COUNTERACT HOAX THROUGH READING INTEREST MOTIVATION

Chusnu Syarifa Diah Kusuma
Office Administration Education, Faculty of Economy
Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
chusnu@uny.ac.id

Abstract

The emergence of technology, it resulted in various kinds of information flow. The border among news, entertainment, advertising, propaganda and so on is blurred. The public has difficult to define and interpret any input of information. Hate speech is easy to find, especially after incriminating fake news or hoaxes. This situation is exacerbated by the low level of literacy of Indonesian society. Undoubtedly, the low awareness of literacy is one of the roots toward the massive circulation of hoax information. The reality shows that the Indonesian nation is not a nation of readers. Received information is believed as truth information directly, and then attempts to share the information with others. Governments through Education Ministry should engage the education sector by evaluating and teaching strong literary culture as early as well. The purpose of the particular article is to increase the motivation and interest in reading that is needed to counteract the hoax in media. An explanatory method is used as the method. The author summarizes into three parts. The first is hoaxes and literacy, second, motivation and reading interest, and the third is an effort to increase the reading interest.

Keywords: hoax, literacy, motivation and reading interest.

I. INTRODUCTION

Some time ago, there are many rampant news mentions about the low literacy in among Indonesian citizens and it makes Indonesia became easy fields for the hoax or fake news, low awareness on literacy became one of the factors driving the massive circulation of fake news or hoax. Received information is believed as truth information directly, and then attempts to share the information with others in their social media without clarifying the truth. This is relevant to the UNESCO (United Nations Educational, Scientific and Cultural Organization) record. Indonesia's reading index according to UNESCO (2012) is only 0.001. Means, among 1000 people, there is only one person who read seriously. In addition, the survey notes from the Most Literate Nation in The World (2015) put Indonesia at 60th place from 61 countries. While digital penetration in the middle of society takes place very quickly. Based on internet survey results of APJII 2016, Indonesia has extraordinary the growth of internet users and the total number of Indonesian internet users today reached

132.7 million users. The number is quite high compared to the results of a survey in 2014 which shows the number of Indonesian internet users is 88 million users. The number of 132.7 million users means passing the 50% of the population or population of Indonesia, precisely penetration of 51.8%. From the APJII survey is also known the behavior of Indonesian internet users. One of the most interesting is; 70% of internet users in Indonesia most often access the internet from mobile devices or mobile gadgets. The fact shows the level of satisfaction of mobile internet usage is quite high, while internet home satisfaction is quite low.

The emergence of new digital media gave rise to cultural shocks in the community. People easily chide each other without feeling awkward or guilty. Online page *Turnbackhoax.id* is driven by activists of information technology in Indonesia from 1 January 2017 to 2 February 2017 and received 1,656 complaints of false, libelous, or seditious information. The online page has visited 47,132 times by 13,915 internet users for a month lately. This number increase compared to the period of December 2016 which amounted to 28,219 times by 10,898 internet users. According to Nukman Luthfie, a social media expert says about 59 percent of content on social media has never been clicked or opened. Pay or click business era based on the number of clicks have passed (out of date). The method had replaced by the era of share or dissemination through various social media or closed groups. Most of the online writing is only read at a glance even sometimes not open or clicked at all. News titles tend to be considered as conclusions in order the people who read can immediately know the contents. Even if they read, they read less than a minute. This tendency finally followed by some mainstream media. Because of the demands of business, making business often deliberately make the bombastic headline and sensational news. Information at a glance is known to be provocative. Legal action can be a short-term solution to provide a deterrent effect, but for long-term solutions are to build digital literacy involveing in the education sector that teachs in schools from an early age. It quoted in Kompas, February 7, 2017. In the middle of the low interest and reading culture, Indonesia also faces new challenges to encourage its citizens of digital literacy.

Table 1. Indonesia's Literacy

2012	UNESCO Reading interest in Indonesian society is only 0.001 percent. Among 250 million Indonesian people, only 250.000 people have a reading interest.
2014	UNESCO Indonesian's children read only 27 pages of books in one year.
2015	Programm for International Students Assesment (PISA), OECD Reading Competencies has not shown significant improvement from 396 points (2012) to 397 points (2015).
2015	Study of National Library (12 Provinces and 28 Regencies / Cities in Indonesia) Reading interest in community is on low category (25.1)
2016	World's Most Literate Nations, Central Connecticut State University (the research conducted on 2003-2004) Indonesian's literacy ranked 60th, the second lowest place of 61 countries studied

Source : Litbang Kompas/STI, processed from BPS, APJII, World's Literate Nations, OECD, and Kompas News

Table 2. User of Mobile Phone in Indonesia based on Network Provider

2010	2011	2012	2013	2014	2015
211.200.297	249.805.619	281.963.665	313.226.914	325.582.891	338.948.340

Source : Litbang Kompas/STI, processed from BPS, APJII, World's Literate Nations, OECD, and Kompas News

Table 3. Indonesian Internet User (million)

2012	2013	2014	2016
63	71.9	88.1	132.7

Source : Litbang Kompas/STI, processed from BPS, APJII, World's Literate Nations, OECD, and Kompas News

Another fact is; most of the Indonesian internet users use the internet for social media and entertainment. Facebook became the destination of most Indonesian internet users and followed by Instagram. Indonesian internet users assume that online transactions are safe; however, the majority of users still use ATM to transact. The main goods and services purchased through online are tickets and household needs. Another interesting fact is the majority of users agree that the internet is not safe for children and sue the government continues to improve its integrated program in handling negative content. The hoax work is increased when used as a political weapon for power struggles. The effectiveness of hoaxes occurs in crisis situations, both in economic and political fields that make each group easily victimized by fake news, regardless of the level of education and personal insight the consumer of the news.

According to infographic data from Mastel Indonesia which conducted a survey on February 7-9, 2017 and followed by 1.116 respondents across Indonesian, mentions that as many as 44.30% receive hoax news every day, with 62.10% hoax received in writing form, and as much 92.40% of the hoax distribution channels come from social media.

In line with the article titled "Improving Paranoid Mental through Hoax News" sourced from www.bnpt.go.id published on January 19, 2017, states that "Hoax makes people become blind to define the source of information is true and right and which is actually slander and hoaxes." The growth of hoaxes and their varieties in Indonesia is actually a good news but also a bad news. The good news is; it becomes a sign for reading interest in Indonesia has increased. By the emergence of the internet and social media, the people of Indonesia are now more diligent in reading even though only reading the collections of friends' status in social media. The bad news is; there is a kind of phenomenon where interest in reading only to the title. Most of them are not interested in the content of the news or information being read.

As a nation has not entirely passed in every round of civilization, it finally rushes into the civilization of information. Literary civilization has not been completed, has implications for the way and life way in the civilization of information. Society stutters and drifts in the wave

of information without verifying, checking and reciting the truth. The stuttering becomes more clear when the incorrect information becomes viral. Even many parties who deliberately produce misguided information to mislead others. Based on the above background, this article will discuss how to counteract the hoax by motivating reading interest.

II.   HOAX AND LITERACY

a. Hoax

According to Wikipedia, fake news or hoax is fake news which is an trying to deceive or outsmart the reader or listeners to believe something, whereas the fake news creator knows that the news is false. One of the most common examples of fake news is claiming a thing or event with a different title from the real thing or event. As in Cambride Dictionary, Hoax is interpreted as a joke or something that is not true. The Hoax.org website explains how hoaxes are viewed in terms of culture where the newspapers deliberately print/make fake stories; it is seen as a hoax. In addition, various publicity activities, fake bomb threats, scientific fraud, business fraud, and false political claims are also categorized as hoaxes. News hoax arises because of conflicts that occur between several parties, and make a lot of emerging issues, in fact, making up stories and making hoax to incite and change the views of society.

The share of fake news and hate speech is the impact of the rapid development of information over the last few years. The development of information led to the emergence of a new public space called as social media. This new public space is different from real public space because people no longer need to interact face to face, but they can still express their thoughts and feelings. In a study conducted by Clara Novita on hoax chain messages in WhatsApp media group, describes how a chain message containing a hoax can affect many people and caused fear to things that written in the message (Novita, 2015).

The emergence of new public spaces has both positive and negative effects. Positive effect, social media can be used to build connections and disseminate the right ideas. The negative effect, the spreading of fake news or uncontrolled hate speech has potentially in disturbance to public order. Cherian George, in his book "Hate Spin (2016)" mentions the primary purpose of hate speech is to build the support of an exclusive internal group and a form of identity politics. Hate speech becomes a strategy in seizing power. Moreover, in religious issue is easy to manipulate and develop the intolerance. This is proved by the various political strategies and persuasive techniques undertaken to change the opinions, attitudes and people though by using lies, tricks and hatred in social media

The Spread of fake news and hate speech is caused by three factors. First, technological developments allow other netizens to add or edit the previously published text. Secondly, the high number of internet users. As reported by the Association of Internet Network Providers Indonesia (APJII), in 2016 reached 132.7 million people of Indonesia that have been connected to the internet. Third, the high level of interaction among users.

The hoax has erased the beauty of human thinking, reasoning that produces good minds from the process of reasoning. Goenawan Mohamad (1991) said the contents of the hoax is exactly the opposite. Misleading information devastates the kinship in human "real space".

Meanwhile, the mind since the beginning of civilization is also the most real tool in human beings.

Sartono Kartodirdjo (1993) states the history of intellectual thought or history examines all the facts derived from thoughts, ideas, beliefs, dreams, and all elements of consciousness in man. The history of thought also reveals the sociocultural background of the community, the family environment in which the person lives, and there is a very clear picture of the sociocultural factors that influence his thinking. Information is not explored, but through emotional impulse and primordial identity is pushed to other users, then becomes viral and hard to stop. The victim is certainly not only the intended figure but also the brotherhood in real life space.

The kind of work is caused by several things. First, laziness to read and think. The hoax information is more often viral because the lazy tendency to read and think about the truth of the information it receives. Without any confirmation, people start sharing information to various social media networks, such as Facebook, WhatsApp, Line, Twitter, and others.

Second, false obedience. Because information is not understood and thought seriously, people who use it will be more caused by obedience to a group of people, or characters idolized.

Third, Sentiment of primordialism. Due to the strengthening of sentiment, primordialism, hoax information and hate speech are easy to share. They will be easily feel the language "I" become part of "them" and not part of "him/her". And then, finally the hoax is easy to spread in groups that have primordial way of thinking. Based on reasons of tribal, religious, or racial, and now is added by the sentiment of political choice. And this encourages certain groups to show their existence.

Fourth, the existence of encouragement. The existence precedes the essence. It means the person is in existence. He/she is free to decidee his existence, without being determined by its essence. And according to him/her neurosis is indeed a moment of conflict neither not a fundamental pathological conflict nor an existential conflict. It shows in his concept of "we" and "us". In "we" there is self-exclusivity, anonymity, self-objectivity, self-reduction, self-alienation, confronting others. Meanwhile, in "us" there is an inclusion, which is shared as being togetherness and subjective involvement. And in the inclusive of subjective inclination (communion), that man can establish himself and his autonomy. In other words, only in togetherness, man can find himself and made his existence. This is where he finds his identity. And neurosis "is rooted in the failure of the person to accept his own identity." So it is necessary to develop our psychology in the context of "us" to replace the ego-psychology in the context of our "(Hasan Fuad, 2014).

Fifth, the influence of viral information. People will easy to share information because the information has become viral. The behavior of share is caused by follow-up the many people who have shared first. This indicates an Individual predisposing effect. The factor indicates the extent to which people feel involved and the information it receives. He places himself in the place of the person or group in which the information is received.

When the information is correctly identified, and then he feels happy, and if wrongly identified, he feels sad. The information is viral because of the crowds, hundreds or thousands of people gathered and temporarily connected, because of temporary interests

that share a common interest, one common thought, and one identical identity. Simon Moore, a researcher of the Violence & Society Research Group at Cardiff University, Wales, in Ben Anderson (2003) argues that there is one determining factor that may unite all the troublemakers, namely the perception that they come from lower status based on social, economic and political status.

Un-secretly, the fake news or hoax is rampant in the digital media of the country (Indonesia). The path can be an online site, social media, and chat in instant messaging applications. The hoax is not just a chain message that has threats. The hoax also transformed into a frightening ghost. The hoax is in everywhere and misleading. If a hoax can be in everywhere, and then there are two reasons why it can happen. The first; a source with a large number of followers, who spread the hoax, second, there is a hoax built by social media users with a few of followers, but the hoax is continuously shared by other users to have a range of coverage.

According to the Chairman of the Indonesian Community Anti Hoax, Septiaji Eko Nugroho, the cause of the community share the hoax news; first, it deals with the use of technology that is not accompanied by a critical culture to see the problem. As a result, internet users in Indonesia tend to share information with others without first checking the truth. Second, the attitude of some people prefers to huddle rather than reading. In the old days, huddle must meet face to face each other, and today huddle can be done remotely. Finally, the culture of huddle has increasingly by the medium. The third, the pride of being the first person or part of the person shares a story of viral news. Many people feel great to be the first person to share information, whether true or not, especially, when the news becomes viral in social media. In fact, spreading the hoax is dangerous because the consequences can be very harmful to the victims, ranging from loss of reputation, material; even life can also be threatening. In other words, hoax will be said like a drug because equally addictive to the culprit. Today, the spread of hoax is much more massive because it is driven by social media. On the internet, hoax spreaders feel "safe" because they are not dealing directly with other people who are targeted by hoaxes. By the case, it needs to take a concrete strategy and step to respond to this social media reality. The response is not cynical to the media, but skeptics, what Tom Friedman said, a senior New York Times journalist, says with his attitude of always questioning everything, doubting what he receives, and being alert to any certainty not to be easily deceived and provoked.

b. Literacy

The word of *literasi* / literacy in English; literacy means the ability to read and write. Literacy in Latin word; *littera* means letter, and literacy is translated as literate. Literacy according to Peter Salim in the dictionary of The Contemporary English Indonesian Dictionary is the ability to read and write. Meanwhile, the information is defined as a description. The National Institute for Literacy defines Literacy as "The ability of individuals to read, write, speak, calculate and solve problems at the level of skill required in work, family, and society." This definition signifies Literacy from a more contextual perspective. From this definition, it implies that the definition of Literacy depends on the skills required in a particular environment. On the other hand, the Education Development Center (EDC)

states that Literacy is more than just literacy. But, Literacy is the ability of individual to use all the potential and skill possessed in his life. By the understanding, that literacy includes the ability to read the word and read the world.

Literacy information according to Sulityo Basuki in his paper submitted at the Literacy Workshop Information Network Library APTIK in Jakarta, interpreted as literacy information, information literacy, and proper information. Then, information literacy is defined as a set of capabilities to be aware of the information needs and when information is needed, then identify and locate the required information. Next, ethically and communicate information to solve a problem is being faced (Yetti, 2009). The definition of information literacy according to APISI (Association of Indonesian School Information Workers) is a set of skills to get problem solving of an existing problem. These skills include the skills of identifying problems, seeking information, compiling, utilizing, communicating and evaluating answers to questions or problems that faced earlier (Arif Rifai Dwiyanto, 2007). Based on the description, information literacy can be defined as a person's ability to identify the information it needs, accessing and finding information, evaluating information and using information effectively and ethically. Literacy information is closely related to the ability to think critically and sensitivity to all aspects of life. Kalaiensi Naibaho (2007) suggests that information literacy is not only about accessing information, but rather also to the process of becoming a learner for life.

When a person has an interest in the reading material, in the next steps of the desire to always be familiar with and understand the information available in various forms and media, will always arise alone. The desire will become a habit and finally, it becomes a necessity that cannot be left behind in human life. In the further development, information literacy is very important in our lives. In reality, our lives are surrounded by millions of information appearing in form and in various media. If we do not want to use our interest to read or hear and then identify and find the information we need, we will undoubtedly be a disadvantaged human being. If we are not sensitive to the information we need, there will be many good things and opportunities that are overlooked in vain (Yetti, 2009).

Our nation's literary culture is still very low. This is a fact. In acting, attitude, and behavior, most of us still stand by the results of seeing and hearing. It does not come from reading. Simply speaking, literary culture can be interpreted as the ability to write and read people in a country.

In 1996, Taufiq Ismail ever conducted research to see how much interest in reading a book (non-learning books) of high school graduate students in some countries. Apparently, this is the result: In Germany, high school graduates students there is an average read 32 book titles. In Netherlands, the students read average of 30 titles of books, Russian read average of 12 book titles, the student of Japanese average read 15 titles of book, the student in Singapore and Malaysia average read 6 book titles, the student in Brunei average read 7 book titles, while the student of Indonesia average read 0 books. Research conducted by Central Connecticut State University, USA, states, that Indonesia ranked 60th of 61 countries with the lowest literacy level (literacy). Similarly, the survey of the Organizational for Economic Cooperation and Development Program for International Assessment of Adult

Competencies, which calls Indonesia's literacy capabilities represented by Jakarta, the lowest of 34 countries studied.

The literacy ability of adults (25-65) in Jakarta with has education minimal on high school is lower than European-educated Primary Schools. Indonesians spent time for reading (2-4 hours a day) or lower than UNESCO standards (4-6 hours a day) and developed countries (6-8 hours a day). According to UNESCO (2012), Indonesia's reading index is only 0.001. That is, among 1.000 people, only one person reads seriously. This fact illustrates the weakness of society's foundation for logical and critical thinking. The ability of a person to the literacy is different, The factors, according to Bramley (1991), factors causing low information literacy are; from the internal factors of individual such as cognitive difficulties, does not have their rights in the school environment, loss of family function in the home, Ethnic background, physical or mental disability. Besides from individual factors, the educational system is also a factor causing low information literacy, such as the method of learning, standardization, and the state of the school environment. The last factors are rapidly growing electronic developments in communication.

The literacy level of society has not shown good performance, it is considered to be one of the factors caused the hoax shared. The cooperation from many parties, starting from the government until community, to provide a valid source of information, is expected to help increase the literacy in society. In reducing the risk of hoax shared; it needs an increasing the community literacy through the active role of government, community leaders, and communities, to provide easy access to valid sources of information on each hoax issue. In addition, systematic and continuous education is needed, as well as effective legal action for its disseminator. Thus, the community will have the ability to understand and analyze information. New strategies to eradicate the hoax are; encourage the literacy, as well as education and socialization to the community. Socialization and education provided is expected to help people recognize and understand the content submitted by media or other platforms. Thus, the public can determine whether the information is a hoax or not. It is necessary to educate the public about the importance of mass media literacy, especially the online media which often only emphasizes the speed and looking for as many visitors as the page rather than truth. The literacy education is important because the culture of understanding the online media mapping of the interests by media owners is still very small. Society must have the ability to read and understand each media. In addition, education media literacy on the community will able to understand the public about the importance of media literacy. And then, they will not be easy receiving any information that entered or accessed and have foresight and consideration of the information that will be shared.

Despite the low literacy rate, the Indonesian people's mobility in social media is the highest in the world. Throughout 2016, the number of Tweet by Twitter users in Indonesia reaches 4.1 billion. The number will increase sharply when added with status releases on Facebook and shoots on Instagram, Path, and Google+. In fact, Facebook users in Indonesia rank on fourth, after India (195.16 million users), US (191.3 million) and Brazil (90.11 million). From 132.7 million Indonesian's citizens, most of their activities are sharing information (129.3

million users), followed by trading activities (125.5 million users), and socialization of government policies (119.9 million users).

It is conceivable if a half of the information distributed by 129.3 million of Indonesian citizens is sharing the hoax. Then, it is reasonable if there is a concern for the destruction of the nation's life due to massive shared the hoax news in social media. Based on that reality, the government and the Press Council must pioneer the massive literacy movement of reading, writing with building a critical and logical framework to save the public from a tsunami of hoax news. Literacy movement not only belongs to the government, but also to all components of Indonesian society, especially the national press, with one of the goals is to educate the life of the nation.

To realize the society with has information literate, the existing literacy channels must be used as well as possible by all of society and it will not separate from cooperation among many parties to make the channel be used to encourage the shared information and the growth of information literacy, such through the print media (books, newspapers, magazines, journals, encyclopedias, etc.), electronic media, internet media (blogs, email, website), environment/area (family, school, library and community) (Eisenberg, 2004). Based on description, it can be explained that person can be said as literate information if they can know what information they need, have the knowledge and ability to find the exact information, able to use information searching tools, assimilate the information and then check the information to solve the various social problems, economy, and politics. Besides able to identify the needed information, the person who has literate information should know how to find need information and what resources they can use to get the needed information. The simplest thing, someone who has literate information is the person who has done the reading. R. Masri Sareb Putra (2008) said reading can uncover the horizon (knowledge). By reading, a person is not only opening minded but becomes wise and take the wisdom and benefits of various references (experience). The interesting things, how the people have literate information should also have the ability to get information from various reference sources. According to Dewi Puspitasari (2006), the person will be motivated to read if he/she knows the source of information. Information literacy is an absolute competency that every member of society must have in the information age. Information literacy sued the people's critical thinking skills and the ability to continue being the lifelong learners. This process never stops at a point. Means, it takes a deep awareness of every citizen to care about media literary.

III.   MOTIVATION AND READING INTEREST

a. Motivation

Motivation is from word of "*motif*", in English is "motive or motion", then motivation means movement or something that moves. It means something that moves the action or called premises. According to Hamzah (2012: 3), motivation is the impetus of a person in encouraging and makes changes in behavior better to meet their needs. Purwanto (1993: 71) argues that motivation is the driving force of a conscious effort to influence a person's behavior in act to do something in order achieved a certain result or goal. Meanwhile Sardiman (2012: 75) argues motivation can be said as a series of efforts to provide certain

conditions, and then someone wants and willing to do something. According to Mulyasa (2009: 200) motivation is an impulse that causes someone to do something. Motivation will lead to a change in energy that exists in the human, whether involving psychological, feeling or emotion, and then act or do something to achieve the goal. Based on that explanation, reading motivation is an encouragement that causes a person to do the reading, changing energy, psychology, feelings, and emotions and then understands and finish what he reads.

Reading motivation according to Nurhadi (2005: 115) is entire aspects of the underlying individual to conduct activities in understand and interpret a series of data or symbols or words. Motivation can be either as basic or internal and external individual drives.

Sardiman (2005: 67) supported the above opinion by states, the reading motivation refers to the overall driving force that exists on the individual to generate, ensure continuity and provide the direction of reading activities, and hopefully the goal will be achieved. Reading results will be more optimal if there is a strong motivation, the more appropriate the existing motivation, it will be more successful the reading activity. Finally, motivation will determine the intensity of reading activity for students. Sardiman further added the indicators of reading motivation include:

a. A sense of responsibility.
b. The achievement to be achieved.
c. There is a desire for self-development.
d. The existence of self-reliance.

Motivation is an important element in the learning process. Motivation is our impulse to do something, in this case is learning. If the basic reading interest is aided by the development of learning, and then the motivation must be the heart of the teaching strategy. Motivation means the strategies used to encourage us to love reading. Fostering motivation is a responsibility with full seriousness because every student needs different strategies. The circle of reading motivation can be explained as follows.

Figure 1
Cicle of reading motivation
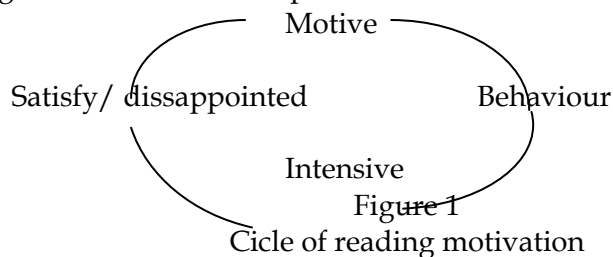
A complete description of reading motivation is given by Giehrls through Franz (1984: 8-9). Giehrl explains the detail of three basic stimuli. First, the desire to grasp and experience that is encountered in the inner world is acknowledged by the desire to be oriented towards the world around and able to explain the existence of the world around. Second, reading stimulation comes from the desire to overcome. Third, the stimulus of reading comes from the desire to fill the time, forget something, comfort and change something in life. Empirical

investigations can show that in almost all types of schools, the reading motive is as entertainment and will have an effect on the reader's learning interest.

Some research indicates the motivation is one of the psychological constructs that can affect the person's development of reading. Students with high intrinsic motivation are reported more frequent use understanding strategies and better understanding of the text of Science (Mecce & Holt, 1998, in Grabe, 2009). It is also reported that intrinsically motivated students will read more (Guthrie & Cox, 2001; Wigfield & Guthrie, 1997 in Grabe, 2009).

b. Reading Interest

According to Slameto (in Djaali, 2011: 121), interest is a constant tendency to pay attention and remember some activities. Interest activities of a person are constantly cared for, accompanied by pleasure. Interests are always followed by feelings of pleasure and it obtained a pleasure. Hurlock (1993: 67) states the reading interest is a source of strong motivation for a person to analyze, remember and evaluate the readings that have been read, which is an exciting learning experience and will affect the shape and intensity of a person in determining his future goals in the future. When someone judges that something will work, it will become interesting, and then it will make a satisfaction. When satisfaction decreases, then interest will also decrease. Finally, interest is not permanent, but interest is temporary or may change over time. In a whole sense of interest gives the power to learn who is interested in an activity, being anywhere, will give a fourfold effort to learn compared than people who are passionate or bored easily. Rahim (2005: 28) states, reading interest is a strong desire accompanied by attempts to read. People who have a strong reading interest will be embodied in their willingness to get reading the material and then read it on their own consciousness or outside encouragement. Essentially reading is neither talent nor innate, but a process that can be developed into interest (Bafadal, 2008: 192). In here, reading interest is the motivation that encourages people to do activities that can develop by seeing and doing spelling then become a meaning, and then can make a person become developed and open an insight (knowledge). Reading interest is what leads a person to do reading activities in a sustainable, both because of academic demands and volition of their own. But, the read ability and motivation of each person is different. Reading is not only a technical ability gained only once and during elementary school, but also a development process and continues until students are in junior and senior high school, in order the reading comprehension can be achieved (Countant and Perchemlides, 2005: 42).

The supporting and inhibiting factors in developing reading interest according to Mudjito (2001: 99-100) are:

1. Supporting Factors
   a. The existence of educational institutions from the basic level to the high place to build and develop the reading interest of students.
   b. The existence of various types of libraries in every city and region in Indonesia that have the possibility to be developed in terms of the number and quality of libraries, collections and service systems.

c. The existence of media institutions always continues to encourage the reading interest from various layers of society through the publication of newspapers and magazines.

d. The existence of publications has the spirit of dedication to educate the nation's life by publishing books with good quality, both in terms of content, language and presentation techniques.

e. The existence of authors who have creativity, idealism, and ability to convey the experience and ideas for the progress and welfare of the community.

f. The existence of government policies that directly or indirectly encourage or stimulate the growth and development of reading interest.

g. The existence of individual effort, organizations and institutions, both government and private that have the initiative to take part in activities related to reading interest in the community.

2. Inhibiting Factor

a. The flow of entertainment through the seeing hearing instrument equipment, i.e. television and film in a certain level is a "hard competition" to the reading interest in the community because people prefer to hear and see rather than read.

b. The lack of legal action despite the existing copyright laws against rampant book piracy that can have indirect effects on reading interest.

c. Lack of adequate and fair appreciation of book-related activities or creativity can reduce interest in bookkeeping issues.

d. The lack of improved library quality, both in the collection and service system can also have a negative influence on the development of reading interest.

e. In some level, the ability of the Indonesian speaking community is still at issue.

f. A relatively low-level of community income can influence purchasing power or priority needs.

g. Family environment, such as lack of exemplary parents in the use of leisure time can have an impact on reading interest since childhood.

According to the Association of Indonesian Publishers (IKAPI) the development of digital technology such as social media turned out to cause low reading public interest. Actually, the reading interest in the community is still high but the public's time is much consumed for social media than reading books. Though lately, a lot of good books circulate and quality but public interest to read still low. The low reading interest in the community is not only on printed books but also on digital books or e-books.

Surely, the declining of reading interest of books and other literature in the community is influenced by the rise of interest in chatting via social media either Facebook, Twitter, Instagram or other social media. The higher of desire to comment in social media is usually influenced by the desire to read. They are usually lazy to read the news in plenary but immediately write the comments at random. Meanwhile, the low reading culture will

encourage the spirit of spreading any news that has been received. The desire to be number one has made people rush to share the news that has heard and read even though the news is fake or hoax.

IV.   EFFORT TO IMPROVE READING INTEREST

"The repeated lie will become a truth". That is a famous quote from Joseph Gobbels, the Nazi propaganda minister. The sentence simply explains how a hoax is really dangerous if only considered as a mere joke and no need to be taken more seriously. Although today it has found a lie detector machine but the machine is only able to detect emotional vibrations sent by humans during communication and has not been able to detect content that has lies in social media or on the internet network more broadly.

Reading does not seem to be a requirement of Indonesian society that is still loaded with the culture of oral, watching and listening. As shown by the Central Bureau of Statistics (BPS) in 2012, the proportion of Indonesians aged 10 years and over who watched the television show reached 91.55% (Central Bureau of Statistics, 2012 a), while those who listened to radio broadcasts reached 18.55% (Central Statistics, 2012 b).

Moreover, BPS shows the proportion of Indonesian people aged 10 years and over who read newspaper reached 15.06%, reading the magazine reached 6.92%, reading the story book reached 5.01%, reading school textbooks reached 20.49 %, Reading books knowledge reached 14.08%, and other reading reached 17.03% (Central Bureau of Statistics, 2012 c). This reading activity is dominated by reading textbooks, which means that many reading activities are conducted by school-age or student, either elementary, junior high, high school or higher education. School-age children most contribute to increased reading interest, therefore the need for a strategy of reading interest to improve reading interest in Indonesia. Thus, the growth of reading interest begins as early as possible, while the increased of reading interest can be done at school age, such as age 12-15 years, when the child is in junior high school. At that age, the child is in the stage of information receiving and linking information with the experience. Therefore, to increase the reading interest should be held strategy of reading interest development that supported by many parties, such as teachers, parents, and librarians, and compiled in a reading interest strategy. According to Frans M Parera in Idris Kamah (2002: 5), the policy of developing reading interest is directed through five ways, namely (1) coaching through household and family lines, (2) guidance through community and environment (outside school) (3) Guidance through education (schools), (4) Guidance through institutional path (office), and (5) Guidance through functional agency channel (national library, provincial library and district / city library).

Reading interest needs to plant and teach from an early age, but this cannot be separated from the role of parents in growing the reading interest in children. The importance of family education is a result of the sense of responsibility of parents to their children. In the family, the child begins to recognize his life, it is necessary to realize that the child is born in the family environment, grow and develop until the child life autonomous. Therefore, the big influence of parents to their children, in this case stimulating the reading interest in children is an effort to train reading early. Parents as the closest party to children should set

an example that reading is a fun activity and make reading as a daily habit, providing facilities and infrastructure that support children to read, such as providing a family home library.

Parents should be good at generating motivation for children by rewarding them with a reading that they really want when a child achieves success, then by creating a pleasant reading atmosphere by taking the time to accompany children and watching them when they read. There is coordination between parents and teachers about the development of children's learning in school, it makes parents can find out how the development of reading interest in children at school. At an early age, the child will do more things according to his instincts. They like more fun activities, are full of fun, and are identical to the game's values. Therefore, the first thing we have to do is create a comfortable atmosphere. Early reading ability is not related to the child's IQ but is closely related to the atmosphere of the house and family. Children who can read early arise from families with extra attention and effort in helping them learns to read. Early reading ability is also not related to socioeconomic conditions. Children who can read early, in fact, have parents who want spend time reading with their children, although their socioeconomic background is different. Making reading activities is a happy and fun activity, not the vice versa.

The basic factor of reading habit among children is curiosity, and then the curiosity must be guided and realized by reading behavior. If everyone can realize their own curiosity, it is not difficult to guide and train students who are still in school, to improve reading habits. Someone who already has a reading interest is someone who already has a tendency to be reading interest activities and when the interest is manifested in continuous reading activities, it will raise the habit of reading. When the habit has become an embedded lifestyle, then create a reading culture that will be preserved in him. Someone who has been accustomed to reading will always keep reading and create a culture of reading. This reading culture is important to emphasize because reading is one of the way to change and self-empowerment. Reading interest that has been developed, it can be used as the foundation for the development of reading culture. In connection with the process of increasing reading interest and improve the cultural development of reading, at least there are three stages to be passed, namely: First, starting with the passion because in a particular reading there is something that fun. Second, after the passion is filled with the availability of materials and sources of reading that suit the taste, and then it will be the realization of reading habits. The habit can be realized if often done, either on the guidance of parents, teachers, or the surrounding environment is conducive. Third, if reading habits can be maintained without the disruption of electronic media, called as "entertainment" and without the need for active mental functioning, a reader engages constructively in know and understanding. After the stages have been passed well, and then in a person begin to form a culture of reading (N.S Sutarno, 2003: 21-22).
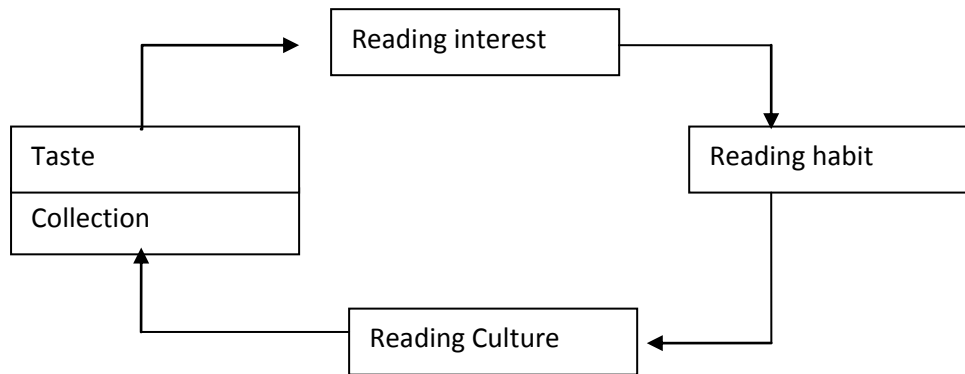
Figure 2. Reading Culture Process
(N.S Sutarno, 2003:22)

To increase reading interest in schools there are two basic issues that must be considered, they are:

1. Provision and Development of School library that good and complete
   In general, the condition of the school library is still not satisfactory; a lot of places must be improved better. Our country is a country with a large population with the number of schools more than 200,000 schools from elementary to high school (data Depdikbud 1996/1997 number of schools amount to 220,066 schools). The improvement of school libraries would require a high cost for that number. Therefore, the improvement should be done gradually. Some things to do include the improvement are:
   a. Improvement the library space.
   b. Guidance the library collections consists of basic textbooks, supplementary textbooks, reading books, and resource books.
   c. School library manager (librarian)
2. Activities to increase reading interest.
   Besides the school library development, the important thing to do in order to improve reading interest is to organize activities for increase reading interest. The activity can be developed and depend on the creativity and initiative of educators in the school. Recommended activities are:
   a. Librarian and teacher publish a list of children's books
   b. Invite librarians and teachers to cooperate in planning reading interest promotion activities
   c. Organize reading interest contest in the school
   d. Choosing an exemplary student who has read the most
   e. Conducting compulsory reading program at school
   f. Establish cooperation between school libraries
   g. Giving reading assignments every week and report the reading results
   h. Telling successful people as reading result
   i. Assign students to make abstracts of the books they read

j. Assign students to the library if teachers do not present
k. Publish a magazine or school bulletin
l. Teach students the technique of reading
m. Give students special time to read
n. Organize a book fair periodically
o. And others

Need to be realized that the reading habit among teenagers today, especially in science is very less; they prefer to read fiction books. To overcome this phenomenon, it must pay more attention to children who do still study in elementary school. Increasing the reading interest does not do far from the role of the library as a unit of information or information sources. Thus, students are expected to always take advantage by the existence of library collections to increase reading interest. The law no. 43 Year 2007 Chapter XIII about reading habit program, article 48 paragraph (3) states that reading culture in the educational unit as referred to paragraph (1) is done by developing and utilizing the library as a learning process (Permendiknas, 2007).

Darmono (2007: 218) explains, in formulating the strategies to increase students' reading interest, and then there are two strategic models should be considered; first, strategy model based on internal motivation which is a motivation derived from a student self, and second, strategy model based on external motivation is an encouragement from the other side (third-party). Moreover, Darmono (2007: 218-219) mentions there are three dimensions of reading interest development that needs to be considered; (1) pedagogic educational dimension, is emphasizing on motivation action by teacher in class; (2) the sociocultural dimension, imply that students' reading interest can be encouraged based on the social relationships and habits of the students as members of the community; (3) the dimension of psychological development, consider to the age of junior high school (13-15 years old) who is dominated by the intellectual function.

And, the teacher in high school should have more roles; especially in applying active student learning method in order student will be inevitably train their self to read and visit the library. To provoke reading habits, teachers can assign their students regularly and keep reading among of books every week or every month. Surely, teacher supervision is needed in this process by always check whether the book is read by students or not. Teachers also remind the students to apply efficient reading techniques when students read in the library, and by not taking much time many students understand what they read. Each teacher should be able to help and guide the students to develop and improve the reading skills in order students have no trouble in understanding what they read.

Education in schools encourages children to read because of the demands of the lesson. Meanwhile, the environment also encourages reading interest because a child performs activities according to the people around him. Children become diligent in reading if the people around them do it (read).

Then how is the society able to strength (counteract) themselves from the hoax in social media?

To reach the stage of strength (counteract) themselves to hoax news, a person must has a thinking device that can receive messages, map, compare, and processing and even synthesize messages as Potter says about media literacy (Novita, 2015). Building a thinking device will be capable to do such things above that is certainly not easy and cannot be obtained by the acceleration of thought. The thinking device can be built by improving the culture of literacy. As Ane Permatasari explains, literacy develops rapidly and not merely about the ability to write and read, furthermore, today's literacy speaks of multi literation in which there is computer literacy, media literacy, technological literacy, economic literacy, information literacy and even moral literacy (Permatasari, 2015).

By enhancing the culture of literacy, a person will have a mindset that capable of processing the information received, comparing it, and digging deeper into the information. Then, a person will have a mindset through a culture of literacy will not be easily dragged into the ocean of information and will not sink into the hoax. To prevent the bad effect which is caused by the hoax, people must be more critical in encountering information found on the internet, whether through online sites, social media, or chat messages. Cross check the truth about the news that will be shared, if the news is not the truth, then stop the news by do not share it.

Likewise, hoax or fake news must be fought together between the government and public. The Indonesian Anti-Hoax community needs to be appreciated and strengthened in order the community can encourage people to prevent or at least is not easily trust the hoax news. It also needs the government's role to make policies and rules about the online world and social media in order the makers or news spreaders or hoaxes can be punished accordingly. And in the future, law enforcement of existing regulations must be really firm and fair. In addition, the efforts should also be made to increase the reading interest in the community, by the strengthening of reading interest is expected to be critical when people read or get news. There are some steps to increase the reading interest in communities; first, improve the reading room in public places such as shopping centers, hotels, and others. The Second step is to improve the quality of books and to produce quality books with standardization. The third step is to love reading as a lifestyle for both urban and rural communities.

If these methods are applied, surely, the reading culture in the community can be increased and people become critical, finally, hoax or fake news will no longer get a special place in the community. To increase the reading interest in the community, it needs hard work of many parties. But, it needs to remember, reading habit is a cultural product, then the improvement required a long time, work planned and long-term nature. The government should aim to improve the reading culture in a structured, planned and sustainable. And the program should be massively popularized in the society and the purpose can be planted and applied by the community.

V.   CONCLUSION

Low awareness of literacy is suspected to be one of the factors driving the massive of fake news or hoax. By low reading culture, people receive information directly without trying to re-check. Therefore, people with low literacy awareness become hoax consumer. Based on these realities, today's educational system that is oriented towards character education must

be balanced with the implementation of literacy education. It is very important that learners are able to filter the hoax news in social media. Most important, literacy education does not necessarily only invite students to read and write drilling. This reading and writing movement should be balanced as a means to build a critical and logical framework for learners with reading, reviewing and writing. As Fisher (1993), states literacy is an activity of reading, thinking, and writing. Means, the practice of reading and writing focuses more on reading and writing for learning. In order, the learning activities are not monotonous and passive by reading only.

The importance of the transformation of literacy education to counteract the hoax news as early must also be balanced with several things. First, build a critical learning culture in school. Learners should not just passively read and write without thinking. This should also be balanced with supporting learning activities, such as discussion activities, teamwork, problem solving, and building a critical attitude toward hot issues. This critical thinking culture can be built through the synergy among the school environment, teachers, and society.

Second, learning activities should be accompanied by creative and informed teachers. Teachers as role models in school must have the skills to help learners from being affected by the hoax news. One of them, through the delivery of substance of instructional materials presented by the teacher must be active, creative, and critical. Teachers should be able to invite learners to read a reality, critical thinking, until finding the problem solving on the issue. In addition, learning materials should also be designed to be as attractive as possible by linking to hot issues. It is supported by Langer (2000), stated that the ability, language, thinking, and mastery of material substances need to be integrated or synergized.

Third, improve the parental supervision to children. Cannot be denied, by the internet, children are easily accessing and consume hoax news. Ironically, today's elementary school children (SD) are agile to get access to the internet and surf in the social media without parental supervision. Especially for parents who are busy with their routines in the office or work. Children are allowed using the Smartphone when children are left to work or entrusted to the caregiver.

By this way, literacy education can be synergized to help the learners from the threat of hoax news. Therefore, to build a critical thinking culture on every learner must be built through literacy education as early on. Education as the front of the guard to educate the nation's generation with integrity should not be absents in guard the learner from the hoax information.

The hope, literacy education can change the culture of thinking in the generation of the nation in the future. As a critical and logical generation to hoax news that is not fundamental to its truth.

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