

Determinative Factors of Students' Reading Interest at Community Education Units in Bandung

Rita Kustari Koesma, Achmad Hufad, Ihat Hatimah, Ace Suryadi, Dadang Yunus Lutfiansyah

Abstract: This research based on Indonesian Act about National Education System, UU RI No.20 Tahun 2003 article 26 section (4): non-formal education units consist of courses, training organizations, learning communities, community learning centre, majelis taklim, and so forth. The general objective of this research was to observe the factors determining the students' reading interest at community education units in Bandung. Quantitative and qualitative approach or mix method was applied to this research. Qualitative approach was used to describe the empiric condition and the program implementation. The quantitative approach was applied to find out the determinative factors of students' reading interest. The data were collected from observation, interview, questionnaire, and documentation study which were applied to 267 data sources. The result showed that some units have used computer-based system, such as SLIMS, INLIST, OPAC, blog, and website. The implementation of the system increased the numbers of visitor. The determinative factors affecting the reading interest are divided into two, which are internal factor (motivation, interest) and external factor (jobs, group, environment, and interpersonal relationship). Similar jobs create similar goals, so the learning community is created.

Index Terms: community education unit, reading interest, determinative factor.

I. INTRODUCTION

Nowadays, education is very important because it is the root of the civilization. Education is the basic need to face the challenge in life. Education can be reached in many ways. One of them is library which is a place to get much information, knowledge, and other benefit. According to Paulina Mickiewicz (2016, p. 239), "libraries are no longer 'just libraries,' but a hybrid of different specializations and services that have come together to create a new public

space." Globalization demands changes of paradigm from the competition in term of material to the competition based on knowledge. This paradigm required the institutions or organizations to produce high-quality human resources and to be comparatively and competitively superior. So that, Indonesian Act about national education system UU RI No. 20 Tahun 2003 annunciated the need of education programs to improve the life quality and the dignity of Indonesian people. To improve the quality of human resources, education must be improved as well. Martínez-Guido, S. I., González-Campos, J. B., & Ponce-Ortega, J. M. (2019) stated that the focus of human development index is to measure average achievement in human development in a society. This tool is a statistic composite index of life expectancy, school enrolment and per capita income indicators, and provide a general view of societies and their quality of life. Essentially, education is conscious and organized effort to create learning scene and learning process which support the students to develop their potential in spiritual, self-control, personality, intelligence, noble character, and required skill for themselves, society, and their country.

Indonesia not only has the formal education as their education system. Non-formal education or community education is one of the education system outside the formal education. This based on UU No. 20 Tahun 2003 about national education system which is "Education is divided into formal education, non-formal education, and informal education that complete each other." Formal education is generally conducted at schools. It presents clear continuous learning stages, starting from primary education to higher education. Non-formal education, in the other hand, is carried on outside the formal system. It was also organized and systematic. Non-formal education can be found at early-childhood education programs and basic education programs, for instance TPA (Quran literacy) at the mosque or Sunday school at the church. Moreover, it also consists of some courses, such as music classes, tutoring, and others. Informal education is defined as the education from daily life, environment, and family. The examples are homeschooling and community learning centre.

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Indonesia has realized the importance of education to unlearn the backwardness and to keep improving. Education cannot be separated from learning activities which include reading activity. So, reading is one of the ways to educate individual, society, and the nation.

In 1972, UNESCO prioritized the increase of reading interest. A program called Books for All was launched to increase the reading interest of the people in the world. In Indonesia, the president, Soeharto, declared *Hari Kunjungan Perpustakaan* (Library Visiting Day) in 1996. President Megawati carried out Gerakan Nasional Gemar Membaca (National movement to persuade people to read) in 2002. In Mei 2007, Vice president Jusuf Kalla officially announced the electronic mobile library service by Indonesian National Library. However, these movement had not showed the expected result.

Based on some reports, Indonesian reading interest level was still low compared to the some ASEAN countries. UNDP report about Human Development Index based on the illiteracy level in 2003 showed that Indonesia was in the 112th out of 174 countries. In addition, based on "Most Littered Nation in the World" by Central Connecticut State University in 2016, Indonesian reading interest was in the 60th out of 61 countries. Indonesian children's reading literacy is lower than the other developing countries. In 1992, International Association for Evaluation of Educational (IEA) conducted a study in reading literacy of primary school students. The result showed that Indonesia was in the 29th of 30 countries, one level above Venezuela which is in the 30th.

The previous data was relevant to the study result of Vincent Greannary quoted by World Bank in an education report entitled "Education in Indonesia from Crisis to Recovery" in 1998. The result showed the level of reading literacy of the 6th grade Indonesian students was the lowest with 51.7 below the other countries, such as Philipine with 52.6, Thailand with 65.1, Singapore with 74.0 and Hongkong which was scored 75.5.

Some researches showed that the higher the interest the higher the productivity of the learning activities and vice versa. It can be concluded that a program for adult learners will be successful if the program is able to accommodate the reading interest of learners in order to fulfill the learning need. Benes (in Hubackova, S., & Semradova, I., 2014) stated that "Decisive-making is the fact that the adults do not educate themselves with a view to satisfy their own knowledge progress but with a view to their needs for solving their own concrete problems". To increase the reading interest starts from motivation to read. According to Mc Donald in Sardiman (2008, pg. 71), motivation is the changing of energy from the inside signed by "feeling" and initiated by goal. In conclusion, Mc Donald described that individual would be motivated if the things had benefit for themselves.

The basic obstacles in improving the quality of human resources was the low interest in reading. Whereas, the next generation have to prepare themselves to deal with the competitive world. One way that can be done is to provide understanding to parents to improve the environment that

supports literacy. Pezoa, J. P., Mendive, S., & Strasser, K. (2019) suggested that "interventions designed to improve the home literacy environment could be attained through improving parents' perceptions of children's reading interest rather than seeking only to change parents' practices directly". The next generation, which is the youth, have to prepare themselves to face the new era where the competitiveness becomes the priority in all field.

Learning activity cannot be separated from reading activity. Moreover, Harry Maddox (1964) suggested that reading is the most important skill in the study. It showed how necessary reading is as Ralph C. Staigner (1973) said that reading has frequently been regarded as a tool facilitating many other types of learning. Reading habit will be improve if it is supported by good language ability or reading skill as well as the availability of books.

In contrary, good reading skill was unbeneficially wasted if there are only limited numbers of books. In the Indonesia Act UU No. 43 Tahun 2003 about Library article 48 section 1, it said that the reading culture can be started from family, education units, and society.

Based on the previous explanation, the researcher conducted a study about the determinative factors affecting students' reading interest at community education units in Bandung.

II. LITERATURE REVIEW

Based on the review of some references and points of views, literacy can be defined as a set of ability and skill in reading, writing, communicating, calculating, and problem solving in the certain level which is required in daily life.

Literacy was identical with reading and writing. However, Declaration of Prague in 2003 suggested that literacy also encompassed the way people communicate in the community. Literacy practically means social relation related to knowledge, language, and culture (UNESCO, 2003).

One way to improve literacy was reading books. Unfortunately, reading did not seem as Indonesian culture proved by the low of reading interest. It resulted in the literacy level which was also undeniably low. There were some things caused the low of reading interest, which were 1) the low of reading interest of the teachers; 2) unaccessibility of interesting books; 3) unproper library; 4) the limited numbers of books; 5) learning activities was not literacy based.

In 1960s, the notion of literacy developed not only related to language, but also developed into functional concept which was related to some functions and life skills (Sofia Valdivielso Gomez, 2008).

The term of literacy was defined as a set of skills in processing the information. It was more complicated than the ability to analyse and comprehend the reading and writing. In the other words, literacy was not only about reading and writing, but also about other field, for instance economy,



math, science, social, environment, finance and moral literacy.

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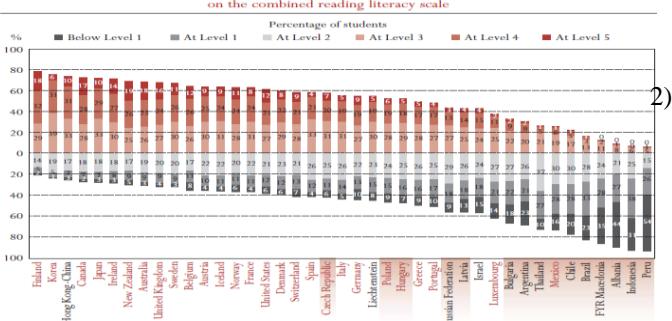
UNDP report about Human Development Index based on the illiteracy level in 2003 showed that Indonesia was in the 112th out of 174 countries, while Vietnam was in the 109th. In spite of that, Vietnam believed that they could be improved by developing their "human" (Baderi, 2005).

Statistics Indonesia (BPS) in 2003 described the reading interest that the percentage of Indonesian (above 15) reading newspaper on Sunday was only 55.11%, reading magazine was only 29.22%, story book was 16.72%, school textbook 44.28%, and other kind of book was 21.07%. Other data showed that Indonesian did not use book (and other reading) as the information sources.

Švrcková defined reading literacy as an implementation of functional skills gained from certain social context. To be literate, individual should widen their skill and apply it to their daily activity. Hence, literacy was not only restricted on reading ability, but also the ability to work textually, the written communicatiin skill, and information processing based on the text (Švrcková, 2011, p.13).

PISA created literacy scale concluding students' performances in the various aspect of reading literacy with average score 500 for OECD (Organisation for Economic Co-operation and Development) countries. In addition, two third of the students of those countries had 400 to 600 score. To facilitate the interpretation, literacy scale was devided into five levels. Level 1 represented the students who had serious obstacles to get information through reading. Level 5 represented the students who were able to process the information provided in the unknown texts, to have the detailed understanding about the information provided in a complex text, to deduce the relevant information, to critically evaluate, and to make a hypothesis by using certain ability to

Figure 2 Percentage of students performing at each of the proficiency levels on the combined reading literacy scale



predict the unexpected things. The minimum gap score was 72 point.

The result showed that there were wide differences level of reading literacy among the countries. There was 219 point gap between the highest level country (Finland) and the lowest (Peru) in reading literacy scale. In every country, some 15 year-old children reached the highest level which was level 5. It was shown in figure 2.1. Approximately 10% of students of OECD countries reached level 5. In contrary, only 0.1 % students of non-OECD countries such as Albania, Indonesia, Macedonia, and Peru could reach level 5, except Hongkong which managed to reach 10%. (Source : OECD PISA, 2000)

Figure 2.1. Students Percentage

Reading motivation is a strong attention to read accompanied by the sense of pleasure. By reading, people can get some benefit information. Motivation to read must be improved because reading is a necessity. Many factors affects reading motivation. Miller (2015) stated that students tend to be more motivated to read when texts are matched to their instructional levels, when they have opportunities to choose their own books, when they have access to texts that reflect and affirm their cultural identities, and when they can engage in meaningful social interactions with their peers around common texts. In addition, Schutte and Malouff (2007) classified the reading dimensions, such as recognition by others for reading, reading to satisfy curiosity, wishing to avoid difficulties associated with the process of reading (reading work avoidance), the confidence that one can read successfully (reading efficacy), competing with others in reading, social aspects of reading, involvement in text, wanting to comply with others' wishes in regards to reading, reading to achieve high grades, enjoying the challenge of reading difficult material, and believing it is important to be a good reader.

Psychology process inside individual can raise the motivation, which are:

- 1) Internal factor is motivation factor which is from inside and raises because of one's willing to have achievement and responsibility in their lives. Motivation can thus be seen as an internal factor that causes or guides different types of behaviour and engagement as the observable and unobservable actions associated with reading activities (Unrau & Quirk in Kirchner & Mostert, 2017). Internal factors includes: a) pride and achievement, that is motivation to develop the creativity and to reach a goal to increase their self-esteem; b) Needs, every person has their own needs as a motivation to do something to fulfill c) Hope, something to reach in the future which affects the attitude and feeling; d) responsibility; motivation to work well to produce a good result; e) job satisfaction, motivation to do certain job.
- 2) External factor is motivation from outside. It raises because of the outside influence, for instance organization which affects on someone's behavior. External factors include: a) type and nature of job, is the inner urge to work at certain type and nature of job. This can be affected by



Determinative Factors of Students' Reading Interest at Community Education Units in Bandung

the reward from the job; b) workgroup, is organization where people work to get the salary in order to fulfill their life necessities; c) working condition is a condition where people work condusively as their willing and hope so that they can work well; d) work safety, is the safety given by the organization by giving them assurance; e) interpersonal relationship, is the relationship among colleagues, leader, and the employees. In this case, every person needs to be respected and appreciated to create harmonious working atmosphere.

According to Zainun (2007:19), motivation is caused by basic need. The need will create the urge to make a movement. When a person is encouraged, they will feel imbalance because they will be not satisfied before the needs are fulfilled. The motivation raises as long as the person has needs. Basically, the motivation is the dynamics of needs and encouragement to do an action. Kirchner & Mosert (2017) quoted that an engagement perspective of reading, as developed by Guthrie and Wigfield (2000), holds that motivation, in combination with strategy use, will result in higher levels of reading achievement.

III. METHOD

In this research, the data were collected by using questionnaire. The samples were chosen by applying *Stratified Random Sampling* to get the data about determinative factors of students' reading interest at community education units in Bandung. The questionnaire was given to the members and administrators of the institution/organization (Library, Community Reading Park, Learning centre). Moreover, quantitative and qualitative approach or mix method was applied to this research.

No.	Participant	Total (persons)
1.	Administrator(s) of Bandung Regional Library and Archive Office (Dispuip Bandung)	4
2.	Administrator(s) of Salman Reading Corner	1
3.	Administrator(s) of West Java Regional Library and Archive Office (Dispusipda Jawa Barat)	3
4.	Administrator(s) of Eco Bambu reading park (TBM Eco Bambu)	2
5.	Administrator(s) of Elmuloka reading park (TBM Elmuloka)	1
6.	Administrator(s) of Bagusrangin	1
7.	Administrator(s) of Sukamulya learning centre (PKBM Sukamulya)	2
8.	Administrator(s) of Minda Utama Learning Centre (PKBM Minda Utama)	2
9.	Administrator(s) of Bina Cipta Ujung berung learning centre (PKBM Bina Cipta Ujung berung)	1
10	Members of the institutions/organizations (library, reading park, CLC)	250
amount		267

IV. RESULT AND DISCUSSIONS

Based on the characteristics of respondents, the following table showed the number of participants involved in this study as well as the respondent percentage:

NO.	Membership	Respondent (%)	Percentage (%)	Total respondents (person)
1.	Library	51,6	100 %	129
2.	Community Reading Park	4,4	100 %	11
3.	CLC	2	100 %	5
4.	Non-member	42	100 %	105
TOTAL				250

From the data analysis, 51.6% respondent was taken from library members, 4.4% from reading park members, 2% from CLC, and the rest 42% was from non-member. The respondents taken were the sample to find out the determinative factors of students' reading interest at community education units in Bandung.

Table 4.13
Characteristics of Informants

No.	Indicators	Respondent's Result			
		Highest	Frequency (f)	Lowest	Frequency (f)
1.	Sex	Female (73,2%)	183	Male (26,8%)	67
2.	Age	19-23 years old (48%)	120	<15 years old (0,4%)	1
				>55 tahun (0,4%)	
3.	Level of Education	Senior High school (44,4%)	111	Primary School (0,4%)	1
4.	Types of Job	Students (65,2%)	163	Government Employees (3,2%)	8

Based on table 4.13, there were more female respondents (73.2%). The age was approximately from 19 to 23 years old and they were students of senior high school and university. In contrary, the male respondents were only 26.8 % which were under 15 to above 50 years old. The lowest level of education was primary school. Some respondents were government employees.

A. Aspect of Reading Interest



Table 4.15
Aspects of Reading Interest

No.	Indicators	Result				Total
		YES S	Frequen cy (f)	NO	Frequen cy (f)	
1.	Taking their time to visit library/reading park/CLC	67,6 %	169	32,4 %	81	250
2.	Visiting library/reading park/CLC and borrowing books	86,4 %	216	13,6 %	34	250
3.	Visiting library/reading park/CLC because of the benefits	93,6 %	234	6,4 %	16	250
4.	Visiting library/reading park/CLC to study	90 %	225	10%	25	250
5.	Visiting library/reading park/CLC because of their future goals.	81,2 %	203	18,8 %	47	250

From five indicators in table 4.15, most of the respondent answered 'YES'. 67.6% respondents took their time to visit library/reading park/CLC; 86.4% respondents visited library/reading park/CLC to borrow book, 93.6% respondent visited library/reading park/CLC because its benefits; 90% respondents visited library/reading park/CLC to study and 81.2 respondents visited library/reading park/CL because of their future goals. The respondents answering 'NO' to those indicators were 32.4% for taking the time to visit library/reading park/CLC; 13.6% did not visit library/reading park/CLC to borrow books; 6.4% did not visit library/reading park/CLC because of the benefits; 10% respondent did not visit library/reading park/CLC to study; and 18.8% respondents did not visit library/reading park/CLC because of their future goals.

B. Aspects of Reading Motivation

Table 4.16
Reading Motivation

No	Indicator	Result				Total
		YE S	Frequen cy (f)	NO	Frequen cy (f)	
1.	Reading pleasure	93,2	233	6,8 %	17	250

No	Indicator	Result				Total
		YE S	Frequen cy (f)	NO	Frequen cy (f)	
2.	Reading encouragement	88,8 %	222	11,2 %	28	250
3.	Friend with same interest	72 %	180	28%	70	250
4.	Inviting friend to join in	68 %	170	32 %	80	250
5.	Friend as motivation	67,2 %	168	32,8 %	82	250

Table 4.16 showed the reading motivation divided into five indicators. Based on it, there were 93.23% of the respondents who read because of the sense of pleasure; 88.8% of the respondents read because of the encouragement; 72% of respondents has the same interest as their friend in reading; 68% of the respondents invited their friend to join in library/reading park/CLC, and 67.2 % of the respondents has the reading motivation from their friends. The respondents answering 'NO' to those indicators were 6.8% who did not feel the reading pleasure; 11.2% did not have reading encouragement; 28% did not have friends with same interest; 32% of the respondents did not inviting their friend to join; and 32.8% of the respondents did not have the reading motivation from their friends.

C. Learning Group Aspects

Table 4.17 Learning Group

No	Indicator	Result				Total
		YE S	Frequen cy (f)	NO	Frequen cy (f)	
1.	Member of learning group based on the reading interest	48,4 %	121	51,6 %	129	250
2.	Facilitating the establishment of learning group	63,2 %	158	36,8 %	92	250
3.	Learning group encourages to always get involved	59,6 %	149	40,4 %	101	250

Determinative Factors of Students' Reading Interest at Community Education Units in Bandung

There were three aspects presented in table 4.17. The first aspect was that the respondent is a member of a learning group. The result showed that 51.6% of the respondents was not a member of learning group and 48.4% of the respondents was a member. The second aspect was that library/reading park/CLC facilitated the establishment of a learning group. The result showed that more than half of the total respondents answered 'YES' with 63.2% and 36.8% others answered 'NO'. The third aspect was that the learning group encourage them to always get involved. The result showed that 59.6% of the respondents agreed with it and 40.4% of the respondent disagreed.

D. Learning Sources Aspect

Table 4.18
Learning Sources

No	Indicators	Result				Total
		Yes	Freq uency (f)	No	Freq uency (f)	
1.	Various learning sources	94,4 %	236	5,6 %	14	250
2.	Learning sources by the organization based on the interest	89,6 %	224	10,4 %	26	250
3.	Guidance from the administrators	62,8 %	157	37,2 %	93	250
4.	Training based on the need	66,8 %	167	33,2 %	83	250
5.	Administrators help when there are problems faced by members	87,6 %	219	12,4 %	31	250

Based on the table 4.18, in the first indicator, most of the respondent said that there were various learning resources to support the learning process. The percentage was 94.4% of Yes and 5.6% of No. In the second indicators, 89.6% respondents agree that the organization facilitated them with learning resources as their interest; and the other 10.4% disagree. 62% of the respondents said that they were accompanied by the administrator and got the guidance during the learning process; 37.2% answered that they did not get the guidance from the administrators. 66.8% of the respondents said that they were facilitated with a training based on their need; 33.2% of respondents disagree with the statement. 87.6% of the respondents said that the administrators helped them when facing a problem during the learning process and 12.4% said the otherwise.

E. Program Continuity Aspect

Tabel 4.22 Program Continuity

No.	Indicators	Result				Total
		YES	Frequ ency (f)	NO	Frequ ency (f)	
1.	Members can participate financially for the continuity of the program	79,6 %	199	20,4 %	51	250
2.	Members are ready to participate financially	75,6 %	189	24,4 %	61	250
3.	Interesting programs	77,6 %	194	22,4 %	56	250
4.	Reward for the active members	53,2 %	133	46,8 %	117	250

Based on table 4.22 showed the indicators about program continuity. 79.6% of the respondents said that the members could participate financially to support the continuity of the program in Library/CLC/reading park. Supporting the statement, 75.6% of the respondents also said that they were ready to participate financially for the continuity of the Library/CLC/reading park program. In contrary, 20.4% of the respondent said that the members could not participate for the continuity of the program in the library/CLC/reading park and 24.4% of the respondents were not ready to participate financially. About the program in the library/CLC/reading park, 77.6% of the respondents answered that the program was interesting while 22.4% of the respondents did not agree with the statement. More than half of the respondent which was 53.2% stated that the library/CLC/reading park rewarded the active members. With a close gap, respondents who stated that the library/CLC/reading park did not reward the active members reached 46.8%.

F. Developing Interest in Reading Aspect

Table 4.23 Developing the Interest in Reading

No	Indicators	Result				Total
		YE S	Fre que ncy (f)	NO	Fre que ncy (f)	
1.	Conducting various programs	64,4 %	161	35,6 %	89	250
2.	Active in another conducted activities	52,4 %	131	47,6 %	119	250
3.	Programs based on the interest and need	72,8 %	182	27,2 %	68	250

No	Indicators	Result				Total
		YES	Frequency (f)	NO	Frequency (f)	
4.	Get the knowledge by being a member	89,2 %	223	10,8 %	27	250
5.	Reading can help in doing my job/work	93,2 %	233	6,8 %	17	250
6.	Reading can help to reach the life goals	92,8 %	232	7,2 %	18	250

There were six indicators presented in table 4.23. The first indicator was that the library/CLC/Reading Park conducted various program. 64% responded 'YES' to this statement and 35.6% responded 'NO'. Based on the second indicator which was about another activity conducted by the library/CLC/Reading Park, 52.4% of the respondents said that they did not join in another activity and 47.6% of the respondents said that they joined in that activity. The third indicator was that the program conducted by the Library/CLC/Reading Park were suitable with the members' need and interest. 72.8% of the respondents agreed with the statement while 27.2% others disagreed. 89.2% of the respondents said YES as their respond to the forth indicator that they got new knowledge by being a member of library/CLC/reading park and 10.8% said the otherwise. Most of the respondents (93.2%) said that reading can help them in doing their job/work as presented in the fifth indicators. Only 6.8% of the respondents said that reading could not help them in their work. Another big percentage of the agreement was also showed in the sixth indicator which stated that reading can help the members to reach their life goals. The percentage reached 92.8% and only 7.2% showed their disagreement.

G. Reading Pleasure as the Mission of the Organization Aspect

Table 4.24 Reading Pleasure as the Mission

No.	Indicators	Result				Total
		YES	Frequency (f)	NO	Frequency (f)	
1.	Membership encourage to be active in the community	78 %	195	22 %	55	250
2.	Wise in taking the decision when becoming a member	76,4 %	191	23,6 %	59	250
3.	Feel the satisfaction of the	79,6 %	199	20,4 %	51	250

No.	Indicators	Result				Total
		YES	Frequency (f)	NO	Frequency (f)	
4.	Develop the interest in reading	87,2 %	218	12,8 %	32	250

Table 4.24 presented four indicators of the reading pleasure as the mission of the library/CLC/reading park. The first indicator stated that the membership of library/CLC/reading park gave the members encouragement to be active in the community. As the responds, 78% of the respondents answered with 'YES' and 22% of the respondents answered with 'NO'. The second indicator was that the members of library/CLC/reading park took decision wisely after being a member. 76.4% of the respondents agreed with the statement while the others (23.6%) disagreed. 76.9% of the respondents said that they feel the satisfaction of their learning achievement in library/CLC/reading park as indicated in the third indicators. In contrary, 20.4% of the respondents did not feel good with their learning achievement. The forth indicator was that library/CLC/reading park can develop the members' interest in reading. Most of the respondents (87.2%) answered it with YES while 12.8% said that library/CLC/reading park did not develop their reading interest. According to A.M. Sardiman (2005:75), psychology process which raises motivation from the inside was affected by two factors: internal factor and external factor. This was relevant to the finding as the following charts.

Table 4.25 Internal Factors

Internal Factors				
pride and achievement : researcher's finding showed that 46.8% of the respondents felt that the institution/organization rewarded them as the appreciation to the active members.	needs : the findings showed that 72.8% of the respondent s stated that the program conducted by the institution/organization met their needs and interest.	hope : the finding showed that 81.2% of the respondent s stated that reading in the library/clc/reading park can help them in finishing their work/duty	responsibility: in the findings, 93.2% of the respondent s stated that reading in the library/clc/reading park can help them in finishing their work/duty	job satisfaction : job satisfaction raised after we can feel the change. the researcher found out that 89.2% of the respondents feel the change after being a member in library/clc/reading park

**Table 4.26
External Factors**

EXTERNAL FACTORS			
Types And Nature Of Job: The Findings Showed That 65.2% Of The Respondents Were High School Or University Students	Learning Group: Because This Study Was About Education, The Researchers Found Out That 48.4% Of The Respondent Was A Member Of A Learning Group As Their Interest.	Environment Condition: The Researcher Found Out That 93.2% Of The Respondents Felt That The Reading Room In The Library/CLC/Reading Park Was Comfortable To Do Reading Activity Conclusively	INTERPERSONAL RELATIONSHIP: the researcher found out that 59.6% of the respondents felt that the learning group encouraged them to always involve in learning activities.

From the previous chart. The researcher concluded that there were internal and external factors as the determinative factors of students' reading interest at community education units. Internal factors is motivation factor which is from inside and raises because of one's willing to have achievement and responsibility in their lives. Researcher found out that there were five internal factors. The first was the pride; reward given from the library/CLC/reading park was need to appreciate themselves so it would raise new motivation to read. The second factor was needs; the library/CLC/reading park met the learning need of the members. The third factor was hope; it seemed that members visited library/CLC/reading park because it could help them to reach their future goals. In the term of responsibility, reading could help the members to finish their work or duty. The latter factor raised their job satisfaction.

The internal factors was the way of a person in fulfilling their willing from the inside. Supporting the willing, there were also external factors which were types and nature of job, learning group, environment condition, and interpersonal relationship. People with similar type and nature of job would build the same goals and it encouraged them to form a learning group as a helpful way to solving problems. The comfortable and conducive environment and proper facilities also supported the learning activities and built good relationship among the members and administrators. These factors affected the number of visit and the motivation level of the members to be active in learning activities as well as their interest in reading.

V. CONCLUSION

This study was about the determinative factors of students' reading interest at community education units in Bandung. The researcher did an interview, observation, and questionnaire. Based on the respondents, researcher concluded that there were some determinative factors of students' reading interest divided into internal factors and

external factors. Internal factor is motivation factor which is from inside and raises because of one's willing to have achievement and responsibility in their lives. To support the willing, there were also external factors which were types and nature of job, learning group, environmental condition, and interpersonal relationship. It was said that the same type of job will encourage the people to form a learning group as a helpful way to reach the goals together.

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