significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement or not. It was important to find out so that every people involved in this domain understand whether to consider the students' reading interest or not in developing the students' reading achievement. Next, it is also understood that library is a centre of information. The question that also appeared was whether library access has a correlation

with reading achievement of the students. It was important to find out so that every people involved in this domain will understand whether to develop the library access or especially in developing the students' reading achievement. The last question was whether reading interest of the students added to library access as perceived by the students themselves influences reading achievement of the students. This final question was also important so that everyone involved in this domain will understand whether to develop reading interest of the students and library access in order to develop reading achievement of the students or not.

The hypotheses of this current research were: Ho1) There is no significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ha1) There is significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ho2) There is no significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ha2) There is significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ho3) Reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves does not influence their reading achievement significantly; Ha3) Reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly.

METHODOLOGY

The variables of this correlational research were reading interest (independent variable), library access (independent variable), and reading achievement (dependent variable). The population of this current research was all students of English Study Program, Sriwijaya State Polytechnic on the period of February 2013 to August 2013. The sample was taken randomly and the number of the sample was 60.

Data collection was conducted by asking the respondents to fill in the demographic data including name, student's number and semester. Next, the researcher asked the respondents to read the statements in a questionnaire about reading interest and rate their agreement starting from 0 (I do not agree at all) to 10 (I strongly agree) on the basis of self-perception by writing the number. The number of the items was 27. The lowest possible score was 27 and the highest possible score was 270. After that, the researcher asked the respondents to read the statements in a questionnaire about library access and rate their agreement starting from 0 (I do not agree at all) to 10 (I strongly agree) on the basis of self-perception by writing the number. The number of the items was 29. The lowest possible score was 29 and the highest possible score was 290. Finally, the researcher took the reading scores of the students from the archive of English Study Program, Sriwijaya State Polytechnic as their reading achievement.

Data analysis was conducted by applying Pearson product moment to find out the partial correlation and multiple regressions linear to find out the simultaneous correlation, influence and contribution.

ANALYSES AND INTERPRETATION

Table 1
Mean, Standard Deviation, Minimum and Maximum Scores

		Reading Interest	Library Access	Reading Achievement
N	Valid	60	60	60
	Missing	0	0	0
Mean		210.73	227.68	72.77
Std. Deviation		9.418	6.406	4.335
Minimum		205	200	67
Maximum		228	239	85

The number of the sample of this current research was 60. There were three variables in this current research; Reading Interest, Library Access, and Reading Achievement. Reading Interest and Library Access were independent variables while Reading Achievement was dependent variable.

Reading Interest is the first independent variable. Mean of Reading Interest was 210.73. The standard deviation was 9.418. The minimum score was 205 and the maximum score was 228. Library Access was the second independent variable. Mean of Library Access was 227.68. The standard deviation was 6.406. The minimum score was 200 and the maximum score was 239. Reading Achievement was dependent variable. Mean of Reading Achievement was 72.77. The standard deviation was 4.335. The minimum score was 67 and the maximum score was 85.

Table 2
The Correlation between Reading Interest and Reading Achievement

		Reading Interest	Reading Achievement
Reading Interest	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	60	60
Reading Achievement	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

The correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement was 0.771 with probability value 0.000 which was lower than the alpha level ($0.000 < 0.01$). Therefore, Ho1 was rejected and Ha1 was accepted. It can be concluded that there was a significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement.

The following was the correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement.

Table 3
The Correlation between Library Access and Reading Achievement

		Library Access	Reading Achievement
Library Access	Pearson Correlation	1	.646[**]
	Sig. (2-tailed)		.000
	N	60	60
Reading Achievement	Pearson Correlation	.646[**]	1
	Sig. (2-tailed)	.000	
	N	60	60

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

The correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement was 0.646 with probability value 0.000 which was lower than the alpha level (0.000 < 0.01). Therefore, Ho2 was rejected and Ha2 was accepted. It can be concluded that there was a significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement.

Table 4
The Correlation, Influence and Contribution of RIs added to LAs towards RAs

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.780[a]	.609	.595	2.759	.609	44.328	2	57	.000

a. Predictors: (Constant), library access, reading interest

b. Dependent Variable: reading achievement

The correlation of reading interest of English Study Program students, Sriwijaya State Polytechnic (RI_S) added to library access as perceived by the students themselves (LA_S) towards their reading achievement (RA_S) was 0.780. It showed that the correlation of RI_S added to LA_S towards RA_S was strong. R square (R^2) of RI_S added to LA_S towards RA_S was 0.609. It showed that the contribution of RI_S added to LA_S towards RA_S was 60.9%. In this case, unexplained factor was 39.1%.

F obtained was bigger than F table (44.328 > 3.159) with probability value 0.000 which was smaller than the alpha level (0.000 < 0.05). Therefore Ho_3 was rejected and Ha_3 was accepted. It can be concluded that reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly.

The significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement suggests that the higher the students' reading interest, the better their reading achievement. The significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement suggests that the better the library access, the higher the students' reading achievement. The fact that reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly suggests that to enhance the reading achievement of the students, everyone involved in this domain should consider the factors of reading interest and library access. The contribution of 60.9% of reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves towards their reading achievement suggests that 39.1% of the variance in students' reading achievement were contributed by unexplained factors.

CONCLUSIONS AND SUGGESTIONS

There was significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement (r = 0.771). There was significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement (r = 0.646). Reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly (F obtain was bigger than F table with probability value which was smaller than the alpha level). The contribution of reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves towards their reading achievement was 60.9%.The variance in students' reading achievement which was contributed by unexplained factors was 39.1%.

Because the influence of reading interest added to library access towards reading achievement was significant, it is suggested to everyone involved in this domain to consider the factors of reading interest and library access in order to enhance the students' reading achievement.

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