

# **READING INTERESTS & OBSTACLES OF HIGH SCHOOL STUDENTS'**

THESIS

Submitted in Partial Fulfillment of the requirement for gaining  
The Degree of Bachelor of Education in English Language Education



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#### A CASE STUDY OF SMP N 1 KALIWUNGU

Certify that this thesis is my work. I am completely responsible for the content of this thesis. Other authors' opinions or findings included in the thesis are quoted or cited by ethical standards.

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*Assalamu 'alaikum, wr. wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : STUDENT'S READING INTERESTS: A CASE STUDY OF  
SMPN 1 KALIWUNGU

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## ABSTRACT

Title : **Reading Interests & Obstacles of High School Students'**

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In the world of education, reading has a much-needed role, both for reading materials to support subjects. But it is a big problem for teachers, because students' interests in reading are low, even though reading materials around students are abundant. This descriptive qualitative research is intended to investigate how students' interests and obstacles in reading English books and whether gender differences and reading materials affect them. Data collection was carried out through interviews and observation as research instruments. By participating in the observation of 32 students in seven grade and interview distribution of four female students and four male students. The study's findings revealed that students had little interest in reading English-language books. Three factors prevented students from reading, and then reading materials and gender had a significant impact on readers' interests. Research with other instruments and variables such as family involvement and age are recommended.

**Keywords:** Interests in reading, obstacles, gender, reading materials

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

For indeed, with hardship [will be] ease.

(QS. Al Inshirah 94: 5)

“The more you read, the more things you know.

The more things you learn, the more places you go.”

(Dr. Seuss)

There is no comparison between the sun and the moon,

They shine when it's time.

(Estri Mustaqimah)

## **DEDICATION**

Praise be to my Lord Allah SWT for His blessings and mercy so that researchers can complete this research.

I dedicate this thesis to Suwarno, my father and the strongest person in my life. Thank you for your never ending love and support. Dedication also goes to my patient mother, Sumarsi. Thank you for being a comfortable home for me to return to. And for my family and people who are always there in good and bad times. Thank you for being my support system. May Allah always bless you!

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In the name of Allah, the most precious and the most merciful, praise is always given to Him. Sholawat and salam are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his disciple! The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

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2. Dra. Nuna Mustikawati Dewi, M.Pd., the head of the English Education Department of Education and Teacher Trainer Faculty of Walisongo State Islamic University
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7. All of the teacher SMPN 1 Kaliwungu, who had given the permission to conduct this research and had guided and helped patiently during research.
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10. Member of Arroyyan (Zeny, Ana, Risma, Wardoy, Fatim, Hardy, Ausa, Pingky, Salma, Feriska, and Suci) always accompanies me when you are lonely at the boarding house.
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12. Last but not least, those who cannot be mentioned one by one always have a part throughout the research. Thank you very much.

Furthermore, the writer realizes that this thesis is still far from being perfect. So, it requires any suggestions and criticisms in order to make this thesis better. The writer hopes this thesis can be useful for improving the English teaching and learning process, especially for the writer and for the readers in general. May Allah always provide the best way for us. Amen.

Semarang, June 11<sup>th</sup> 2023

The Researcher,

Estri Mustaqimah

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

رُئِيَ لِلنَّاسِ حُبُّ الشَّهَوَاتِ مِنَ النِّسَاءِ وَالْبَنِينَ وَالْقَنَاطِيرِ الْمُقَنْطَرَةِ مِنَ الذَّهَبِ وَالْفِضَّةِ وَالْخَيْلِ الْمَسْوَمَةِ وَالْأَنْعَامِ وَالْحَرْثِ ذَلِكَ مَتَاعُ الْحَيَاةِ الدُّنْيَا وَاللَّهُ عِنْدَهُ حُسْنُ الْمَآبِ

It means:

“It is made beautiful in (the view of) humans, the love of what they desire, namely: women, children, lots of treasures in the form of gold, silver, selected horses, livestock and fields. That is the pleasure of living in this world, and with Allah is a good place to return (heaven).”

From the snippet of the verse above, we know that God makes it feel beautiful in the eyes of humans, love for what they want. If we love something, it will feel beautiful doing it. Like reading, when we like reading then we will be happy to do it. In fact we will do the activity repeatedly. The high reading interests of students can be seen from how much students have awareness of the benefits of reading, students have attention to reading, students show a sense of pleasure in reading and how often students do reading activities or what is called reading frequency. Because in the world of education, reading has a much needed role, both for reading materials, subject support materials, and in the development of knowledge. Reading is also something that is not easy to do, especially in this digital era, almost every year it has decreased.

A big problem for many language teachers is students' lack of motivation to read in a foreign language. This is especially true if their students have the perception that reading is boring. Coupled with less varied reading material. Especially in English reading materials, where students are not familiar with the language. This is certainly the case in Malaysia, despite the abundance of reading materials around students, most of them have little motivation to read English materials<sup>1</sup>.

Reading is the most important of the four language skills<sup>2</sup>. Educators have realized the importance of reading interests as a motivating factor in the reading process, more research has paid attention to children's and adults' reading interests and preferences than other reading problems. Promoting optimal reading motivation for the development of reading skills largely depends on providing reading materials that match students' personal interests. Most reading program experts recommend giving readers the freedom to customize their own reading schedule by choosing interesting reading materials for different purposes.

However, many researchers recognize the power of personal interest to inspire reading and advocate for designing literacy curricula so that as many students as possible can choose their own reading

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<sup>1</sup> Pandian, "Journal of Adolescent & Adult Literacy," *Wiley on behalf of the International Reading Association*, Vol. 40, No. 5 (Feb., 1997), pp. 402-404(2015), <http://www.jstor.org/stable/40026262>.

<sup>2</sup> Robert E Koch, "Relationships between Reading Interests and Reading Comprehension among Fourth-Grade and Sixth-Grade Students.," *Dissertation Abstracts International* 35, no. 11-A (1975): 126–7127.

materials of interests<sup>3</sup>. Teachers can encourage students to read by implementing alternative activities that begin by asking what types of reading materials are difficult and easy for students<sup>4</sup>. Furthermore, increased interests can be achieved in two ways: knowing what students like best and what students like individually<sup>5</sup>.

This study marks the first attempt to look into reading preference, difficulty, and the influence of gender on EFL students, as well as the people who influence their decision to read<sup>6</sup>. Further research is needed to understand this issue and confirm these findings. We recommend investigating with other instruments and variables such as family involvement and age. The following study is proposed to find out the reading interests of primary school students in English, which will find out whether the reading interests of the students differ according to gender.

Based on the explanation above, the research results show that students' low reading interests is a reference for researchers to conduct research that focuses on students' reading interests and its effect on age, gender, and reading materials. With a study entitled "Reading Interests & Obstacles of High School Students'", researchers will reveal more

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<sup>3</sup> Sean Cavazos-Kottke, "Five Readers Browsing: The Reading Interests of Talented Middle School Boys," *Gifted Child Quarterly* 50, no. 2 (2006): 132–47, <https://doi.org/10.1177/001698620605000205>.

<sup>4</sup> Koch, "Relationships between Reading Interests and Reading Comprehension among Fourth-Grade and Sixth-Grade Students."

<sup>5</sup> B Elster and Susan E Cohn, "Adolescents To" 34, no. 5 (1993): 219–35.

<sup>6</sup> Khaled Al-Nafisah and Rae'd Abdulgader Al-Shorman, "Saudi EFL Students' Reading Interests," *Journal of King Saud University - Languages and Translation* 23, no. 1 (2011): 1–9, <https://doi.org/10.1016/j.jksult.2009.07.001>.



deeply about the reading interests of junior high school level EFL students in Kendal Regency. By knowing students' reading interests, the teacher can plan the right strategy to increase students' reading interests by choosing interesting reading materials that can have implications for later learning outcomes.

## **B. Research Question**

Based on previous background, the statement of problem of the research is formulated as follows.

1. How are the reading interests and obstacles of EFL students at SMP N 1 Kaliwungu?
2. Do gender differences and reading materials affect students' interests in reading?

## **C. Research Objectives**

This research was made with the aim of digging deeper into how students' interests in reading, whether gender and reading materials influence. It is hoped that this research can be input for students to help increase interests in reading. In detail, the objectives of this research are as follows:

1. To explain how EFL students' interests and obstacles in reading at SMP N 1 Kaliwungu
2. To explain whether gender and reading materials can affect students' reading interests.

#### **D. Benefits of Research**

The importance of this research is expected that the results of this research can provide some useful input for the following matters:

1. For Teachers

The results of this study are expected to assist teachers in planning appropriate strategies to improve students' reading skills. So that students are not only active in reading but also able to analyze the content.

2. For Students

This research is expected to improve their skills in reading and in organizing their ideas well.

3. For other researchers

The findings of this study should be helpful to other researchers as a guide for carrying out additional research with the same or a different research design. They can use this research to develop skills, such as writing, speaking, reading and listening.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some theories related to the research. They are previous research and literature reviews.

#### A. Review of Previous Research

Previous studies Al-Nafisah (2011), Al-Shorman (2004), Muhamad (2019), Lepper (2022), Khairuddin (2013), and Shelly (1999) has conducted research related to how much students' interests in reading, what obstacles they go through and whether there are even factors that influence it. Al-Nafisah and Al-Shorman, investigates the reading interests of Saudi Arabian and Jordanian students' EFL teachers in English, the barriers that prevent them from reading, the people who help them choose reading materials, the factors that determine their choice of reading materials, and their reasons for reading<sup>7</sup>.

Statistical analysis of the research shows that students' interests in reading is very broad. This study also shows that there are obstacles in their reading. In addition, the findings show how students select reading materials based on interests, teacher preference, main character, length, quality of literature, and cost. This research is significant in terms of how interested EFL students are in reading.

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<sup>7</sup> Al-Nafisah and Al-Shorman; Ra'ed A Al-Shorman and Ruba F Bataineh, "Jordanian EFL University Students' Reading Interests," *Abhath Al-Yarmouk Journal (Humanities and Social Sciences Series)* 21, no. 3a (2004): 35–56.

Muhamad assists ESL instructors in addressing students' difficulties with reading English-language texts by learning about their reading interests<sup>8</sup>. The findings show that most ESL students read English content for academic purposes, not for news, entertainment, or just to fill their spare time. Additionally, there is a strong correlation between ESL students' performance in ESL lessons and their interests in reading<sup>9</sup>. This study offers important insights into the role that reading plays in assessing student success, particularly in ESL programs. This demonstrates why it is important for teachers to actively encourage students to read. We may work together with parents as well as teachers to create reading environments that are of a high standard for pupils.

Lepper researched this as well and provided a possible starting point for supporting students' reading motivation<sup>10</sup>. In conclusion, it can be said that there are gender-specific patterns in reading interests that must be paid more attention to in education and research activities. The research results from Khairudin also cannot be generalized to all fourth grade students in Kuala Terengganu because the scope of the research is limited to survey respondents, namely students of SMA Kebangsaan

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<sup>8</sup> Siti Normala Muhamad, Mohd Nazri Latiff Azmi, and Isyaku Hassan, "Reading Interest and Its Relationship with Reading Performance: A Study of English as Second Language Learners in Malaysia," *Humanities and Social Sciences Reviews* 7, no. 6 (2019): 1154–61, <https://doi.org/10.18510/HSSR.2019.76165>.

<sup>9</sup> Muhamad, Azmi, and Hassan.

<sup>10</sup> Chantal Lepper, Justine Stang, and Nele McElvany, "Gender Differences in Text-Based Interest: Text Characteristics as Underlying Variables," *Reading Research Quarterly* 57, no. 2 (2022): 537–54, <https://doi.org/10.1002/rrq.420>.

Belara Kuala Terengganu and Terengganu and focus on reading for fourth grade students who attend this school<sup>11</sup>.

As a result, it might not have external validity because respondents from various schools, districts, or states could give different answers to the poll, which could be influenced by other factors. These variables could be the pupils' geographic location, whether urban or rural, the school's location, parental engagement, economic position, and social milieu. However, it is believed that those with similar backgrounds may benefit from the research.

In 1999 there was also a research thesis which revealed that students would be more likely to read if they were given literature they found interesting<sup>12</sup>. Even the most reluctant readers cannot resist a book that touches on matters that are important to them<sup>13</sup>. Furthermore, it seems likely that once a student finds a subject or genre of interests to him or her, difficulty reading or its format becomes of secondary importance<sup>14</sup>.

The results of this study show that students like certain genres in literature. Finding out students' literary interests is important, because

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<sup>11</sup> Zurina Khairuddin, "A Study of Students' Reading Interests in a Second Language," *International Education Studies* 6, no. 11 (2013): 160–70, <https://doi.org/10.5539/ies.v6n11p160>.

<sup>12</sup> Master Thesis, "Higginbotham, Shelly Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in A," 1999.

<sup>13</sup> M Saccardi, "Children Speak - Our Students Reactions to Books Can Tell Us What to Teach," *Reading Teacher* 47, no. 4 (1993): 318–24.

<sup>14</sup> Sandra Hughes-Hassell and Pradnya Rodge, "The Leisure Reading Habits of Urban Adolescents," *Journal of Adolescent & Adult Literacy* 51, no. 1 (2007): 22–33, <https://doi.org/10.1598/jaal.51.1.3>.

in order to motivate students to read, you must first know what their interests are. With this research there are similarities and differences from the six previous studies. From all the previous studies above, the researcher found that interests in reading interests in students to collect data was used in each of the studies above and the results of each study were different because the context of students was also different, researchers used students in junior high schools but the above research used students from university to study.

## **B. Literature Review**

### a. Reading Interests in EFL Students

Reading is an activity in understanding a meaning contained in writing. Through reading someone will easily get information from the source that is read. One also has access to various knowledge contained in various reading materials such as academic books, magazines, newspapers and journals<sup>15</sup>. A person who cannot read or who does not like to read is likely to become out of date because he does not take advantage of opportunities to acquire different knowledge. In addition, readers indirectly improve their reading skills while reading information<sup>16</sup>.

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<sup>15</sup> Andrea DeBruin-Parecki et al., "Helping Your Child Become a Reader," *U.S. Department of Education*, no. January 2000 (2005): 2–55, [www.ed.gov/parents/academic/help/hyc.html](http://www.ed.gov/parents/academic/help/hyc.html)<http://www2.ed.gov/parents/academic/help/reader/reader.pdf>.

<sup>16</sup> Khairuddin, "A Study of Students' Reading Interests in a Second Language."

As educators have recognized the importance of interest as a motivating factor in the reading process, much research has focused on children's and adults' reading interests and preferences rather than other reading problems<sup>17</sup>. Fostering optimal reading motivation for the development of reading skills is highly dependent on providing reading materials that suit students' personal interests. Indeed, recognizing the power of personal interests to motivate reading, many researchers recommend designing literacy curricula as much as possible for all students so that they can self-select reading materials that is of interests to them<sup>18</sup>.

Additionally, it's important to comprehend students' interests and skills in order to support their reading-based learning. A significant psychological aspect in learning is interests<sup>19</sup>. In addition, interest in reading is considered as one of the most important determinants of reading, not to mention the importance of reading attitudes. Studied high reading interests among junior and secondary students<sup>20</sup>. The findings show that horror is the favorite novel genre; and the favorite literary genre is the short story. While there was no correlation between parents' reading frequency and students' reading

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<sup>17</sup> Al-Nafisah and Al-Shorman, "Saudi EFL Students' Reading Interests."

<sup>18</sup> Cavazos-Kottke, "Five Readers Browsing: The Reading Interests of Talented Middle School Boys. *Gifted Child Quarterly*, 50(2), 132–147. (2006).  
<https://doi.org/10.1177/001698620605000205>.

<sup>19</sup> Marlow Ediger, "Promoting Interest in Middle School Reading.," 1999, (7 Seiten),  
<https://eric.ed.gov/?id=ED432003>.

<sup>20</sup> Marcos Moshinsky, "Reading Interest of North Ridgeville High School Students,"  
*Nucl. Phys.* 13, no. 1 (1959): 104–16.

frequency, there was a substantial association between reading frequency and gender.

Interests in reading as a creative and pragmatic means of education, involving a way of personal research, self-study and self-analysis<sup>21</sup>. Reading interests as a personal variable, meaning a human characteristic that takes time to develop, but develops over time in relation to a particular subject or field and is influenced by level of knowledge, positive value judgments, and feelings<sup>22</sup>. Crow and Crow also mention five main indicators of reading interests. These are attention, time use, motivation, emotions and effort to read<sup>23</sup>. These five indicators would be the basic measurements of interests in reading.

Interests as a powerful learning factor<sup>24</sup>. They demonstrated that while executing things that interest them, people are more persistent, engaged, and influential. This supported their argument further. Reading interests as a unique motivational variable and psychological state that arises during the interaction between people

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<sup>21</sup> Panigrahi, C., & Panda, K. Reading Interests and Information Sources of School Going Children: A Case Study of Two English Medium Schools of Rourkela, India. *Malaysian Journal of Library & Information Science*, 1(1). (2017). Retrieved from <https://mjlis.um.edu.my/index.php/MJLIS/article/view/1691>.

<sup>22</sup> K A Renninger, "The Roles of Individual Interest(s) and Gender in Learning: An Overview of Research on Preschool and Elementary School-Aged Children/Students," *Interest and Learning: Proceedings of the Seeon Conference on Interest and Gender*, 1998, 165–75..

<sup>23</sup> Santrock, John W. "Educational psychology 5th ed," Unidad Metodología D E Conocimiento D E Los, n.d., 308–21. 978-0-07-337878-7.

<sup>24</sup> Ainley et al. (2002)



and their interests and is characterized by increased attention, focus and influence. Moreover, he considers interests as a motivational variable that influences not only emotions but also intelligence and thus serves as a powerful motivator<sup>25</sup>.

However, it is necessary to increase students' interests in reading by paying attention to the appropriateness and quality of reading. In order to foster strong reading interests and motivate pupils to read, teachers, parents, and the government should take a more active role. This includes providing better and more adaptable reading materials. A computer-based learning environment, which is crucial and widely used in the modern era of information and communication technology, can be incorporated to repeat this study.

#### b. Reading Interests Based on Gender

Research on gender differences in learning<sup>26</sup>. They noted that while boys and girls often perform information-seeking and work-related literacy tasks differently, their research indicated that boys read less than girls. They found that boys are substantially less likely than girls to read for pleasure and are much more likely to read for objectives other than pleasure.

Research on reading interests has shown that motivational variables such as choices, discussions, and enjoyment influence

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<sup>25</sup> Suzanne Hidi, "Interest: A Unique Motivational Variable," *Educational Research Review* 1, no. 2 (2006): 69–82, <https://doi.org/10.1016/j.edurev.2006.09.001>.

<sup>26</sup> Smith & Wilhelm. *Reading don't fix no chevys: Literacy in the lives of young men*. Portsmouth, Nh: Heinemann (2002).

reading interests<sup>27</sup>. He emphasized that reading preferences vary by age, gender, and topic. Disparities in reading motivation between the sexes<sup>28</sup>. According to the study's findings, girls expressed significantly greater reading interests in terms of curiosity and engagement but not difficulty. Boys, on the other hand, read a lot more books geared for guys than women do.

Girls consider themselves to be better readers than boys<sup>29</sup>. Explore to find out the reading gap in Finland by gender<sup>30</sup>. The results of the study showed that male readers tend to be functional, while female readers tend to be for pleasure. Gender was shown to be the component most closely associated with subject interests and text titles among high school students' reading preferences<sup>31</sup>. They see interest as a key factor influencing the situation. They also

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<sup>27</sup> Ebbers, S. M. (2011). How to generate interest so reading comprehension improves. *Learning and Instruction*, 433-447.

<sup>28</sup> Sarah P. Mcgeown, "Sex or Gender Identity? Understanding Children's Reading Choices and Motivation," *Journal of Research in Reading* 38, no. 1 (2015): 35-46, <https://doi.org/10.1111/j.1467-9817.2012.01546.x>.

<sup>29</sup> Prabha Vig and Komal Sharma, "Comparative Analysis of Influence of Gender on Reading Interest of Inservice and Pre-Service Teachers," *The Criterion-An International Journal in English* 5, no. 1 (2014): 86-101.

<sup>30</sup> OECD, "Executive Knowledge and Skills for Life FIRST RESULTS FROM PISA 2000 Programme for International Student Assessment What Is PISA ? A New Three-Yearly Survey of The," *OECD Publishing*, 2000.

<sup>31</sup> Mary Ainley, Kylie Hillman, and Suzanne Hidi, "Gender and Interest Processes in Response to Literary Texts: Situational and Individual Interest," *Learning and Instruction* 12, no. 4 (2002): 411-28, [https://doi.org/10.1016/S0959-4752\(01\)00008-1](https://doi.org/10.1016/S0959-4752(01)00008-1).

contend that persistence and affective response both contribute to topic interest when it is high.

However, due to persistence, gender has an impact on less interesting content. That gender differences are related to learning<sup>32</sup>. The results of their study showed that boys read less than girls and generally perform better than girls on information seeking and work-related literacy tasks. They also came to the conclusion that boys are far less likely than girls to enjoy reading in their free time and are much more inclined to read for objectives other than pleasure. The study surveyed 45,670 students to examine gender differences in reading<sup>33</sup>. Their study found that boys appeared to read less than girls, especially in higher grades.

Gender differences in the effect of interests on the reading comprehension of boys and girls<sup>34</sup>. According to the study, the boys understood the text significantly better, they also showed a greater interest in reading. For those who perceive less clearly, interest also has a bigger influence.

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<sup>32</sup> Smith M. W., & Wilhelm, "Reading Don't Fix No Chevys: Literacy in the Lives of Young Men. Portsmouth, Nh: Heinemann."

<sup>33</sup> K. J. Topping, J. Samuels, and T. Paul, "Independent Reading: The Relationship of Challenge, Non-Fiction and Gender to Achievement," *British Educational Research Journal* 34, no. 4 (2008): 505–24, <https://doi.org/10.1080/01411920701609380>.

<sup>34</sup> Jane V. Oakhill and Alison Petrides, "Sex Differences in the Effects of Interest on Boys' and Girls' Reading Comprehension," *British Journal of Psychology* 98, no. 2 (2007): 223–35, <https://doi.org/10.1348/000712606X117649>.

c. Reading Interests Based on Reading Materials

Newspapers, manuals, and other factual texts are what men want to read because they will aid them in their careers, but they do not expose readers to the "linguistic" milieu of women's books<sup>35</sup>. Boys do not find reading content interesting, according to studies on gender identification as a barrier to reading<sup>36</sup>. The main obstacles to literacy, the major determinants of reading preference, the primary motivations for reading, and the individuals who assist Saudi students in selecting their own reading materials are all examined in this study based on their reading interests<sup>37</sup>.

Attitudes and motivations of Kuwaiti youth towards reading and the hobby of reading<sup>38</sup>. The findings showed that Arabic newspapers, periodicals, and novels were the most widely read printed goods. The findings also revealed that among the participants, religion, literature, art, and social issues were most popular topics, while natural sciences, economics, and politics were

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<sup>35</sup> Vig and Sharma, "Comparative Analysis of Influence of Gender on Reading Interest of Inservice and Pre-Service Teachers."

<sup>36</sup> OECD, "Executive Knowledge and Skills for Life first results from PISA 2000 Programme for International Student Assessment What Is PISA ? A New Three-Yearly Survey of The."

<sup>37</sup> Al-Nafisah and Al-Shorman, "Saudi EFL Students' Reading Interests."

<sup>38</sup> Al-Kutob, E. Y, "Attitudes and motivations of Kuwaiti youth towards reading in the contemporary Kuwaiti society," *Kuwait University*. (1981).

least so. Additionally, he discovered that the reading choices of the participants were different across the sexes.

Apparently, teachers believe that providing reading materials such as daily newspapers, monthly magazines, and story books in class plays an important role in increasing students' interest in reading. This recommendation is consistent with other studies conducted locally. According to a number of studies, the availability of reading materials in terms of diversity and quantity is crucial for fostering students' reading interests<sup>39</sup>.

The bulk of these themes also don't pique students' interest in reading because there isn't enough research on this topic, which leads them to frequently perceive reading as challenging and unpleasant. Additionally, because they don't have much time to read and don't want to get bored or lose interest in the information, students generally choose short reading materials.

Researchers studying topics of interest, anticipatory responses are triggered by topic and subject exposure. Situational and individual factors can influence interests in the subject<sup>40</sup>. For example, if students are given a topic such as “Black Holes and Quasars,” those interested in astronomy will likely find it interesting because it is closely related to their area of interest. However, some other students who do not share such personal interests may also find

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<sup>39</sup> Students In et al., “In English among Form One,” 2002.

<sup>40</sup> Ainley, Hillman, and Hidi, “Gender and Interest Processes in Response to Literary Texts: Situational and Individual Interest.”

the topic interesting because of situational factors of interests conveyed by the title, such as news or danger.

d. Obstacles that Impede Students' Reading Efforts

It is a fact that a country can be called advanced if its citizens have a great interest in reading. In Indonesia, the number of books published in newspapers and magazines has actually increased. However, our citizens' interest in reading is only in these two types of books, so that the reading interests of the Indonesian people is still low. Reading is not an easy thing to do. Therefore it takes motivation or encouragement in doing so. Many obstacles hinder students' efforts to read. Here the researcher tries to see what are the things that become obstacles for students? So that later we can find a solution.

Factors that inhibit students from developing initial reading difficulties are the lack of students learning to read, difficulty connecting letters and sentences, and children getting bored quickly. Very often, students basically give up on their assignment when they get frustrated with text or reading comprehension<sup>41</sup>. The results showed that the main obstacles in students' reading were lack of reading materials, lack of time, lack of local libraries, belief that reading could be done better, level of reading difficulty to the

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<sup>41</sup> Mary E. Hoeft, "Why University Students Don't Read: What Professors Can Do To Increase Compliance," *International Journal for the Scholarship of Teaching and Learning* 6, no. 2 (2012), <https://doi.org/10.20429/ijstl.2012.060212>.

English department, and believe that improving reading is not as important as improving other language skills<sup>42</sup>.

Similarly, achievement has been found to be related to certain characteristics of school students, particularly cooperation with parents, emphasis on reading, quality of school life, and school location, size, and community involvement. Strengthening students' interests in acquiring electronic texts and printed materials is also very important if we are to prevent their reading skills from narrowing or deteriorating<sup>43</sup>.

### C. Conceptual Framework

A students' level of interest in a subject can reveal whether they enjoy it or not, and reading interests can reveal whether they are proficient readers. Learning is strongly influenced psychologically by interests<sup>44</sup>. Reading exercises can be used to practice good reading habits, and the School Literacy Movement program's implementation includes activities to boost literacy. Reading resources that align with students' own interests are crucial for fostering optimal reading motivation and the growth of reading abilities. The connection between reading and sexual activity<sup>45</sup>.

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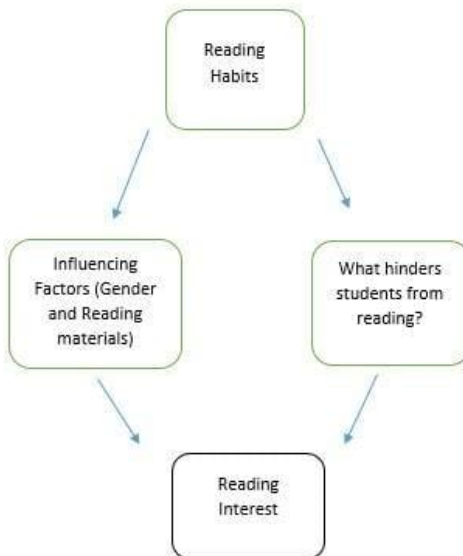
<sup>42</sup> Al-Shorman and Bataineh, "Jordanian EFL University Students' Reading Interests."

<sup>43</sup> Pirjo Linnakyla", Antero Malin, and Karin Taube, "Factors behind Low Reading Literacy Achievement," *Scandinavian Journal of Educational Research* 48, no. 3 (2004): 231–49, <https://doi.org/10.1080/00313830410001695718>.

<sup>44</sup> Ainley, Hidi, and Berndorff, "Interest, Learning, and the Psychological Processes That Mediate Their Relationship."

<sup>45</sup> Mcgeown, "Sex or Gender Identity? Understanding Children's Reading Choices and Motivation."

Additionally, we research what prevents students from reading. Finding a solution and being able to offer it are the objectives. And when we engage in reading activities, we can learn. Given the explanation provided above, it follows that the School Literacy Movement, when put into practice, will impact readers' interests, whereas the framework chart used in this study can be summarized as follows:





## CHAPTER III

### RESEARCH METHOD

In this chapter the researcher will describe the research method, which will be divided into several sections. The first is research design, location and time of research, types and sources of data, data collection techniques, the data validity testing and data analysis techniques.

#### A. Research Design

This article employed qualitative descriptive to identify students' reading interests and habits related to reading materials, the obstacles hindering their reading efforts, people who help them choose reading materials, factors that determine the choice of reading materials and why they read, and gender, as well as important factors that affect students' reading. Reading materials are selected and how reading materials are obtained. Qualitative description can be explored and understood in great detail using qualitative research. When precise descriptions of occurrences are sought, the qualitative descriptive study method is the one to use. Such research is particularly helpful for academics who seek to know who, what, and where of occurrences<sup>46</sup>.

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<sup>46</sup> Margarete Sandelowski, "Focus on Research Methods: Whatever Happened to Qualitative Description?," *Research in Nursing and Health* 23, no. 4 (2000): 334–40, [https://doi.org/10.1002/1098-240x\(200008\)23:4<334::aid-nur9>3.0.co;2-g](https://doi.org/10.1002/1098-240x(200008)23:4<334::aid-nur9>3.0.co;2-g).

## B. Research Context and Setting

Qualitative research usually takes place in a natural setting, such as a residential or office environment<sup>47</sup>. In order to obtain information and understand the descriptive qualitative, the participants selected were eight class VII students representing eight classes at SMP N 1 Kaliwungu. They are selected based on reading scores. According to school data, there are 256 students in class VII for the 2022/2023 academic year. Researchers will take one class that will be used for research subjects, where one class can represent one generation. The class consisted of 32 students with 16 male students and 16 female students. This research lasted for two days starting on May 2<sup>nd</sup> - May 3<sup>rd</sup>, 2023.

The researcher chose SMPN 1 Kaliwungu because the school has a mission to create a culture of literacy among school residents. The researcher chose SMPN 1 Kaliwungu because the school has a mission to create a culture of literacy among school residents. Therefore, the researcher wants to know how students are interested and whether there are factors that influence reading. So that if it is found it will make it easier for teachers and educators to succeed in the literacy program.

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<sup>47</sup> John W, C, "Research design qualitative, quantitative and mixed methods approaches," California: Sage Publication, (2003).

### **C. Data Types and Sources**

Data sources are subjects or materials from which information can be obtained to form opinions or statements and which can then be used in research. To answer the purpose of this study, I used observation and structured interviews to collect information. Observations will be made in class with a checklist that has been made. While this type of interview can be used to collect a lot of evidence from participants<sup>48</sup>. Participants were given five questions to describe and find answers to research problems.

### **D. Data Collection Technique**

Data collection techniques are important steps that researchers must take to obtain data. Therefore, researchers used the observation and interview method to obtain the information needed in this study. The following will explain these two methods in more detail.

#### **a. Observation**

Observations were made in SMP N 1 Kaliwungu environment among students majoring in VII Grade. Where they were divided into eight classes, the researchers would make observations in one class. According to various researchers, observation techniques will obtain data in the form of facts about a phenomenon. Observations

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<sup>48</sup> Deborah L Whetzel et al., "A Written Structured Interview by Any Other Name Is Still a Selection Instrument," *Applied H.R.M. Research* 8, no. 1 (2003): 1–16.

must be long and persistent enough to gain a comprehensive understanding of the phenomenon under study<sup>49</sup>.

Such observations ensure that researchers develop correct understanding and informed perspectives to interpret and analyze data; they also protect against distortion due to shallowness. The researcher used one week to make this observation. Where the researcher observed students' habits in choosing reading books, interests in reading books and the effect of differences in male and female students. Observations adapted from a questionnaire developed by Paul Molyneux and Pam Macintyre with acknowledgement the materials produced by Project Intervention Successful Literacy Research (Department of Education and Training, Victoria)<sup>50</sup>.

**Table 3.1**

*Observation Checklist*

No.	Target Items	Yes	No
1	The male students are enthusiastic in reading books		

<sup>49</sup> Delia Neuman, "Qualitative Research in Educational Communications and Technology: A Brief Introduction to Principles and Procedures," *Journal of Computing in Higher Education* 26, no. 1 (2014): 69–86, <https://doi.org/10.1007/s12528-014-9078-x>.

<sup>50</sup> Molyneux, Paul dan Pam Macintyre. (2017) <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources%09/discipline/english/literacy/litfocuslitreadingsurvey.pdf>

- 2 The female students are enthusiastic in reading books
- 3 Students are not interested in reading
- 4 Students choose their own books to read
- 5 Students cannot choose their own reading
- 6 Students only focus on reading without doing other activities
- 7 Students are more interested in doing other activities than reading
- 8 Most students do not have reading materials at home
- 9 The student finishes part of the book he has started
- 10 Students read books in their free time

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Adapted from Paul Molyneux and Pam Macintryre (2017)

b. Interview

This type of interview can be used to collect various kinds of evidence from participants<sup>51</sup>. This stage includes developing interview questions, selecting cases, developing instruments and interviewing students, transcribing interviews, recording and

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<sup>51</sup> Whetzel et al., "A Written Structured Interview by Any Other Name Is Still a Selection Instrument."

categorizing important information according to the purpose of this study.

The purpose of this step is to find out the opinion of the participants. Participants were given five questions to describe and find out whether the profile (gender) affects the interest and reading habits of the respondents. Students were asked to answer questions posed by researchers. Questions were developed by researchers, using reading interests found in the literature "Saudi EFL Students' Reading Interests" by Al-Nafisah and Al-Shorman<sup>52</sup>.

**Table 3.2**

*Interview Guidelines for Student*

No.	Questions
1	Do you like to read? How often do you read?
2	What type of books do you usually read? And why?
3	What obstacles hinder your efforts to read?
4	How do you determine your reading materials?
5	Does the reading materials determine your interests in reading?

Adapted from Al-Nafisah and Al-Shorman (2011)

## **E. Data Analysis Technique**

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<sup>52</sup> Al-Nafisah and Al-Shorman, "Saudi EFL Students' Reading Interests."

This section outlines the methods used to analyze the data collected to provide answers to the research questions. Data analysis techniques were carried out by processing the results of interview transcripts and observation checklists. The data collected from interviews and observations is very large and complex, then it is written neatly, in detail and systematically with a data reduction process so that the data becomes clear and makes it easier for researchers to search if needed.

The next step is presenting the data by compiling the information that has been obtained in an organized and compressed manner which allows drawing conclusions in the form of brief descriptions. The final step is the verification or conclusion stage, where this verification stage draws conclusions. Findings can be in the form of a description of an object that was previously dim or dark so that upon inspection it becomes clear<sup>53</sup>.

Thus the verification stage is an important stage, which at this stage explains a finding from the formulation of the problem under study. The conclusion here is a hypothesis, and if supported by clear data becomes a theory. Triangulation of research data was obtained from interviews and observation checklists. While drawing conclusions is the last step of data collection which must follow data reduction and

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<sup>53</sup> Anne Campbell, Olwen McNamara, and Peter Gilroy, "Qualitative Data Analysis," *Practitioner Research and Professional Development in Education*, 2011, 125–45, <https://doi.org/10.4135/9780857024510.d49>.

presentation of previous data<sup>54</sup>. Then, the final conclusion will be supported by valid and consistent evidence that has been collected.

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<sup>54</sup> Saldaña, M. B. “*Qualitative data analysis a method sourcebook*,” Los Angeles: Sage, (1994).



## CHAPTER IV

### FINDINGS AND CONCLUSION

In this chapter the researcher will describe and explain the data and results of research on the problems that have been formulated in Chapter I. It consists of finding and discussion:

#### **A. Findings**

In this chapter, the researcher elaborates on findings about knowing what types of reading texts students are interested in in extensive reading and what are the main obstacles that hinder students' reading efforts? As well as whether gender differences affect students' interests in reading at SMPN 1 Kaliwungu. Researchers conduct research and get complete data from all questions. To obtain data, researchers conducted observations and adapted interviews. In this study the researcher conducted a checklist of observations totaling 10 lists of statements with the fulfillment of five indicators of interests in reading. Not only the observation checklist, but the author also conducted interviews with five lists of questions that the participants had to answer.

#### 1. Students' interests and obstacles in reading at SMPN 1 Kaliwungu

Based on the results of observations and interviews conducted by the author, students have low interests in reading books,

especially in English. By calculating the observation data 68.75% of students do not like reading activities, and only 31.25% of students are interested in reading. And the interview data stated by some students reading is indeed not a fun thing and is what students avoid the most. But there are some students who like it, because they think it is a way of learning new vocabulary. And they only read when asked by the teacher to read. Statements I do not like to read mostly from male students.

Respondent B1:

*"I don't like reading books, because it's very hard and unpleasant work. I would only read it when asked by the teacher during class time"*

Although the average reading interests of students from the analyzed data shows that students agree or disagree whether they like reading in other languages, it can be concluded that grade VII students of SMPN 1 Kaliwungu have relatively small interests in reading English. They don't have interesting and interesting English books and most of them have never read any.

They revealed that students' attitudes towards reading and enrollment decreased significantly with age. This is also evidenced by the Malaysia Reading Profile Survey in 2010, which found that Malaysians over the age of 10 read an average of only eight to

twelve books per year. As in this study the students only read textbooks and only when told to read by their teacher.

Many obstacles were conveyed by the respondents during the interview, such as laziness as the main factor, then some said playing and chatting was more fun, we can see that doing things is more interesting than reading. As I will describe as follows:

a. Mood swings

Mood plays a key role in developing reading habits. Good reading habits are influenced by mood, whereas poor moods cause disruptions in reading habits.

Respondent G1:

*“Reading requires a good mood, so if I'm not in the mood to read or when I'm lazy. It will affect me. Just like reading a book, if I don't want to read, I won't read. And laziness is one of the problems.”*

Respondent B3 added:

*“I feel the biggest obstacle is laziness. Because it's hard to concentrate on reading, especially if the book I'm reading is less interesting.”*

The aforementioned remark leads to the conclusion that finding a reading atmosphere is a difficult part of

developing an English reading habit. An uninteresting reading topic would make readers feel bad or not interested in reading. Generally, you will find an interesting genre to read to solve this problem. Also, to get in the mood for reading, find a comfortable place to read or take a short break from reading and think about the importance of it and the goals you want to achieve.

b. Social Media Disruption

Apart from the positive side of social media, interview results show that social is found to be a factor that interferes with students' reading habits. Regarding this issue, Respondent G4 states:

*“I am almost always distracted by social media. Of course, when I turn on notifications from WhatsApp or Instagram, it seems to really disturb my intention to read.”*

G4 sees that turning on social media notifications is the worst way people read books. By activating social media notifications, users will automatically check their phones regularly. In addition, social media will become a distraction when students read books that are not interesting.

As Respondent G2 stated:

*“I think my problem is usually because my own thoughts about social media are more interesting than reading books. So when I read then there are notifications from social media that really bother me, I will focus more on responding to social media and leaving the books I should be reading.”*

Here are the worst aspects of social media. In this situation, people get dependent on social media if they are unable to manage their behavior while using it. So time management or management is the best way to deal with it.

c. Lack of Vocabulary Mastery

For Indonesian college students, English is a foreign language. Therefore vocabulary is their first challenge. Due to their limited exposure to the language, this is a common problem that non-native English speakers encounter when learning the language<sup>55</sup>.

Respondent B2 said about it

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<sup>55</sup> Erna Iftanti and Arina Shofiya, “EFL Students’ Responses on The Implementation of Extensive Reading Program to Build Love of Reading in English,” *Jurnal Bahasa Lingua Scientia* 10, no. 1 (2018): 143–58, <https://doi.org/10.21274/ls.2018.10.1.143-158>; Al Seyabi and F Tuzlukova, “Investigating EFL Reading Problems and Strategies in Post-Basic Schools and University Foundation Programmes: A Study in the Omani Context,” *Malaysian Journal of ELT Research* 11, no. 2 (2015): 35–51.

*"Vocabulary is one of my problems when reading English books, because I don't have a lot of vocabulary, so I don't understand what the text means."*

Lack of vocabulary poses another challenge to students' reading habits.

As B4 said:

*"Lack of vocabulary is one of my obstacles, such as when I read a passage and have to open the dictionary to look up the meaning and read it again. It is difficult for me and can change my mood."*

It can be concluded that difficult words while reading change the mood of the reader. If the mood changes, he can leave the previously read reading. This is a serious issue because if it occurs too frequently, the reader might give up.

## 2. Gender differences and reading materials in determining students' reading interests

Yes, it was seen during the observation process that many male students were asked to read instead of using their time to do other things. It was also reinforced by interviews with four

male students and four female students that three male students did not like reading and two female students did not like it either. It can be concluded that male students dominate disinterest in reading interests.

The goal of this study was to see if differences in reading motivation or achievement might be better predicted by a child's identification with masculine or feminine traits as opposed to gender. There were no reading ability differences between the sexes, but girls had much stronger intrinsic reading drive, as evidenced by their reading performance and engagement. As predicted, when gender is taken into consideration, gender identity predicts a greater variation in children's intrinsic reading drive.

In fact, gender identity explained more variance than gender in predicting children's internal reading performance. Significant gender differences were found in masculine and feminine characteristics, with boys and girls identifying with their stereotypical gender characteristics. Finally, female characteristics correlated more strongly than male characteristics with all aspects of reading motivation; however, only efficiency correlated significantly more accurately. These results help us understand gender differences in reading and identify the most effective ways to address these differences.

Consistent with previous research McGeown, female characteristics are more closely related to reading motivation than male characteristics<sup>56</sup>. The results of the study showed that girls were much more interested in reading than boys were, both in terms of curiosity and engagement, but not in terms of difficulty. In contrast, boys read a lot more novels written specifically for men than do women. On average, girls are often found to be more motivated to read. This finding is the same as research conducted by Ainley in Finland<sup>57</sup>. In summary, it can be stated that there are gender-specific patterns in interests in reading, which should be paid more attention in educational practice and research.

This study adds to current research by providing important findings about the variables underlying differences in students' text-based interests. Vary the text systematically according to the characteristics of the relevant text such as the genre of the text. This study identifies promising new research on interactions between text and text-based people and interests. This study also provides a possible starting point to support students' reading motivation.

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<sup>56</sup> Mcgeown, "Sex or Gender Identity? Understanding Children's Reading Choices and Motivation."

<sup>57</sup> Ainley, Hillman, and Hidi, "Gender and Interest Processes in Response to Literary Texts: Situational and Individual Interest."



Respondent B1:

*“Maybe I would be more bored and not want to read if given a book with a lot of writing. I'm more interested when reading picture books, like comics.”*

They choose the books they want to read themselves, this shows they have their own interests and preferences for what they will read.

Plus G3:

*“I chose it myself, because it fits the theme I want to read.”*

Reading interesting topics doesn't make readers feel bad or lazy to read. This actually increases the enthusiasm for reading. In general, find an interesting genre to read to solve this problem. Also, to improve the reading mood, find a cozy location to read or take a break from reading and think about the importance of it and think about the goals you want to achieve. When students are given the freedom to select their own reading materials, they are often more motivated to read<sup>58</sup>.

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<sup>58</sup> Palmer, B.M., Codling, R.M., & Gambrell, L. (1994). In their own words: What elementary students have to say about motivation to read. *The Reading Teacher*, 48, 176–178.

Self-selection gives students more freedom to participate deeply in learning, increases interest in reading and develops acceptance of it. This independence facilitates reading in many dimensions<sup>59</sup>.

Self-selection assists students in making reading-related decisions, such as what reading they intend to do, the concepts they derive from their various reading experiences, and the difficulty level of the books or other materials they choose to read. It also provides students with a genuine reason for reading<sup>60</sup>. Olson's theory of child development, which holds that kids are "self-seeking, selecting, self-regulating organisms," supports students' choice of reading content<sup>61</sup>.

## **B. Discussion**

In this section, researchers will discuss the results of research based on observations and interviews that have been conducted by researcher on previous findings. The views discussed are as follows:

The findings showed that kids' motivation to read was quite low. Only 31.25% of pupils were engaged in reading, while 68.75% of students disliked reading assignments. Moreover, this finding is in line with the findings of Kaur and Thivagarajah, which show that Malaysian

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<sup>59</sup> Dellit, J. (1984). Literature and the question of choice. *Australian Journal of Reading*, 7(4), 200-204.

<sup>60</sup> Source The et al., "Individualized Reading : A Dynamic Approach Author ( s ): May Lazar Individualized Reading : A Dynamic Approach" 11, no. 2 (2014): 75–83.

<sup>61</sup> Olson, W. (1959). Child development. Boston: D. C. Heath.

students read very little<sup>62</sup>. Additionally, according to the findings of another study, the majority of students who were labeled readers were hesitant to read L2 content. Interestingly, the results of this study are also similar to those of Mohamad Jafre, Majidi, and Ooi, when they discovered that Chinese pupils from Malaysia had not adapted their reading habits<sup>63</sup>.

When it was performed by male pupils who dislike reading. Girls outperform boys in every OECD nation, according to the above cited worldwide PISA study<sup>64</sup>. But gender tensions are most pronounced in Finland. Therefore, it's critical to consider how to encourage guys to read and to keep reading when they enter their teenage years.

The prior study by Tuula Merisuo-Storm, titled *Girls and Boys Like to Read and Write Different Texts*, is identical to this one. Girls love reading more than boys do, when shown in the survey<sup>65</sup>. Adventure novels are preferred by girls; comics and amusing books are preferred by boys. Students are not drawn to poetry. A lot of lads dislike the conventional school text. They claim that reading every day is really

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<sup>62</sup> Kaur, S., & Thivagarajah, R. (1999). *The Reading Habits of ELLS Students in University Science Malaysia*. Retrieved from <http://www.ultibased.rmit.edu.au/Articles/Aug01/kaur.htm>

<sup>63</sup> Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi, and Ooi Choon Lean, "The Reading Habits of Malaysian Chinese University Students," *Journal of Studies in Education* 1, no. 1 (2011): 1–13, <https://doi.org/10.5296/jse.v1i1.1037>.

<sup>64</sup> Linnakyla, P., Va"lilja"rvi, J., & Brunell, V. (2003). Why are Finnish students doing so well in PISA? *Erziehung und Unterricht*, 1/2, 1–9.

<sup>65</sup> Tuula Merisuo-Storm, "Girls and Boys like to Read and Write Different Texts," *Scandinavian Journal of Educational Research* 50, no. 2 (2006): 111–25, <https://doi.org/10.1080/00313830600576039>.

dull and uninteresting for them. Because of this, many students may stop reading altogether. This is why having appropriate and engaging reading material at home is extremely crucial.

The skill of the instructor and the curriculum have an impact on the quality of instruction in schools. It is crucial for teachers to have a passion for literature and the ability to select reading and writing assignments that their pupils would enjoy. As kids get older, peer pressure grows. She notes that despite the variety of children's literature accessible, it might be challenging for pupils who have given up reading to locate engaging reading material. In contrast, he discovered that reluctant readers will read comic books, serial books, or periodicals if they were provided in the classroom. However, due to teachers' preferences for their students to read more challenging works, many schools and libraries do not have enough of this kind of "light" reading material in their collections.

Interest should be the primary consideration while selecting a book to read. Information on pupils' interests should be carefully gathered by teachers. Even the most hesitant readers can be persuaded to read with the right reading material. If writing practice is relevant to their interests, it's not impossible for even reluctant or poor readers to gradually start enjoying writing or experiencing success.

Researchers found that readers at SMPN 1 Kaliwungu face three primary obstacles to reading books: mood swings, social media disruption, and Lack of Vocabulary Mastery. Knowing students'

interests in reading not only helps teachers foster those interests, but we also need to know what obstacles limit them.

According to Bohn-Gettler and Rapp's research, there is a connection between mood and text comprehension during and after reading. The project's findings imply that the reader's attitude may also have a significant impact on this experience. This shows a relatively critical necessity to consider mood in intervention design<sup>66</sup>. Activities that engage readers to help their efforts in reading texts are influenced not just by task instructions but also by readers' moods (even if emotions are neutral). Although this assertion may go unnoticed by teachers in the classroom, it has received little attention in reading comprehension research to date.

Similar conclusions were reached by Scrimin and Mason, who discovered that, in comparison to students with good or positive reading moods, children with low reading comprehension spent less time reading and comprehended less content. The primary focus of educational psychology is on examining the aspects of texts that can affect comprehension. However, little consideration has been given to the reader's emotional condition as they read. According to this study, it's crucial to encourage kids to feel good in order to facilitate their comprehension of what they're reading. For instance, fostering positive relationships between students and teachers and fostering a better school climate can both lift kids' spirits.

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<sup>66</sup> Bohn-Gettler and Rapp, "Depending on My Mood: Mood-Driven Influences on Text Comprehension."

Second, numerous earlier research that looked at the effects of social media on the formation of students' reading habits came to conclusions that were comparable to those of this study. Similar to the study of Dukper Kojo, "Exploring the Effects of Social Media on the Reading Culture of Students in Tamale Technical University." Students can gain several advantages from social media. Some of them acknowledge that, despite the advantages of social media, they spend more time online to access social media sites. As a result, there were interruptions in the classroom and even when others were reading in the library. Due to limited reading time, this has impacted their reading culture.

Third, this research demonstrates the thesis of Akande and Oyedapo's investigation. Specifically about the limited vocabulary. Their study found that a lack of vocabulary can make reading seem more hopeless or even persist into adulthood. This research examines three factors that have a detrimental impact on Yunnan students' English reading proficiency in the border region, with a particular focus on Honghe University students<sup>67</sup>.

According to the author, the main challenges that prevent children from reading effectively are a limited vocabulary, a lack of required reading abilities, and a lack of previous information. Students can only genuinely enhance their reading abilities after overcoming

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<sup>67</sup> Hua-ron, W. (2009). Students' Obstacles in English Reading and Methods to Overcome the Obstacles in Yunnan's Frontier Regions Taking Students of Honghe College as an Example. *Journal of Simao Teacher's College*.

obstacles. Finding readings that are appropriate for the reader's skill level is crucial in order to solve this issue. However, this study did not use diverse age or educational level factors, unlike other studies that were presented.

As a result, the findings of this study are very beneficial to both students and teachers in ensuring that education is successful. Reading is the foundation of education, so the more we read, the more knowledge we get. With this study, it becomes clearer what factors affect students' interest in reading, what prevents them from reading, and how gender relations and reading materials have an impact on that interest. Additionally, students have the option of submitting reading materials that they enjoy and dislike. Additionally, anything that prevents them from reading. The teacher can then use it to help students learn. Texts that appeal to students and writings that bore them. Students' interest in reading may grow as a result of this. Additionally, teachers can foresee or plan solutions for issues that prevent kids from reading.

There are obviously restrictions when performing research, like in this study. The time available for research was a constraint in this study because class IX exams necessitated breaks for classes VII and VIII, which limited the size of the sample. Second, the absence of research support facilities, such as the range of books used, is caused by a lack of funding, which renders the sample findings less than ideal.

How the study is interpreted and evaluated has some bearing on how beneficial the research is for establishing theory as well as for

practical application. Considering interests and learning more systematically may improve the contribution of interests and gender to secondary school students' learning, according to the studies we have studied.

Additionally, you may encourage students' interest in reading by supporting their autonomy and their choice of reading materials by tailoring learning activities to their specific needs<sup>68</sup>. Children have been shown to demonstrate higher levels of interest in reading than students in other classes when teachers emphasize child-centered teaching practices by providing active reinforcement for learning efforts and adapting teaching practices according to students' interests<sup>69</sup>.

It is hoped that teachers will be able to use the findings of this study in the classroom, such as modeling male and female students' favorite books and what makes them feel motivated to read. Teachers may also work to set a good example by reading themselves and acting as adults who read for pleasure as well as for practical purposes.

Teachers should also continue to monitor reading behavior in class, enhance and broaden reading attitudes and behaviors, and consult with specific students about reading items that interest them. Perhaps on occasion, the teacher will invite the class to read aloud to improve

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<sup>68</sup> Allan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional Influences," *Journal of Educational Research* 97, no. 6 (2004): 299–310, <https://doi.org/10.3200/JOER.97.6.299-310>.

<sup>69</sup> Marja Kristiina Lerkkanen et al., "The Developmental Dynamics of Literacy Skills during the First Grade," *Educational Psychology* 24, no. 6 (2004): 793–810, <https://doi.org/10.1080/0144341042000271782>.



the reading atmosphere. Students' vocabulary may also grow as a result of this research. Students can broaden their vocabulary by reading if reading activities are engaging. Therefore, it is advised that future study produce studies with many characteristics, such as age and family engagement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and research analysis in the previous chapter, the researcher has drawn the following conclusions:

Based on the observational findings regarding the implementation of extensive reading of English books in class VII students of SMPN 1 Kaliwungu, students gave good responses when the teacher asked them to read. Where it was found that the reading interest of SMPN 1 Kaliwungu students had a low interest in reading. 68.75% of students do not like reading activities, and only 31.25% of students are interested in reading.

With dominated by male students who do not like to read. It can be seen that when reading activities are carried out there are still students who feel disinterested and have difficulty with reading material. However, almost all of them tried to open the dictionary to find the meaning of the text and assumed that this was one of the materials and media for learning English to add to their vocabulary.

Based on the interview findings regarding students' interests in reading books in class VII students of SMPN 1 Kaliwungu, students responded that reading was a difficult thing to do, especially using language they did not understand, with their limited vocabulary. They have to open a dictionary in order to understand the meaning of a text that is read. In addition, several factors hindered them in the reading

process, namely mood swings that suddenly appeared when they saw a lot of writing, playing and chatting with friends, and playing social media which attracted more attention.

## **B. Suggestion**

After summarizing the entire discussion, there are some good suggestions and considerations for English teachers to learn how students' interests in reading can be applied to learning using appropriate reading materials. Their requirements and the interests of the students, so that the learning environment is engaging and not monotonous. Teachers can encourage students to read and learn English by giving them engaging reading assignments that can enhance their ability to learn and their understanding.

Not only teachers, but also students should continue reading English books so that they can learn English better and increase their curiosity and interests in English and improve their vocabulary. This way they can improve their English language skills. Also, for other researchers, this study is only limited to how interested students are in reading English textbooks. Hopefully, the next researcher will do further research using a deeper formulation of the problem. Finally, the researcher hopes that all the results, conclusions and recommendations of this study will be useful to the readers.

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## APPENDICES

### Appendix 1

#### Observation Checklist adapted from Paul Molyneux and Pam Macintyre

No.	Target Items	Yes	No
1	The male students are enthusiastic in reading books	-	✓
2	The female students are enthusiastic in reading books	✓	-
3	Students are not interested in reading	✓	-
4	Students choose their own books to read	✓	-
5	Students cannot choose their own reading	-	✓
6	Students only focus on reading without doing other activities	-	✓
7	Students are more interested in doing other activities than reading	✓	-
8	Most students do not have reading materials at home	✓	-
9	The student finishes part of the book he has started	-	✓
10	Students read books in free time	-	✓

## FIELD NOTE

<b>Noun</b>	<b>Note</b>
Enthusiastic students :	<ul style="list-style-type: none"><li>• Welcome reading activities with joy</li><li>• Students are able to carry out reading assignments assigned to them and discuss with their groups</li><li>• Students carry out reading assignments seriously or focus without being distracted by other activities.</li></ul>
Students are not interested :	<ul style="list-style-type: none"><li>• Students feel bored in reading</li><li>• Students not serious in doing reading activities</li><li>• Students take part in other activities</li></ul>

## Appendix 2

### **Interview Guidelines adapted from the literature of Saudi EFL Students' Reading Interest**

<b>No.</b>	<b>Questions</b>
1	Do you like to read? How often do you read?
2	What type of books do you usually read? And why?
3	What obstacles hinder your efforts to read?
4	How do you determine your reading materials?
5	Does the reading materials determine your interest in reading?

## Appendix 3

### Interview Transcript

- **Q1:** Apakah Anda suka membaca? Seberapa sering kamu membaca?  
(*Do you like to read? How often do you read?*)

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R. B1: Saya tidak suka membaca buku, karena itu pekerjaan yang sangat berat dan tidak menyenangkan. Saya hanya akan membacanya ketika diminta oleh guru selama jam pelajaran. (*I don't like reading books, because it's very hard and unpleasant work. I would only read it when asked by the teacher during class time.*)

---

R. B2: Tidak, karena saya tidak suka membaca buku. Bahkan saya hampir tidak pernah membaca buku, kecuali di sekolah saat pelajaran. Menurut saya bahasanya susah dan saya sulit mengerti apa yang dimaksud dalam bacaan. (*No, because I don't like reading books. In fact, I almost never read a book, except at school during lessons. I think the language is difficult and I find it difficult to understand what is meant in the reading.*)

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R. B3: Saya suka membaca buku. Saya membaca buku saat saya merasa bosan. Dan membaca buku seperti sebuah hiburan bagi saya. (*I like reading book. I read books when I'm bored. And reading books is like entertainment for me.*)

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R. B4: Saya tidak suka membaca buku, karena saya sulit untuk melakukan hal yang tidak saya suka. Saya membaca buku hanya saat disuruh bu guru membaca. (*I don't like reading books, because it's hard for me to do things I don't like. I read books only when my teacher told me to read*)

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R. G1: Saya tidak suka membaca buku, tetapi terkadang membaca buku menjadi hal yang menyenangkan bagi saya ketika saya membaca buku dengan tema menarik dan saya sedang berada pada situasi mood yang baik. Menurut saya itu adalah perpaduan suasana yang sangat pas untuk membaca buku. (*I don't like reading books, but sometimes reading books is fun for me when I read books with*

*interesting themes and I'm in a good mood. In my opinion, it is a combination of atmosphere that is very fitting for reading a book.)*

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R. G2: Saya suka membaca buku setiap saya akan pergi tidur. Karena membaca buku seperti pengantar tidur bagi saya. Itu adalah hal yang sangat menyenangkan, karena membuat saya tidur dengan nyenyak. *(I like to read a book every time I go to sleep. Because reading a book is like a bedtime for me. That is a very pleasant thing, because it makes me sleep soundly)*

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R. G3: Saya tidak suka membaca buku. Menurut saya membaca adalah hal yang tidak menarik. Saat melihat begitu banyak tulisan membuat mood saya menjadi jelek, sehingga membuat saya bosan. *(I don't like reading books. I think reading is an uninteresting thing. Seeing so many posts makes my mood ugly, so it makes me bored.)*

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R. G4: Saya suka membaca buku setiap hari minggu. Kegiatan membaca buku saya gunakan untuk mengisi hari libur. Karena membaca itu menambah pengetahuan dan ilmu kita. *(I like to read books every Sunday. I use book reading activities to fill my days off. Because reading adds to our knowledge and knowledge.)*

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- **Q2:** Jenis buku apa yang biasanya Anda baca? Dan mengapa? *(What type of books do you usually read? And why?)*

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R. B1: Buku pelajaran. Karena saya malas membawa buku yang lain. *(Textbooks. Because I'm lazy to bring another book.)*

---

R. B2: Buku pelajaran. Karena saya tidak punya buku bacaan yang lain. *(Textbooks. Because I don't have any other reading books)*

R. B3: Buku yang biasa saya baca adalah komik. Karena saya sangat tertarik dengan cerita didalam komik. Selain itu juga terdapat gambar dan memiliki kata-kata yang tidak membingungkan. *(The book I usually read is comics. Because I am very interested in stories in comics. In addition, there are also pictures and words that are not confusing.)*

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R. B4: Buku pelajaran. Karena tidak suka membaca buku yang lain. *(Textbooks. Because I don't like reading other books.)*

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R. G1: Saya suka membaca novel. Karena saya dapat merasakan suasana di dalam novel. Seperti senang atau sedih nya dapat membuat saya sebagai pembaca ikut merasakannya. *(I like reading novels. Because I can feel the atmosphere in the novel. Whether happy or sad can make me as a reader feel it too.)*

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R. G2: Saya suka komik. Karena saya suka buku yang bergambar. Dan gambar yang terdapat dalam komik dapat membantu saya memahami isi cerita tersebut. *(I love comics. Because I like picture books. And the pictures contained in the comic can help me understand the contents of the story.)*

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R. G3: Buku Pelajaran. Karena malas membawa buku bacaan yang lain. *(Textbooks. Because lazy to bring other reading books.)*

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R. G4: Saya suka membaca komik. Karena ceritanya menarik, juga didalam komik terdapat gambar yang dapat membantu saya membayangkan situasi yang terjadi dalam kisah tersebut. Jadi imajinasi saya sama dengan apa yang dimaksud dalam cerita itu. *(I like reading comics. Because the story is interesting, also in the comic there are pictures that can help me imagine the situation that occurs in the story. So my imagination is the same as what is meant in the story.)*

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- **Q3:** Hambatan apa yang menghalangi upaya Anda untuk membaca?  
(*What obstacles hinder your efforts to read?*)

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R. B1: Malas. Karena membaca buku adalah hal yang tidak menyenangkan dan membuat mood saya menjadi tidak bagus. (*Lazy. Because reading books is not fun and makes my mood not good.*)

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R. B2: Kosakata adalah salah satu masalah saya ketika membaca buku berbahasa inggris, karena saya tidak memiliki banyak kosakata, jadi saya tidak mengerti apa arti teks tersebut. (*Vocabulary is one of my problems when reading English books, because I don't have a lot of vocabulary, so I don't understand what the text means.*)

---

R. B3: Saya merasa kendala terbesar adalah kemalasan. Karena sulit berkonsentrasi membaca, apalagi jika buku yang saya baca kurang menarik. (*I feel the biggest obstacle is laziness. Because it's hard to concentrate on reading, especially if the book I'm reading is less interesting.*)

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R. B4: Kurangnya kosa kata menjadi salah satu kendala saya, seperti ketika saya membaca suatu bagian dan harus membuka kamus untuk mencari artinya dan membacanya lagi. Itu merupakan hal sulit bagi saya dan dapat mengubah suasana hati saya. (*Lack of vocabulary is one of my obstacles, such as when I read a passage and have to open the dictionary to look up the meaning and read it again. It is difficult for me and can change my mood.*)

---

R. G1: Membaca itu butuh mood yang bagus, jadi kalau saya sedang tidak mood membaca atau saat saya malas. Itu akan mempengaruhi saya. Sama seperti membaca buku, jika saya tidak ingin membaca, saya tidak akan membaca. Dan kemalasan adalah salah satu masalahnya. (*Reading requires a good mood, so if I'm not in the mood to read or when I'm lazy. It will affect me. Just like reading a book, if*

*I don't want to read, I won't read. And laziness is one of the problems.)*

---

R. G2: Saya rasa kendala saya biasanya dikarenakan pikiran saya sendiri tentang media social yang lebih menarik daripada buku bacaan. Jadi ketika saya membaca kemudian ada notifikasi dari media soasial itu sangat mengganggu saya, saya akan lebih focus dalam menanggapi media social dan meninggalkan buku yang seharusnya saya baca. *(I think my problem is usually because my own thoughts about social media are more interesting than reading books. So when I read then there are notifications from social media that really bother me, I will focus more on responding to social media and leaving the books I should be reading.)*

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R. G3: Menurut saya kendala terbesar adalah mencari cara untuk fokus membaca karena terkadang sulit, apalagi terdistrak dengan social media yang lebih menarik. *(In my opinion, the biggest obstacle is finding a way to focus on reading because it is sometimes difficult, especially being distracted by the more interesting social media.)*

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R. G4: Saya hampir selalu terdistraksi oleh media sosial. Tentunya saat saya menyalakan notifikasi dari whatsapp atau instagram sepertinya sangat mengganggu niat saya dalam membaca. *(I am almost always distracted by social media. Of course, when I turn on notifications from WhatsApp or Instagram, it seems to really disturb my intention to read.)*

- 
- **Q4:** Bagaimana Anda menentukan bahan bacaan Anda? *(How do you determine your reading materials?)*

---

R. B1: Dipilihkan guru. *(Selected by the teacher)*

---

R. B2: Memilih sendiri, karena lebih suka membacanya. *(Choose yourself, because I prefer to read it.)*

R. B3: Memilih sendiri dengan buku yang saya sukai. (*Choose yourself with a book that I like.*)

---

R. B4: Saya biasanya memilih bacaan sendiri yang saya sukai. (*I usually choose my own reading that I like.*)

---

R. G1: Saya memilih buku sendiri, tapi kadang minta pendapat kakak. (*I choose the books myself, but sometimes I ask for my sister's opinion.*)

---

R. G2: Dari teman, biasanya merekomendasikan buku bacaan yang bagus. (*From friends, usually recommend good reading books.*)

---

R. G3: Saya memilih sendiri, karena sesuai dengan tema apa yang ingin saya baca. (*I choose my own, because according to the theme of what I want to read. Because according to my wishes.*)

---

R. G4: Memilih sendiri buku yang saya suka, karena biasanya pilihan orang lain belum tentu saya sukai. (*Choose the books I like myself, because usually other people's choices don't necessarily suit me.*)

---

- **Q5:** Apakah bahan bacaan menentukan minat Anda dalam membaca? (*Does the reading materials determine your interests in reading?*)

R. B1: Mungkin saya akan lebih bosan dan tidak mau membaca jika disodori buku yang banyak tulisannya. Saya lebih tertarik ketika membaca buku yang bergambar, seperti komik. (*Maybe I would be more bored and not want to read if given a book with a lot of writing. I'm more interested when reading picture books, like comics.*)

---

- 
- R. B2: Ya, menurut saya membaca buku yang bergambar akan membuat lebih tertarik untuk membacanya. (*Yes, I think reading a book with pictures will make it more interesting to read it.*)
- 
- R. B3: Saya lebih suka dan tertarik jika membaca buku action. Karena lebih menjiwai apalagi jika tentang pertarungan. (*I prefer and am interested in reading action books. Because it is more animating especially when it comes to fighting.*)
- 
- R. B4: Ya, karena saat saya membaca yang bergambar lebih menarik dan lebih suka. (*Yes, because when I read the pictures are more interesting and I like them more*)
- 
- R. G1: Mungkin semua orang akan lebih tertarik jika membaca sesuai genre yang mereka sukai. (*Maybe everyone will be more interested if they read according to the genre they like.*)
- 
- R. G2: Ya, karena lebih tertarik jika milih sendiri bahan bacaannya, dan lebih bagus sesuai keinginan. (*Yes, because it's more interesting if I choose the reading materials myself, and it's better as desired.*)
- 
- R. G3: Menurut saya kendala terbesar adalah mencari akal untuk fokus membaca karena terkadang sulit, apalagi jika subjeknya tidak cukup menarik. (*I think the biggest obstacle is finding the mind to focus on reading because it can be difficult sometimes, especially if the subject is not interesting enough.*)
- 
- R. G4: Ya, karena jika memilih sendiri bahan bacaan sesuai dengan keinginan saya, maka saya akan lebih tertarik dalam membacanya. (*Yes, because if I choose my own reading materials to my liking, then I will be more interested in reading it.*)
-

Appendix 4

**Documentation**



**Figure 1**

**Observation (Students do reading activities.)**



**Figure 2**

**Observation (Students do reading activities.)**



**Figure 3**

**The Researcher conducted the interview with male student'**



**Figure 4**

**The Researchers conducted the interviews with female student**

## Appendix 5

### Research License



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor : 1074/Un.10.3/D1/TA.00.01/01/2023 Semarang, 28 April 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Estri Mustaqimah

NIM : 1903046011

Yth.

Kepala Sekolah SMPN 1 Kaliwungu

di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Estri Mustaqimah

NIM : 1903046011

Alamat : Perum Bhakti Persada Indah Blok F No 21, Ngaliyan, Kota Semarang, Jawa Tengah

Judul Skripsi : STUDENTS' READING INTERESTS: A CASE STUDY OF SMP N 1 KALIWUNGU

Pembimbing : Sayyidatul Fadlilah, S.Pd.I, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 hari, mulai tanggal 2 s.d 3 Mei 2023.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,  
Wakil Dekan Bidang Akademik  
  
MAHRUD JUNAEDI

Tembusan :

Dekan FTIK UIN Walisongo (sebagai laporan)

## Appendix 6

### Certificate of Completion of Research



**PEMERINTAH KABUPATEN KENDAL**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 1 KALIWUNGU**  
Jl. Boja Plantaran Kaliwungu Selatan- Kendal ☎ 51372 Telp/Fax 0294-382028  
Web : [www.smp1kaliwungu.sch.id](http://www.smp1kaliwungu.sch.id) Email: [smpkaliwungu@gmail.com](mailto:smpkaliwungu@gmail.com)

**SURAT KETERANGAN**  
Nomor : 045.2 /458/ SMP 1 KLW

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Kaliwungu Kabupaten Kendal :

Nama : AGUS SUWANTO, S.Pd., M.Pd  
NIP : 196711021994121004  
Jabatan : Kepala Sekolah

Menerangkan bahwa mahasiswa tersebut dibawah ini:

Nama : Estri Mustaqimah  
NIM : 1903046011

Telah selesai melaksanakan riset untuk skripsi di SMP Negeri 1 Kaliwungu Kabupaten Kendal dengan judul "Students' Reading Interests: A Case Study Of SMP N 1 Kaliwungu" yang dilaksanakan pada tanggal 2 s.d 3 Mei 2023.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kaliwungu Selatan, 5 Mei 2023  
Kepala SMP N 1 Kaliwungu  
  
SMPN 1  
KALIWUNGU  
**AGUS SUWANTO, S.Pd., M.Pd**  
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## CURRICULUM VITAE

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### B. History of Education

- TK Aisyiah Manggis
- SDN 02 Lalung
- SMPIT Insan Kamil, Karanganyar
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