Survey of Interest in Reading Insurance Textbooks and Documents in English for Trisakti STMA Students in the Digital Era

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Abstract : Objectives: to find out the percentage of reading interest of STMA TRISAKTI students, especially in terms of: 1) interest in reading text books and insurance documents in English (print and digital), 2) mastery of the contents of text books and documents - insurance documents in English (printed and digital), 3) mastery of reading methods: Speed Reading and SQ3R, mastery of Skimming and Scanning reading techniques in English (print and digital), 4) understanding of Structure Sentences, Style, Vocabulary, and Insurance Terminology in English (print and digital). Research methods: qualitative, comparative, and simple quantitative, data collection techniques: questionnaires. The results: 1) interest in reading text books by 26% (print) and by 36% (digital), while documents by 74% (print) and by 84% (digital), 2) mastery of the content of reading books text by 10% (print and digital), while documents by 40% (print and digital), 3) Mastery of Speed Reading method by 12%, SQ3R by 6%, Skimming by 16%, Scanning by 52%, 4) Understanding Sentence Structure of textbooks by 60% (print and digital), Sentence Structure of Documents by 42% (print and digital), Language Style of textbooks by 34% (print and digital), Language Style of documents by 42% (print and digital), Vocabulary by 52% (print and digital), Terminology by 44% (print and digital).

Keywords: reading interest; textbooks; insurance documents; english; digital era

1. Introduction

Reading is an activity that is very important for all parties, especially for students in the learning process at college (Whitehead, 2019). Why not, because the learning and teaching process always begins with listening, then reading, and writing, wherever the learning process takes place, whether informal (at home for example), non-formal (in a course, for example), or formal (at school, especially at home). in college, for example) (Aprilia, Lustyantie and Rafli, 2020). Many people conclude that reading is a window to the world. So important is the meaning of reading for progress and the future (Sutopo and Prayitno, 2020). Thus it can be concluded that one of the tools to achieve academic success is by reading.

Reading is an activity that has many purposes. The purpose of reading in college is to be able to get information and be able to process it according to academic learning needs. That's why reading for academic purposes requires reading skills. According to (Rou and Yunus, 2020) reading is one of the most important and decisive skills in academic activities. By reading, a learner will train and develop logical thinking so that they can respond to phenomena scientifically. The learning process at various levels of education also always demands mastery of reading skills for students. In higher education, reading is one of the skills that must be mastered by students in order to fulfill further learning objectives, for example producing scientific writing. In short, what students in college need are not just reading but academic reading skills.

We know many reading methods and techniques that have been tested and even taught in college to students in many ways, whether through language lessons or short trainings, such as Speed Reading or speed reading, SQ3R (Survey, Question, Read Recite, Review), Scanning and Skimming, and more. All these reading methods and techniques so far have enabled people to understand the information in the readings well (Wang, Lee and Ju, 2019). In addition, the availability of reading resources in many libraries, both public and university libraries, is increasing day by day and is managed professionally by librarians. Thus, the opportunity for our students to develop and improve their learning by reading is very wide open provided that their interest in reading is high (Sutopo and Prayitno, 2020).

But unfortunately our nation's interest in reading is far behind from the interest in reading other nations in this world (Fahrurrozi, Rachmadtullah and Hasanah, 2020). As a member of the ILA (International Literacy Association), researchers can really feel this situation by looking at the various kinds of writings about creativity in increasing reading interest by teachers, professors, and observers of increasing interest in reading which are proven to be almost 100 percent American.

Besides that, the low interest in reading which is very concerning in Indonesia also occurs in universities (Dewi *et al.*, 2020). According to (Donal, 2015) The symptom of reluctance to read has undermined the current students. Head of the National Library, Dady P Rahmananta (2003) at a press conference on the occasion of National Literacy Day (HAN) revealed that highly educated people such as students have relatively low interest in reading. There are still many students who can graduate without ever going to the library. Symptoms of students who are lazy to read are common symptoms that plague students today (Hardianto, 2016) This is very sad.

As a college or school of insurance, STMA Trisakti also involves its students to read text books and supporting documents, such as proposal forms, policies, and other documents, such as brochures, and others, both in Indonesian. as well as in English as a source of learning. This is not surprising considering that many insurance products in Indonesia are insurance products from foreign companies or adopted from these companies and the documents are written in English. Seeing the above facts, and to increase the reading interest of Trisakti STMA students, researchers are interested and willing to find out and ensure the level of reading interest of Trisakti STMA students in English, especially in this digital era where a lot of people spend a lot of time reading through the internet, E -Books, and even through social media. The research problem raised is: "How is the interest in reading text books and insurance documents in English among Trisakti STMA students in the digital era?"

2. Literature Review

2.1 Reading Interest

Reading interest can be defined as a desire or desire that comes from the human heart and brain to read any form of reading that will be read and whatever its purpose. According to Cage in (Yulianto, Hanah and Lisniyanti, 2020), reading interest is divided into two, namely spontaneous reading interest and patterned reading interest. Spontaneous reading interest is reading interest that grows from the motivation of reader personnel (students). While patterned reading interest is reading interest that takes place in teaching activities at school (Sutopo and Prayitno, 2020). Aspects of interest in reading include reading pleasure, awareness of the benefits of reading, frequency of reading, and number of reading books ever read. Interest in reading is not something that just happens to someone. However, interest in reading must be nurtured and nurtured from an early age.

2.2 Reading

Reading is the activity of seeing and speaking the writing to get the meaning and intent of the message in the writing. Experts define reading with various definitions. According to Hornby: Reading is to look and (be able to) understand (smth. written or printed) (Rou and Yunus, 2020). According to Webster's: to look and (be able to) understand the meaning of (written or printed words or symbols) (Fahrurrozi, Rachmadtullah and Hasanah, 2020). Reading can also be said as a type of human ability as a product of learning from the environment, and not from instinctive abilities or instincts that are born from birth (Elche, Sánchez-García and Yubero, 2018). Therefore, the reading process carried out by people who can read is an effort to process and produce something through the use of reading (Wang, Lee and Ju, 2019). The process of reading begins when we look at the writing and the symbols or signs on the object we read, and ends when we understand it.

Almost all the reading material that students read at the university to support their studies can be grouped into several classifications (Muhamad, Azmi and Hassan, 2019). From a physical point of view, there are physical or printed and digital reading materials. Digital can be accessed through computers or smartphones and in the form of E-Books and various applications. Meanwhile, in terms of reading content, the reading materials can be grouped into: 1) textbooks, 2) reference books. Textbooks are the main sources to support students in learning the courses they take, and reference books are supporting sources to deepen certain topics that they are studying, or if they have difficulty in certain fields to have insight. wider. Textbooks are textbooks, while reference books can be in the form of dictionaries, encyclopedias, magazines, journals, and even newspapers and others (for example: brochures). Besides, for insurance students, insurance policies or contracts include important documents that must be studied and even "dissected". The language used in these reading materials is generally in Indonesian and in English.

The main purpose of reading these reading materials for students is of course to help realize their dreams, whether to become engineers, doctors, and even insurance experts. Whatever the ultimate goal of reading, they basically have the same reading goal, namely Functional Reading or reading for the purpose of learning various subjects. In short they need to read these reading materials effectively and efficiently so that their ultimate goal can be achieved

3. Method

This research with survey method is a descriptive qualitative, comparative, and quantitative approach. The quantitative approach is used only to calculate, add up and make a percentage of the survey results made. Research respondents to answer the Questionnaire were taken at random a number of 50 Trisakti STMA students who were active in the even semester of the

2019-2020 academic year from the fourth and second semesters of the 2017-2018 and 2018-2019 classes from all: the D3 Life Study Program, the D3 Loss Study Program, and the S1 Management Study Program. . The preparation of the questionnaire was based on the findings in the literature review. The Enquette/Questionnaire technique used is a modified Questionnaire/Check List, not in the form of statements but in the form of questions. The questionnaire consists of 16 kinds of questions. Each question has two answers: 1. Yes, 2. No. Under these answers, there are two columns, one of which must be ticked as an answer to agree or disagree by each respondent as an answer to each of these questions.

4. Results

4.1 Stage 1 / Planning

In this stage the researcher prepares a questionnaire for the survey based on the information obtained from the literature review with a focus on four objectives, namely:

1. Interest in Reading Textbooks and Insurance Documents in Print and Digital in English: Questions 1-4
2. Ability to Master the Content of Textbooks and Insurance Documents in Print and Digital in English: Questions 5-6
3. Mastery Ability to Use Reading Methods and Techniques in English: Questions 7-10
4. Ability to Understand Sentence Structure, Language Style, Vocabulary, and Terminology in Textbooks and Insurance Documents Both in Print and Digital in English: Questions 11-16

4.2 Stage 2 / Implementation

On April 13 to 20, 2020, the Questionnaire was disseminated via WAG to several courses taught by researchers, either by Drs. Shakir, M.M. and also by Drs. Bagus Suhendar, M. Hum. Questionnaires that have been answered are then collected via the specified email address. The use of the two media was carried out because it was not possible to fill out and supervise the questionnaire directly during the Covid-19 pandemic and learning was still carried out online.

4.3 Stage 3 / Analysis

The analysis begins by collecting, recording, calculating, and tabulating the answers given by the respondents as many as 25 students of the 2017-2018 S1 Study Program. The percentage of 25 respondents was considered as 100%. After that, a percentage of each data is made in the tabulated list for all the items asked.

The same thing was then done to the answers given by the respondents as many as 25 D3 students who were a combination of the Life Study Program and the Loss Study Program class of 2019-2020. Furthermore, the combined data obtained from both the Undergraduate Study Program and the D3 Study Program, namely from a number of 50 respondents, were analyzed in the same way. The percentage of 50 respondents was considered as 100%. Finally, based on the data that can be seen from each tabulation list, conclusions can be drawn.

5. Discussion

Through a comparative analysis of the data obtained from the questionnaire, both from the S1 Study Program and from the D3 Study Program, 50 respondents were asked, it is known that:

1. The reading interest of STMA TRISAKTI students in reading insurance text books in English, both in print and in digital form, is relatively very low. Seventy-four percent (74%) of 50 respondents stated that they did not read insurance textbooks in English in printed form, and sixty-four percent (64%) of 50 respondents stated that they did not read insurance textbooks. in digital form. However, on the other hand, the interest of STMA TRISAKTI students in reading insurance documents in English, both in print and in digital form, is relatively high. Seventy-four percent (74%) of 50 respondents stated that they read insurance documents in English in printed form, and eighty-four percent (84%) of 50 respondents stated that they read insurance documents in digital form.
2. The ability to master the content of reading text books and insurance documents in English, both in print and in digital form, is relatively low for TRISAKTI STMA students. Ninety percent (90%) of 50 respondents stated that they did not master the contents of insurance textbooks in English, both in print and in digital form. Sixty percent (60%) of 50 respondents stated that they did not master the contents of insurance documents in English, either in printed or digital form.
3. The ability to master the use of methods and techniques for reading text books and insurance documents in English, both in print and in digital form, is relatively low for TRISAKTI STMA students. Eighty-eight percent (88%) of the 50 respondents stated that they did not master the Speed Reading method in English. Ninety-four percent (94%) of the 50 respondents stated that they did not master the SQ3R reading method in English. Eighty-four percent (84%)

of the 50 respondents stated that they did not master the skimming reading technique in English. However, fifty-two percent (52%) of the 50 respondents stated that they mastered the Scanning reading technique in English.

4. The ability to understand Sentence Structure, Language Style, Vocabulary, and Terminology in English text books and insurance documents, both in printed and digital form, is relatively low for TRISAKTI STMA students. Sixty percent (60%) of the 50 respondents understand the sentence structure of insurance textbooks in English, both in print and in digital form. Fifty-eight percent (58%) do not understand the Sentence Structure of insurance documents in English, both in printed and digital form. Sixty-six percent (66%) of the 50 respondents do not understand the English language style of insurance textbooks, both in print and in digital form. Fifty-eight percent (58%) of the 50 respondents stated that they do not understand the English style of insurance documents, both in print and in digital form. Fifty-two percent (52%) of 50 respondents stated that they understand the vocabulary contained in textbooks and insurance documents in English, both in print and in digital form. Fifty-six percent (56%) of the 50 respondents stated that they do not understand the meaning of Terminology in English textbooks and insurance documents, both in printed and digital form..

Conclusion

The conclusion of the Survey of Interest in Reading Textbooks and Insurance Documents in English for TRISAKTI STMA Students in the Digital Age are as follows:

1. The reading interest of STMA TRISAKTI students in reading insurance text books in English, both in print and in digital form, is relatively very low.
2. The ability to master the content of reading text books and insurance documents in English, both in print and in digital form, is relatively low for TRISAKTI STMA students.
3. The ability to master the use of methods and techniques for reading text books and insurance documents in English, both in print and in digital form, is relatively low for TRISAKTI STMA students.
4. The ability to understand Sentence Structure, Language Style, Vocabulary, and Terminology in English textbooks and insurance documents, both in printed and digital form, STMA TRISAKTI students are relatively low.

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