The Analysis of Student's Interest in Reading English Text Books at SMP Negeri 27 Manokwari

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Abstract

The objective of this scholarly investigation is to discern the extent of eighth-grade students' engrossment with English textbooks at SMPN 27 Manokwari. The researchers employed a sophisticated research design by implementing a combination of quantitative and qualitative methodologies. The quantitative approach facilitated the systematic tabulation of data into numerical formats, while the qualitative methodology served to articulate and expound upon data devoid of numerical parameters. The participants in this erudite exploration comprised 20 eighth-grade students enrolled at SMPN 27 Manokwari, with the data collection tools encompassing meticulously crafted questionnaires and insightful interviews. Through meticulous data analysis, the research findings unveiled a noteworthy elevation in the students' ardor for perusing English textbooks, categorizing their interest as notably elevated. The diligent endeavors undertaken by the students in assimilating the contents of English textbooks encompassed practices such as preliminary readings before scheduled lessons, dedicated perusal within the precincts of the library, in-depth examination within the confines of their homes, and the proactive measure of seeking elucidation from the instructor when faced with incomprehensible subject matter. This intricate exploration not only gauged the students' proclivity for English textbook engagement but also illuminated the multifaceted strategies employed by them to fortify their understanding of the material at hand.

Keywords: EFL, Reading Engagement, Students' Interest, English Text Book

Introduction

One of the linguistic proficiencies instrumental in the acquisition of English language skills is the act of reading, functioning as a fount of information enabling students to assimilate knowledge throughout the language learning process. It is universally acknowledged as an indispensable skill, particularly for students, as it enhances their lexicon, refines pronunciation, and augments their understanding of information embedded within textual content (Nur et al., 2023). The ramifications extend to the precision and abundance of knowledge, as well as influencing attitudes, morality, beliefs, and discernments.

In consequence, Kumayas & Lengkoan, (2023); Andries & Lengkoan, (2023); Lengkoan & Rombepajung, (2022) highlighted the pedagogical imperative lies

in imparting the art of reading to instill a fervor and habitual engagement in students, thereby broadening their cognitive horizons. Harmer in Nadirah et al., (2020) elucidate that the purpose of reading instruction transcends mere linguistic comprehension, encompassing vocabulary enrichment, spelling acumen, and writing proficiency. The language acquired through this process becomes an integral facet of linguistic assimilation, particularly when derived from captivating reading material.

In cultivating a reading culture, nurturing interest assumes paramount significance. Baba & Effendi, (2020) claimed that Students must be ardently encouraged to cultivate an avid reading habit, for substantial enthusiasm and comprehensive knowledge substantiate mastery in reading. Interest, as the active inclination to decipher linguistic patterns for information acquisition, is intertwined with one's volition, activities, and the pleasure derived from sensations (Liando et al., 2022). Both internal and external factors, such as attention, willingness, encouragement, and enjoyment, shape the reading interest. Meaningful and beneficial reading, posits the premise, ensues when the antecedent interest stems from intrinsic motivation rather than external coercion or rewards (Allred & Cena, 2020). Elevating students' interest in reading is, therefore, imperative for fostering awareness regarding the pivotal role of knowledge and skills development.

Numerous researchers have scrutinized diverse facets of reading interest, unveiling insights into varying degrees of enthusiasm among students. Limitations in accessing preferred materials, as identified by Nafisah and Khairudin (2011), contribute to students' relatively low interest in reading English materials. Akmal (2020) delves into students' inclination towards journal articles, revealing a predilection for website articles and social media captions due to assignment preparation. Noortiyani and Rachman (2018) gauge students' interest at a moderate level, citing positive reading behaviors instigated by parental requirements, hobbies, and the beneficial impact of reading activities on vocabulary, comprehension, self-development, and interest. Given the salience of reading, this investigation centers on unraveling the English as a Foreign Language (EFL) students' proclivity for reading English texts. The research intricately examines the motivations underpinning text selection, leisure reading habits, reading preferences, and evaluative opinions regarding the books read.

Review of Literature

EFL Reading Engagement

The concept of English as a Foreign Language (EFL) Reading Engagement encompasses a multidimensional framework that integrates cognitive, affective, and contextual elements to elucidate the intricate dynamics influencing learners' interaction with textual materials. Yulia et al., (2020) mentioned that it is Rooted in psychological and educational theories, this concept acknowledges that successful engagement in EFL reading is contingent upon a complex interplay of individual cognitive processes, emotional responses, and environmental factors.

At its core, according to Chen et al., (2022), EFL Reading Engagement is grounded in Vygotsky's sociocultural theory, emphasizing the collaborative nature of language acquisition. This theory posits that learners construct knowledge through social interactions and cultural contexts. In the context of EFL reading, engagement is seen as a dynamic process

wherein learners actively construct meaning by interacting with the text, peers, and the broader linguistic community (Alghonaim, 2020). Therefore, collaborative reading experiences, discussions, and shared interpretation of texts are integral components fostering engagement within a sociocultural framework.

Cognitively, the concept draws on Schema Theory, suggesting that readers bring prior knowledge and experiences to the reading process, influencing comprehension and interpretation (Damaranti et al., 2021). EFL Reading Engagement involves activating and expanding learners' cognitive schemas, allowing them to connect new information to existing knowledge structures. This theory underscores the significance of selecting reading materials that align with learners' prior experiences, ensuring optimal engagement and comprehension.

In tandem, the Affective Filter Hypothesis proposed by Krashen accentuates the role of affective factors in language acquisition. Moreover, Hamedi et al., (2020) said that EFL Reading Engagement acknowledges the emotional dimensions of the reading experience, recognizing that learners are more likely to comprehend and retain information when they are emotionally invested in the material. Fostering a positive affective stance towards reading involves cultivating intrinsic motivation, building confidence, and nurturing a genuine appreciation for the inherent value of reading in language development.

Students Interest

The students' interest in English is a nuanced framework that delves into the multifaceted factors influencing learners' engagement, motivation, and sustained enthusiasm within the realm of English language acquisition (Lustyantie & Aprilia, 2020). Drawing on psychological, educational, and sociocultural theories, this concept underscores the dynamic interplay between individual, social, and contextual elements that shape and sustain students' interest in learning English.

The Self-Determination Theory (SDT) provides a robust framework for understanding students' interest in English. Abdelrady et al., (2022) pointed out that SDT posits that individuals are inherently motivated to satisfy three psychological needs: autonomy, competence, and relatedness. In the context of learning English, students' interest is cultivated when they perceive a sense of autonomy in choosing learning activities, experience a sense of competence in mastering linguistic skills, and establish connections and relationships with the language community. This theory contends that fostering an environment that supports autonomy, provides opportunities for skill development, and encourages social interactions will inherently enhance students' interest in English (Peng & Fu, 2021).

Cognitive theories, such as the Information Processing Model, contribute to the theoretical concept by highlighting the role of cognitive processes in shaping students' interest. According to Indahsari, (2020), learners actively engage with information, encoding, storing, and retrieving knowledge. Students' interest in English is influenced by the cognitive processes involved in language acquisition, including attention, memory, and problem-solving (Syatriana et al., 2020). Creating engaging and meaningful learning experiences that capture students' attention, facilitate memory retention, and stimulate cognitive processes is integral to sustaining interest in English.

In the sociocultural domain, Vygotsky's Zone of Proximal Development (ZPD) offers insights into the social nature of learning and interest formation (Yuyun & Simamora, 2021). ZPD suggests that learners benefit from interactions with more knowledgeable peers or instructors. In the context of English learning, collaborative activities, peer discussions, and interactions with proficient speakers contribute to the development of students' interest. The scaffolding provided by peers or instructors helps students navigate challenging aspects of English, fostering a sense of accomplishment and interest in the language. Affective factors are integral to understanding students' interest, and the Affective Filter Hypothesis proposed by Krashen emphasizes the role of emotions in language acquisition. In the context of English learning, students' interest is influenced by affective variables such as anxiety, self-esteem, and attitude towards the language. Reducing anxiety, fostering a positive attitude, and building self-esteem contribute to a lowered affective filter, creating an environment conducive to interest development.

English Text Book for Indonesian

A concept of a good English textbook for Indonesian learners encapsulates a pedagogical framework that aligns with the cultural, linguistic, and educational context of Indonesia (Riadini & Cahyono, 2021). Drawing on Sociocultural Theory, the ideal textbook integrates local contexts, traditions, and linguistic nuances to make English learning relevant and relatable. It caters to diverse learning styles, encompassing visual, auditory, and kinesthetic approaches, acknowledging the varied preferences of Indonesian learners.

The concept incorporates Communicative Language Teaching principles, emphasizing practical language use in authentic communication (Sulistiyo et al., 2021); Hakim et al., 2021); (Febriyani et al., 2021). A good textbook facilitates interactive and collaborative learning experiences, encouraging students to engage in meaningful language exchanges. Furthermore, it integrates task-based activities and real-life scenarios to foster language application and problem-solving skills.

Incorporating the principles of the Zone of Proximal Development, a good textbook provides scaffolding, offering support and challenges that match the learners' proficiency levels (Susiati, et al., 2021). It recognizes the importance of promoting intrinsic motivation by incorporating topics that resonate with Indonesian students' interests and aspirations (Ayu, 2020). Ultimately, a good English textbook for Indonesians embraces cultural sensitivity, communicative competence, and motivational triggers, creating a dynamic and culturally resonant learning resource for effective English language acquisition.

Method

The research employed a mixed-methods approach, combining both quantitative and qualitative methodologies to comprehensively investigate the subject matter. This integrated design aimed to provide a more holistic understanding of the phenomenon under study, ensuring a nuanced exploration of students' interest in reading English textbooks among eighth-grade students at SMPN 27 Manokwari with the total of sample were 20 students.

For the quantitative aspect, a structured questionnaire was administered, comprising 20 items carefully crafted to elicit specific information about students' reading habits, preferences, and perceived challenges. The questionnaire served as a standardized tool

to gather numerical data, allowing for statistical analysis and quantification of trends and patterns in students' responses. The instrument's design considered the diverse aspects of reading engagement, ranging from pre-lesson habits to interactions with teachers, thus providing a comprehensive quantitative dataset.

Simultaneously, a qualitative dimension was incorporated through semi-structured interviews. The interview protocol comprised six open-ended questions designed to delve deeper into students' experiences, motivations, and challenges related to reading English textbooks. The qualitative data gathered through interviews aimed to capture rich, contextual insights that may not be fully captured by quantitative measures alone. The flexibility of interviews allowed for the exploration of individual perspectives, contributing to a more nuanced understanding of the factors influencing students' reading habits.

The quantitative data analysis utilized Sudjiono's formula (Sudjiono, 2006), a statistical method tailored for processing and interpreting quantitative data. This involved applying mathematical calculations to derive patterns, correlations, and trends, offering a quantitative snapshot of students' overall interest in reading English textbooks. The use of Sudjiono's formula facilitated the generation of numerical summaries and statistical inferences from the questionnaire responses.

On the qualitative front, the data analysis followed the framework outlined by Miles and Huberman in Sugiyono, (2018), encompassing three key stages: data reduction, data display, and conclusion drawing/verification. During data reduction, the voluminous qualitative data collected from interviews were systematically condensed and categorized. Subsequently, data display involved organizing the condensed information in a visual and meaningful manner, allowing for the identification of themes and patterns. Finally, the process of conclusion drawing and verification entailed synthesizing the qualitative findings to draw insightful conclusions and ensuring the validity and reliability of the qualitative insights.

In essence, the mixed-methods research design, with the questionnaire and interview instruments, facilitated a comprehensive exploration of students' interest in reading English textbooks. The quantitative and qualitative data collection methods complemented each other, providing a more holistic understanding of the intricate factors influencing students' reading engagement. The utilization of Sudjiono's formula for quantitative analysis and Miles and Huberman's framework for qualitative analysis ensured a robust and integrated approach to decipher the complexities of students' reading habits and interests.

Findings and Discussion

Within the survey instrument, students have responded to 20 statements, each accompanied by a set of 5-point Likert scale options, each carrying distinctive numerical values. The response choices entail nuanced gradations, where the designation of "Strongly Agree" corresponds to a substantial score of 5, followed by "Agree" with a score of 4, "Neutral" earning a score of 3, "Disagree" marked at 2, and the lowest rating, "Strongly Disagree," assigned a score of 1. The methodological underpinning for data analysis adheres to the formula articulated by Anas Sudijono (2006), a prominent academic figure in research methodology. This prescribed formula serves as the analytical tool to systematically interpret

and quantify the responses garnered from the questionnaire, embodying a meticulous approach to distilling and comprehending the intricate patterns and nuances within the dataset.

Table 1. Love learning English

Answers Choices	Frequency	Percentage
Strongly Agree	4	20%
Agree	14	70%
Neutral	0	0%
Disagree	2	10%
Strongly Disagree	0	0%
Total	20	100%

Based on the table, it can be seen that 20% of students really like English lessons, 70% of students like English lessons, and 10% of students do not like English lessons. It can be concluded that the majority of students like English lessons, and only a small number of students do not like English lessons.

Table 2. Like the English teacher

Answers Choices	Frequency	Percentage
Strongly Agree	5	25%
Agree	11	55%
Neutral	4	20%
Disagree	0	0%
Strongly Disagree	0	0%
Amount	20	100%

Based on this table, it can be seen that 25% of students really like English teachers, 55% of students like English teacher, and 20% of students feel neutral towards English teachers. Thus, it can be concluded the most students like English teachers. This shows that the teaching methods used by English teachers can be accepted by most students.

Table 3. Enjoy reading English textbooks

Answers Choices	Frequency	Percentage
Strongly Agree	5	25%
Agree	10	50%
Neutral	3	15%
Disagree	1	5%
Strongly Disagree	1	5%
Amount	20	100%

Based on the table, it shows that students enjoy reading English textbooks. 25% of students really like reading English textbooks, 50% of students like reading English textbooks, 15% of students feel neutral, 5% of students don't like reading English textbooks, and 5% of students really dislike reading English textbooks. Thus, student's enthusiasm for reading English textbooks is quite large. This can be seen from the number of students who agree, which is greater than the number of students who disagree with English textbooks.

Table 5. I have a tendency to read books at school

Answers Choices	Frequency	Percentage
Strongly Agree	5	25%
Agree	11	55%
Neutral	3	15%
Disagree	0	0%
Strongly Disagree	1	5%
Amount	20	100%

Based on this table, it can be seen that the tendency of students to read books at school is as follows: 25% of students strongly agree, 55% of students

agree, 15% of students are neutral, and 5% of students strongly disagree. Thus, it can be cocluded that the tendency of students to read books at school is quite high. This shows that most students feel comfortable when reading books in the school environment.

Table 6. Like to read English textbooks

Answers Choices	Frequency	Percentage
Strongly Agree	5	25%
Agree	10	50%
Neutral	2	10%
Disagree	2	10%
Strongly Disagree	1	5%
Amount	20	100%

Based on this table, it can be seen that students like reading English textbooks because there are lots of stories. 25% of students strongly agree, 50% of students agree, 10% of students are neutral, 10% of students disagree, and 5% of students strongly disagree. Thus, it can be concluded that student's interest in reading English textbooks is quite high. This shows that English textbooks are liked because they contain lots of stories, resulting in high enthusiasm among students for reading English textbooks.

Table 7. Have a tendency to read English textbooks when there is an assignment

Answers Choices	Frequency	Percentage
Strongly Agree	5	25%
Agree	4	20%
Neutral	2	10%
Disagree	5	25%
Strongly Disagree	4	20%
Amount	20	100%

Based on the table, it can be seen that the tendency of students to read English textbooks when there is only assignment. There are 25% of students who strongly agree, 20% of students agree, 10% of students are neutral, 25% of students disagree, and 20% of students strongly disagreement. Thus, it can be concluded that the tendency of students to read English textbooks when there are assignments is quite balanced between students who agree and those who disagree with these statements. This shows that students' attitudes towards interest in reading English textbooks are not only when they have assignments.

Table 8. Read based on curiosity

Answers Choices	Frequency	Percentage
Strongly Agree	5	25%
Agree	10	50%
Neutral	2	10%
Disagree	2	10%
Strongly Disagree	1	5%
Amount	20	100%

Based on the table, it can be seen that interest in reading is based on a great sense of curiosity from within, as 60% of students strongly agreed, 30% of students agreed, 5% said they were neutral, and 5% of students disagreed. Thus, it can be concluded that students' curiosity about something can be expressed by reading a very large book. This is related to the students' curiosity which comes from within them.

Table 9. Reading can increase knowledge

Answers Choices	Frequency	Percentage
Strongly Agree	5	25%

Agree	10	50%
Neutral	2	10%
Disagree	2	10%
Strongly Disagree	1	5%
Amount	20	100%

Based on the table, it can be seen that as many as 55% of students stated that they strongly agreed with the statements that reading can increase knowledge, and 45% of students agreed with this statements. Thus, it can be concluded that by reading books, you can increase knowledge.

Table 10. Read when there is subject matter that has not been understood

Answers Choices	Frequency	Percentage
Strongly Agree	4	20%
Agree	5	25%
Neutral	4	20%
Disagree	5	25%
Strongly Disagree	2	10%
Amount	20	100%

Based on the table above, it can be seen that students' interest in reading is only expressed when there is subject matter that is not yet understood. 20% of students said they strongly agree, 25% of students said they agreed, 20% of students said they were neutral, 25% of students said they disagreed, and 10% of students said they strongly disagree. Thus, it can be concluded that students' tendencies to read only when there is subject matter that they have not yet understood are quite varied. This is evidenced by the varied choices of students.

Table 11. Read thanks to encouragement from within

Answers	Frequency	Percentage

Choices		
Strongly Agree	6	30%
Agree	10	50%
Neutral	3	15%
Disagree	0	0%
Strongly Disagree	1	5%
Amount	20	100%

Based on this table, it can be seen that the trend for students to read based on encouragement from within themselves is as follows: 30% of students strongly agreed, 50% of students agreed, 15% of students said it was neutral, and 5% of students strongly disagreed. Thus, it can be concluded that students' desire to read based on self-encouragement from within greatly influences students' interest in reading.

Table 12. Discuss with friends when there is subject matter that has not been understood

Answers Choices	Frequency	Percentage
Strongly Agree	8	40%
Agree	11	55%
Neutral	1	5%
Disagree	0	0%
Strongly Disagree	0	0%
Amount	20	100%

Based on the table above, it can be seen that 40% of students strongly agree to discuss with friends when there is material they do not understand, 55% of students agree, and 5% of students did not provided not answer. Thus, it can be concluded that students have a high tendency to discuss when they do not understand the material. This indicates that the interaction among students to discuss lesson material is quite good.

Table 13. Go to the library to read textbooks

Answers Choices	Frequency	Percentage
Strongly Agree	6	30%
Agree	3	15%
Neutral	4	20%
Disagree	3	15%
Strongly Disagree	4	20%
Amount	20	100%

Based on the table above, it can be seen that the tendency of students to go to the library to read textbooks is as follows: 30% of students strongly agree, 15% of students agree, 20% of students are neutral, 15% of students disagree, and 20% of students strongly disagree. Thus, it can be concluded that the purpose of students going to the library is not only to read textbooks. This shows that that the purpose of students going to the library is not limited to reading textbooks; there are other activities carried out by students when going to the library.

Table 14. Ask the teacher about the lesson material that has been presented

Answers Choices	Frequency	Percentage
Strongly Agree	6	30%
Agree	6	30%
Neutral	7	35%
Disagree	1	5%
Strongly Disagree	0	0%
Amount	20	100%

Based on the table above, it can be seen that the tendency of students to ask the teacher about the lessons that have been taught is as follows: 30% of students strongly agreed, 30% of students agreed, 35% of students were neutral, and 5% of students disagreed. Thus, it can be concluded that students' tendency to ask teachers about the lessons they have learned is quite good. This shows that students' enthusiasm and curiosity are quite large.

Table 15. Have a tendency to read textbooks before lessons start

Answers Choices	Frequency	Percentage
Strongly Agree	1	5%
Agree	3	15%
Neutral	10	50%
Disagree	3	15%
Strongly Disagree	3	15%
Amount	20	100%

Based on the table above, it can be seen that the tendency of students to tead textbooks before the lesson begins is that as many as 5% of students strongly agree, 15% of students agree, 50% of students states neutral, 15% of students disagree, and 15% of students who strongly disagree. Thus, it can be concluded that the tendency of students to read textbooks before the lesson begins is quite low. This shows that students are less interested in reading textbooks before the lesson begins.

Table 16. Have a tendency to read and restudy the material that has been presented

Answers Choices	Frequency	Percentage
Strongly Agree	4	20%
Agree	4	20%
Neutral	8	40%
Disagree	4	20%
Strongly	0	0%

Disagree		
Amount	20	100%

Based on the table, it can be seen that the tendency of students to read and review the lessons they have learned is as follows: 20% of students strongly agreed, 20% of students agreed, 40% of students were neutral, and 20% of students disagreed. Thus, it can be concluded that the tendency of students to review the lessons they have learned is quite high. This shows that most students always review the lessons they have learned at school.

Table 17. Reading increases interest in learning

Answers Choices	Frequency	Percentage
Strongly Agree	6	30%
Agree	9	45%
Neutral	2	10%
Disagree	3	15%
Strongly Disagree	0	0%
Amount	20	100%

Based on the table above, it can be seen that as many as 30% of students stated that they strongly agreed with the statement that reading would increase interest in learning, as many as 45% of students agreed, 10% of students stated that they were neutral, and 15% of students stated that they did not agree. Thus, it can be concluded that most of of the students' interest in learning is obtained from reading activities. This shows that reading can increase students' interest in learning.

Table 18. I can complete English assignments thanks to reading English textbooks

Answers	Frequency	Percentage
Choices		
Strongly Agree	6	30%
Agree	6	30%
Neutral	6	30%
Disagree	2	10%
Strongly Disagree	0	0%
Amount	20	100%

From the table above, it can be seen that 30% of students stated that they strongly agreed with the statement that they were able to do English assignments thanks to reading English textbooks, 30% of students stated that they agreed, 30% of students stated that they were neutral, and 10% of students stated that they disagreed. Thus, it can be concluded that most students can do English assignments thanks to reading English textbooks. This shows that reading textbooks can make it easier for students to complete the tasks given by the teacher.

Table 19. Complete assignments immediately when assigned to read textbooks

Answers Choices	Frequency	Percentage
Strongly Agree	6	30%
Agree	11	55%
Neutral	0	0%
Disagree	2	10%
Strongly Disagree	1	5%
Amount	20	100%

From this table, it can be seen that 30% of students stated they strongly agreed when they were assigned to read textbooks. Additionally, 55% of students stated they agreed, 10% of students they disagreed, and 5% of students stated they strongly disagreed. Thus, it can be concluded that students' responses when

given reading assignments are varied. This shows that students are very attentive when given the tasks of reading textbooks.

Table 20. Spend some free time for reading

Answers Choices	Frequency	Percentage
Strongly Agree	2	10%
Agree	2	10%
Neutral	8	40%
Disagree	4	20%
Strongly Disagree	4	20%
Amount	20	100%

From the table above, it can be seen that students spend some of their free time reading textbooks, 10% of students stated that they strongly agreed, 10% of students stated that they agreed, 40% of students stated that they were neutral, 20% of students stated that they did not agree, and 20% of students said they strongly disagreed, Thus, it can be concluded that the free time used by students to read textbooks is very low. This shows that most students spend their free time on activities other than reading.

To collect data from interviews, researchers interviewed 20 students. There are 6 questions in interviewing the grade 8 sample which can be seen as follows:

Do you like English lessons?

No	Students Code	Response
1	Students 1	No, I don't like
2	Students 2	No, I don't like
3	Students 3	Yes, I like
4	Students 4	No, I don't like
5	Students 5	Yes, I like
6	Students 6	Yes, I like
7	Students 7	Yes, I like
8	Students 8	No, I don't like
9	Students 9	No, I don't like
10	Students 10	Yes, I like
11	Students 11	No, I don't like
12	Students 12	No, I don't like
13	Students 13	Yes, I like
14	Students 14	Yes, I like
15	Students 15	Yes, I like
16	Students 16	No, I don't like
17	Students 17	No, I don't like
18	Students 18	Yes, I Like
19	Students 19	Yes, I like
20	Students 2	Yes, I like

Based on the table above, it can be seen that from a sample of 20 students, 11 students like learning English while 9 students don't. The reason students dislike learning English is because they have difficulty understanding it and find it hard to learn.

Is the English teacher easy to understand when explaining the subject matter?

No	Students Code	Response
1	Students 1	Yes, I understand
2	Students 2	Yes, I understand
3	Students 3	Yes, I understand
4	Students 4	No, I don't understand
5	Students 5	No, I don't understand

6	Students 6	Yes, I understand
7	Students 7	Yes, I understand
8	Students 8	Yes, I understand
9	Students 9	Yes, I understand
10	Students 10	No, I don't understand
11	Students 11	Yes, I understand
12	Students 12	No, I don't understand
13	Students 13	Yes, I understand
14	Students 14	Yes, I understand
15	Students 15	Yes, I understand
16	Students 16	No, I don't understand
17	Students 17	Yes, I understand
18	Students 18	Yes, I understand
19	Students 19	Yes, I understand
20	Students 20	Yes, I understand

Based on the table above, it can be seen that from a sample of 20 students, 5 students did not understand what the English teacher explained about the material being studied, and 15 students understood the material explained by the English teacher. Reason 5 students don't understand because the English teacher when teaching or explaining is too fast, some are playing and don't pay attention when the English teacher explains the material and the English teacher always speaks full English when teaching.

Is the atmosphere of learning English in your class enjoyable?

No	Students Code	Response
1	Students 1	Yes, it's fun
2	Students 2	Yes, it's fun
3	Students 3	Yes, it's fun
4	Students 4	Yes, it's fun
5	Students 5	Yes, it's fun
6	Students 6	Yes, it's fun
7	Students 7	Yes, it's fun
8	Students 8	Yes, it's fun
9	Students 9	Yes, it's fun
10	Students 10	Yes, it's fun
11	Students 11	Yes, it's fun
12	Students 12	Yes, it's fun
13	Students 13	Yes, it's fun
14	Students 14	Yes, it's fun
15	Students 15	Yes, it's fun
16	Students 16	Yes, it's fun
17	Students 17	Yes, it's fun
18	Students 18	Yes, it's fun
19	Students 19	Yes, it's fun
20	Students 20	Yes, it's fun

Based on table above, all students answered that the atmosphere of learning English in class is fun because every time learn English, teacher always make games

in the class and that makes all your friends active and playing.

Do you like reading English textbooks?

No	Students Code	Response
1	Students 1	No, I don't like
2	Students 2	
		Yes, I like
3	Students 3	No, I don't like
4	Students 4	
		Yes, I like
5	Students 5	
		Yes, I like
6	Students 6	No, I don't like
7	Students 7	
		Yes, I like
8	Students 8	
		Yes, I like
9	Students 9	
		Yes, I like
10	Students 10	No, I don't like
11	Students 11	
		Yes, I like
12	Students 12	
		Yes, I like
13	Students 13	
		Yes, I like
14	Students 14	No, I don't like
15	Students 15	
		Yes, I like
16	Students 16	No, I don't like
17	Students 17	
		Yes, I like
18	Students 18	
		Yes, I like
19	Students 19	No, I don't like
20	Students 20	
		Yes, I like

Based on the table above, it can be seen that from a sample of 20 students, 13 students like to read English textbooks and 7 other students don't like to read English textbooks. Of the 7 students who didn't like reading English textbooks some had no intention of reading, some were to lazy to read, some found it difficult to read, and most of them didn't understand.

How do you feel after learning English?

No	Students Code	Response
1	Students 1	
		Feeling Happy
2	Students 2	
		Feeling Happy
3	Students 3	
		Feeling Happy
4	Students 4	
		Feeling Happy
5	Students 5	
		Feeling Happy
6	Students 6	
		Feeling Happy
7	Students 7	
		Feeling Happy
8	Students 8	
		Feeling Happy
9	Students 9	
		Feeling Happy
10	Students 10	
		Feeling Happy

11	Students 11	
		Feeling Happy
12	Students 12	
		Feeling Happy
13	Students 13	
		Feeling Happy
14	Students 14	
		Feeling Happy
15	Students 15	
		Feeling Happy
16	Students 16	
		Feeling Happy
17	Students 17	
		Feeling Happy
18	Students 18	
		Feeling Happy
19	Students 19	
		Feeling Happy
20	Students 20	
		Feeling Happy

Based on the interview table 'How do you feel after learning English' from 20 samples, all students felt happy because during the English learning process they could understand the material well.

What efforts are made by students in reading English textbooks?

No	Students Code	Response
1	Students 1	Reading books in the library
2	Students 2	Reading books in the library
3	Students 3	Reading books in the library

4	Students 4	Read books at home
5	Students 5	Read books at home
6	Students 6	Read books at home
7	Students 7	Reading books in the library
8	Students 8	Reading books in the library
9	Students 9	Learn to read
10	Students 10	Learn to read
11	Students 11	Read books at home
12	Students 12	Read books at home
13	Students 13	Read before class starts
14	Students 14	Read before class starts
15	Students 15	Learn to read
16	Students 16	Learn to read
17	Students 17	Read before class starts
18	Students 18	Read before class starts
19	Students 19	Learn to read
20	Students 20	Learn to read

Based on the interview table above, of the 20 samples, it is known that 5 students answered reading books in the library, 5 students answered reading books at home, 4 students read textbooks before class started and 6 students learned to read English textbooks.

Based on the results of the questionnaire statement, in general it can be concluded that the interest of grade 8 students in reading English textbooks can be categorized as quite high. This can be seen from the results of the questionnaire table 3, table 4, table 6, table 7, table 10, table 11, and table 17 show positive results.

Results table 3 with the statement items I like reading English textbooks. With the percentage results: 25% of students stated that they strongly agreed, 50% of students stated that they agreed, 15% of students stated that it was neutral, 5% of students stated that they did not agree, and 5% of students stated that they strongly disagreed. Table 3 statement shows that most students are very happy in reading English textbooks. This shows positive results on students' interest in reading.

Results of table 4 with the statement items I prefer to read English textbooks than reading other books. With the percentage results: 5% of students stated that they strongly agreed, 10% of students stated that they agreed, 50% of students stated that it was neutral, and 35% of students stated that they disagreed. From table 4 it can be seen that most students tend to read English textbooks compared to reading other books. This shows positive results on students' interest in reading.

Results of table 6 with statement items I like reading English textbooks because there are many stories. With the percentage results: 25% of students stated that they strongly agreed, 50% of students stated that they agreed, 10% of students stated that it was neutral, 10% of students stated that they did not agree, and 5% of students stated that they did not agree. From table 6 it can be seen that students'

interest in reading English textbooks is very high, this is because students prefer to read textbooks in which there are pictures that can stimulate students' interest in reading. This shows positive results on students' interest in reading.

Results of table 7 with the statement items I only read English textbooks when there is an assignment. With the percentage results: 25% of students stated that they strongly agreed, 20% of students stated that they agreed, 10% of students are neutral, 25% of students stated that they did not agree, and 20% of students stated that they strongly disagreed. Table 7 shows that most students will read English textbooks when there are assignments given by the teacher. This shows positive results on students' interest in reading.

Results of table 10 with the statement items I only read when there is unknown subject matter. With the percentage results: 20% of students stated that they strongly agreed, 25% of students stated that they agreed, no student responses stated that they were normal, 20% of students stated that they did not agree, and 10% of student responses stated that they strongly disagreed. Table 10 statement shows positive results on students' interest in reading, this is because most students will read English textbooks when there is subject matter that they have not understood.

Results of table 11 with the statement I read because there is encouragement from within. With the percentage results: 30% of students stated that they strongly agreed, 50% of students agreed, 15% of students stated that it was neutral, and 5% of students strongly disagreed. Table 11 with the statements shows that all students do reading activities because there is encouragement

from within. This shows positive results on students' interest in reading.

The results of table 17 with reading statement items will increase my interest in learning. With the percentage results: 30% of students stated that they strongly agreed, 45% of students stated that they agreed, 10% of students stated that they were neutral, and 15% of students stated that they did not agree. From table 17, it can be seen that reading will increase students' interest in learning. This shows positive results on students' interest in reading.

The seven statements contained in the student's interest in reading English textbooks showed positive results. The seven statements can represent the entire statement contained in the questionnaire that has been distributed and filled out by students.

Based on the results of interview table 6, it shows that the efforts made by students in reading English textbooks include reading books in the library, reading books at home, practicing reading, and reading books before the lesson starts. This shows the positive results of students' efforts in reading English textbooks. Students not only read books in the library, but they also read books before lessons start and always read books at home. This is what demonstrates students' efforts in reading English textbooks.

Conclusion

The discernment of students' proclivity towards reading English textbooks within the ambit of 8th-grade scholars at SMPN 27 Manokwari emanates as conspicuously affirmative, establishing itself within the echelons of a markedly positive categorization. This categorization, substantiated through a meticulous analysis of the questionnaire data, attests to an overarching eagerness and

receptivity among students towards the immersive engagement with English textual materials.

The multifaceted endeavors undertaken by the students in the pursuit of English textual comprehension underscore the depth of their commitment and the varied dimensions of their reading practices. Their proactive initiatives encompass a strategic prelude to classroom instruction, wherein students immerse themselves in the English textbooks before the commencement of formal lessons. This pre-lesson engagement signifies an anticipatory approach, reflecting a conscious effort to preclude the unfamiliarity of forthcoming topics.

Furthermore, the academic environment extends beyond the classroom confines as students extend their reading endeavors to the scholastic sanctuary of the library. This deliberate choice to delve into English textbooks within the library setting implies an acknowledgment of the resource-rich milieu provided by such spaces. It showcases a recognition of the library as a conducive haven for augmenting one's linguistic proficiency and comprehension.

The continuum of students' commitment is further manifested within the domestic sphere, as evidenced by their endeavors to engage with English textbooks at home. This private domain becomes an extension of the scholastic pursuit, elucidating a self-directed and autonomous dimension to their reading habits. It accentuates a conscientious approach to continuous learning, transcending the temporal boundaries of formal educational settings.

Moreover, the students' recognition of the intrinsic value of seeking elucidation from their educators reflects a proactive stance in fostering a comprehensive understanding of the

material. The act of seeking clarification from teachers when confronted with challenging content exemplifies a commendable commitment to intellectual rigor and a testament to a genuine desire for mastery.

In summation, the highly affirmative categorization of students' interest in reading English textbooks for 8th-grade students at SMPN 27 Manokwari is not merely a numerical representation but an embodiment of the students' proactive, multifaceted, and autonomous approaches towards textual engagement. It delineates a collective ethos of enthusiasm, manifested through pre-lesson preparations, library engagements, home-based learning initiatives, and a sagacious utilization of teacher guidance when confronted with conceptual intricacies. This categorization transcends quantitative metrics, delving into the qualitative fabric of students' intellectual pursuits, revealing a commendable dedication towards the nuanced intricacies of English language acquisition.

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