

**STUDENTS' PERCEPTIONS OF USING *MEDIUM* TO
PROMOTE READING INTEREST: A CASE STUDY IN THE
ENGLISH EDUCATION STUDY PROGRAM AT
SRIWIJAYA UNIVERSITY**

A THESIS

By

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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2025

APPROVAL

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Case Study In The English Education Study Program at Sriwijaya University**

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Certify that thesis entitled "Students' Perceptions of Using *Medium* To Promote Reading Interest: A Case Study In The English Education Study Program at Sriwijaya University" is my own work and did not have any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, July 2025



The undersigned,

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DEDICATION

All praise belongs to Allah SWT, the Lord of universe, the Most Gracious and Most Merciful, who gives me strength, health and ability to finish my thesis. I dedicated this thesis to my dearest parents, Devi Chandra and Yeni Fefnita, who have showered me with unconditional love, unwavering support, and prayers whispered in silence. They are the reason I kept going, even when days felt too heavy. Their sacrifices and every drop of their hard work have built the very foundation of who I am today, their first daughter. This achievement is not mine alone, but it is ours.

MOTTO

“What’s meant to be yours, will always find its way”

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The author

Zalfa Rabila Qatrunnada

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ABSTRACT

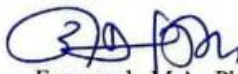
This study explores the perceptions of students in the English Education Study Program at Sriwijaya University regarding the use of the *Medium* application to promote reading interest. It also aims to identify the specific benefits offered by *Medium* in fostering students' engagement with English reading materials. A qualitative case study approach was employed, involving 50 students from various semesters (2nd, 4th, 6th and 8th). Data were collected through a close-ended questionnaire and semi-structured interviews with five selected students. Questionnaire responses were analysed using percentage analysis, while interview data were interpreted through thematic analysis. Methodological triangulation was applied to enhance the validity of the findings. The result indicated that students held positive perceptions of using *Medium*. They considered it an accessible, user-friendly platform that aligned with their personal reading interests, contributing to more frequent and consistent reading habits. Students also recognized its role in enhancing language development, including vocabulary enrichment, reading comprehension, and exposure to diverse writing styles. Key features such as bookmarking tools, reading time estimations, and categorized topics were found to significantly support reading motivation and sustained interest. These findings highlight the potential of integrating digital reading platforms like *Medium* into English language education to support both linguistic competence and independent learning

Keywords: *Digital reading platform, Medium, Perceptions, Reading interest*

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background of The Study

One of the most important skills in students' activity is reading. As Piyanukool (2001) emphasized that the more people read, the more they learn. Reading is the road to knowledge. The importance of reading is not limited to academic success itself, but reading is the foundation for mastering other skills necessary for personal and professional growth. Students with higher reading comprehension skills demonstrated better academic outcomes, particularly in subjects like language arts, social studies, and science (Mihret & Joshi, 2025). For instance, students who engage in regular reading activities tend to perform better in standardized tests, demonstrating the direct impact of reading on overall educational outcomes.

In the context of learning English, the role of reading becomes even more pronounced. Despite improving vocabulary and text comprehension, reading can also foster critical thinking. When students realize these benefits, their interest in reading is more likely to increase. It is not solely a hobby but a complex activity that requires concentration and a deep understanding of the text. Students can expose themselves to various language structures, idiomatic expressions, new vocabulary, and diverse writing styles, which indirectly enrich their language skills. A real-life example can be seen in students who read novels or articles in English; they often find themselves better equipped to express their thoughts and ideas in both writing and speaking, as they can draw upon the linguistic concepts they have encountered in their reading. Consequently, in order to foster a reading culture in society, the government has implemented various initiatives, including the *Gerakan Literasi Sekolah* (Kemdikbud, 2018), *Program Gerakan Indonesia Membaca* (Kemdikbud, 2021a) and *Kampung Literasi* which have been held since 2015

(Kemdikbud, 2021b). These programs aim to promote reading habits among students and the broader community. For instance, the *Gerakan Literasi Sekolah* encourages schools to integrate reading activities into their daily routines, fostering an environment where reading is valued and celebrated. Similarly, *Kampung Literasi* initiatives create community spaces where individuals of all ages can access books and participate in reading-related activities, thereby reinforcing the importance of literacy in everyday life.

In contrast to the government's efforts, several studies have shown quite disappointing findings. According to a study entitled “World's Most Literate Nations Ranking” conducted by Central Connecticut State University in 2016, Indonesia is ranked 60th out of 61 countries. Meanwhile, Finland is ranked at the top with a literacy rate approaching 100%. Data from UNESCO also shows that the reading interest of the Indonesian people is still very concerning, which is only 0.001%. This means that out of 1,000 Indonesians, only one person actively reads (Anisa et al., 2021). In addition, the Programme for International Student Assessment (PISA) organized by the Organization for Economic Co-operation and Development (OECD) concluded that Indonesian students showed lower reading skills than the average student from other OECD member countries (OECD, 2023). The average Indonesian student only scored 359 out of a total of 600, while the average for all participating countries reached 476. Indonesia is ranked 11th lowest out of 80 participating countries.

Reading interest refers to the emotional engagement or attention that drives individuals to willingly engage with reading materials (Utami & Nur, 2021). When students have a strong interest in reading, they tend to develop consistent reading habits and actively seek out texts that match their preferences. In the context of higher education, many students face challenges in building consistent reading habits. A study by Jumaroh and Aisyah (2021) found that higher medical students spent less than one hour daily reading English literature, highlighting the need to improve students' reading habits, especially due to the high academic demands and various distractions that come from the development of digital technology. One of

the main challenges in improving students' reading habits is a low interest in reading. According to Kurniawati et al. (2024), this is influenced by internal factors such as lack of motivation and enjoyment in reading, as well as the absence of reading materials that match students' interests.

In the current era of globalization and digitalization, technological advancements have significantly transformed education. The learning process can be easily conducted everywhere and every time with students easily accessing information through digital platforms. Raja and Nagasubramani (2018) highlight that technology enhances the teaching and learning experience, making it more enjoyable and efficient. Smartphones, in particular, have become practical tools for accessing knowledge, replacing traditional books as many texts are now available in digital formats (Chadijah et al., 2023). This shift from print to digital media has also influenced students' reading habits, making reading more accessible and less effortful. Among the popular digital reading platforms is *Medium*, which offers a wide range of accessible content of article.

Medium is an online blog platform that contains articles on various topics, such as fiction, poetry, personal experiences, self-development, news and opinions. *Medium* can be used as a learning tool for students, especially in reading and writing. A study by Garcia et al. (2019) found that students perceive higher degrees of learning when using blogs in their educational experience. *Medium* offers a user-friendly interface and widespread use, especially reading enthusiasts. Additionally, *Medium* has great potential in supporting students' reading interests and reading skills, especially in the context of English language education. *Medium* allows students to find article or story according to their interests. It uses a personalized algorithm for content recommendations according to user preference. Therefore, reading should be made engaging and enjoyable, rather than being perceived merely as an academic obligation. The different styles of writing coming from diverse authors at *Medium* further allow great exposure to diverse grammatical structures and argumentative skills, improving their reading skills. With these advantages, *Medium* is effective in bringing up a better reading culture among the students for

both academic and literacy development. According to Pelangi (2022), students demonstrated proficiency in writing procedure texts using blog media. It means that *Medium* has good impact as a learning tool.

In the context of reading interest, student must be completely familiar with digital media that offer many reading texts similar to blog. A study by Chawinga (2017) reported that there were over 500 blog transactions, including group posts and comments, showcasing significant student participation in using blogs as a learning tool. It means the use of *Medium* as a reading platform can be an effective medium in increasing students' reading interest. *Medium* provides various quality articles with various topics so that it can attract students' attention to read more and more often. In addition, the minimalist appearance and easy-to-use features make students more comfortable in exploring and enjoying content. With the ease and access to a variety of reading materials available, the use of *Medium* can be an effective solution in building more consistent reading habits among students.

The use of digital media to foster reading interest has gained increasing attention in language learning. This aligns with this research, which utilizes digital media as a platform to foster reading interest. Furthermore, Safitri (2021) stated that social media provides an endless supply of English content, enabling students to continuously practice their English skills. As the *Medium* application functions similarly to social media by offering unlimited reading content. Moreover, Pelangi (2022) highlighted that the use of *Medium* in MAN 1 Jakarta showed positive results, with students showing interest in the platform as both a reading resource and an easy-to-use writing *Medium*. From the above studies it is clear that digital media has positive impact on language learning. In terms of research subject, *Medium* has never been discussed in university level. While numerous studies have been conducted but none is specifically exploring *Medium* as a tool to promote students' reading interest. Most existing studies focus on the general use of digital media in education, with limited exploration of *Medium*'s unique potential as a tool to develop reading habits. Thus, there is lack research on the long-term effects of using *Medium* for both reading and writing practice in improving overall language

proficiency. *Medium* not only as content delivery platform, but also as an interactive platform to enhance the reading interest of English Language Education students at Sriwijaya University.

Based on explanation above, this research focused on students' perceptions of the use of *Medium* to promote reading interest and the benefits of using *Medium*. This study aims to fill the existing gap regarding the specific application of *Medium* in a university context. Additionally, it seeks to provide insights into how this platform can be effectively integrated into English language education to foster reading interest among students. Furthermore, this research aspires to contribute to the educators, the broader discourse on digital literacy and its role in modern language education, paving the way for future studies that explore the use of such platforms on language proficiency.

1.2 The Problem of The Study

Based on the background above, the problems are formulated as follows:

1. What are the perceptions of English Education students at Sriwijaya University regarding the use of the *Medium* application to promote their reading interest?
2. What are the perceived benefits of using *Medium* to promote their reading interest?

1.3 The Objective of The Study

Concerning the problem of the study mentioned previously, the objectives of the study are formulated as follows:

1. To explore the perceptions of English Education students at Sriwijaya University regarding the use of the *Medium* application to promote their reading interest.
2. To identify the benefits that *Medium* offers in enhancing reading interest among these students.

1.4 The Significance of The Study

Conducting this research, in general, is expected to give new insight and information about students' perception of using *Medium* to promote reading interest for everyone. For teachers and lecturers, this research is expected to provide the most up-to-date application named *Medium* on the importance of promoting students' reading interest in learning. Lastly, this research is expected to provide new insight to future researchers, in the hope that the future researcher can develop research with wider reach and more in-depth topics with a larger sample.

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