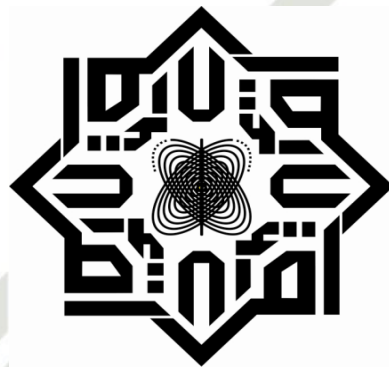


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**AN ANALYSIS OF STUDENTS' INTEREST IN READING
COMPREHENSION AT THE ELEVENTH GRADE
OF SENIOR HIGH SCHOOL 2 SIAK HULU
KAMPAR**



UIN SUSKA RIAU

BY

YOGA ARIFIN

SIN. 11414102982

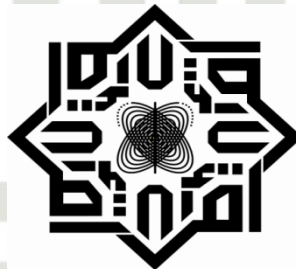
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**AN ANALYSIS OF STUDENTS' INTEREST IN READING
COMPREHENSION AT THE ELEVENTH GRADE
OF SENIOR HIGH SCHOOL2 SIAK HULU
KAMPAR**

A Thesis
Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



UIN SUSKA RIAU

By

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1442 H/2021 M**



SUPERVISOR APPROVAL

The thesis entitled *an analysis of students' interest in reading comprehension at the eleventh grade of senior high school 2 siak hulu kampar* is written by Yoga Arifin SIN 11414102982. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Sya'ban, 22nd, 1442 H
April, 5th 2021 M

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EXAMINER APPROVAL

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Pekanbaru, Syawal 26th, 1442 H
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ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Praise belongs to God, Allah almighty, the Lord of Universe, by His guidance and blessing, the writer can finish and complete this academic requirement. The writer says peace be upon Prophet Muhammad S.A.W who has brought the human beings from the darkness to the lightness and from the bad habit to the good habit.

Special gratitude and sincere thanks to writer's beloved father and mother Yeddi Efinal and Yanti Marni who always pray for him, give him motivation, advice, supports, time, and everything what he need.

This paper is written and intended to fulfill one of the requirements for award of bachelor degree at the English Education Department and Teacher Training faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this thesis is "An Analysis of Students' Interest in Reading Comprehension at The Eleventh Grade of Senior High School 2 Siak Hulu." In finishing the paper, the writer got many valuable things from many people, such as supports, nice advice, suggestion, and help. Therefore, the writer wishes to express his sincere thanks to many different persons; they are:

1. Prof. Dr. Hairunas, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. H. Suryana A. Jamrah, MA., as Vice of Rector I, Drs. H. Promadi, MA, Ph.D., as Vice Rector III and all staffs. Thanks for the kindness and encouragement.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. Alimuddin, M.Pd., The Vice Dean I of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, Dr. Dra. Rohani, M.Pd., the Vice Dean II of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs.



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1. Nursalim, M.Pd., the Vice Dean III of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
3. Drs. Samsi, M.H.Sc., the chairperson of Department of English Education for his guidance to the students in writing thesis. And Cut Raudhatul Miski, M.Pd., the Secretary of English Education Department and my beloved and very kind supervisor who has given me correction, suggestion, support, advice, and guidance in finishing this thesis.
4. Drs. H. M. Syafi'i S, M.Pd., my greatest supervisor who have given a lot of guidance, suggestion, motivation, correction, and kindness in completing this thesis.
5. All lecturers of Education and Teacher Training who transferred their knowledge and information in every meeting in the classroom.
6. Nelda Roza, M. Pd., as Vice Curriculum at Senior High School 2 Siak Hulu who gave me her support to conducting research at school.
7. Megawati, M. Pd., English teacher at Senior High School 2 Siak Hulu who helped me when conducting data at school.

The last, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order improve this thesis.

“May Allah Almighty, the Lord of universe bless you, bless me, and all of us. Amin.”

Pekanbaru, April 8th 2021

The Researcher

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ABSTRACT

Yoga Arifin, (2021): An Analysis of Students' Interest in Reading Comprehension at The Eleventh Grade of Senior High School 2 Siak Hulu

The research investigate the students' interest in reading comprehension at the eleventh grade of senior high school 2 siak hulu. There was one variable used in this research (students' interest in reading comprehension). The purpose of this research was to describe how is students' interest in reading comprehension and what factor influencing students' interest in reading comprehension. The research was descriptive quantitative and used questionnaire as instrument for collecting data. The subject of the research was the eleventh MIPA 6 class which consist of 36 students. The writer used cluster random sampling technique with the total sample was 30 students from the total population. The result of this research in students' interest got score with average 64.88%. in indicator of individual interest factor, students got score with average 56.55%. In indicator of situational interest factor, students got score with average 73.21%. the conclusion of this research was on the category of high.

Keywords: *Students' interest, Reading comprehension*

ABSTRAK

Yoga Arifin, (2021): Analisa Minat Siswa Dalam Pemahaman Membaca Pada Kelas Sebelas Sekolah Menengah Atas Negeri 2 Siak Hulu

Penelitian ini menginvestigasi minat siswa dalam pemahaman membaca di kelas pada kelas sebelas Sekolah Menengah Atas Negeri 2 Siak Hulu. Ada satu variabel dalam penelitian ini yaitu minat siswa dalam pemahaman membaca. Tujuan penelitian ini adalah untuk mengetahui bagaimana minat siswa dalam memahami bacaan dan apa faktor yang mempengaruhi minat siswa dalam pemahaman membaca. Penelitian ini bersifat deskriptif kuantitatif dan menggunakan angket pertanyaan sebagai instrumen untuk mendapatkan data. Subyek untuk penelitian ini adalah kelas IX MIPA 6 yang terdiri dari 36 siswa. Penulis menggunakan teknik klaster dalam pengambilan sampel penelitian dengan total 30 siswa sebagai sampel. Hasil penelitian menunjukkan sebanyak 64,88% siswa memiliki minat memahami bacaan, 56,55% siswa memiliki minat yang dipengaruhi oleh faktor diri sendiri dan 73,21% siswa memiliki minat membaca yang dipengaruhi oleh faktor situasi lingkungan. Kesimpulan dari penelitian ini adalah pada kategori tinggi.

Kata Kunci: *Minat siswa, Pemahaman Membaca*

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المخلص

يوغ أريفين ، (٢٠٢١): تحليل اهتمام الطلاب بالفهم القرآني في الصف الحادي عشر الثانوية العليا سيك هولوبفهم

يبحث هذا البحث في اهتمام الطلاب بالقراءة في الفصل بالصف الحادي عشر من المدرسة الثانوية العليا سيك هولوب. هناك متغير واحد في هذه الدراسة ، وهو اهتمام الطلاب بالفهم المقروء. كان الغرض من هذه الدراسة هو تحديد مدى اهتمام الطلاب بالفهم المقروء والعوامل التي تؤثر على اهتمام الطلاب بالفهم المقروء. يعتبر هذا البحث وصفياً كمياً بطبيعته ويستخدم الاستبيان كأداة للحصول على البيانات. كانت موضوعات هذه الدراسة هي الصف التاسع الذي يتألف من ٣٦ طالباً. يستخدم المؤلف التقنيات العنقودية في أخذ عينات البحث مع ما مجموعه ٣٠ طالباً كعينة. أظهرت النتائج أن ما يصل إلى ٦٤.٨٨٪ من الطلاب لديهم اهتمام بالفهم القرآني ، و ٥٦.٥٥٪ من الطلاب لديهم اهتمام متأثر بالعوامل الذاتية و ٧٣.٢١٪ من الطلاب لديهم اهتمام بالقراءة يتأثر بعوامل الوضع البيئي. خاتمة هذه الدراسة في الفئة العليا.

كلمات البحث: اهتمام الطلاب، القراءة والفهم السادس



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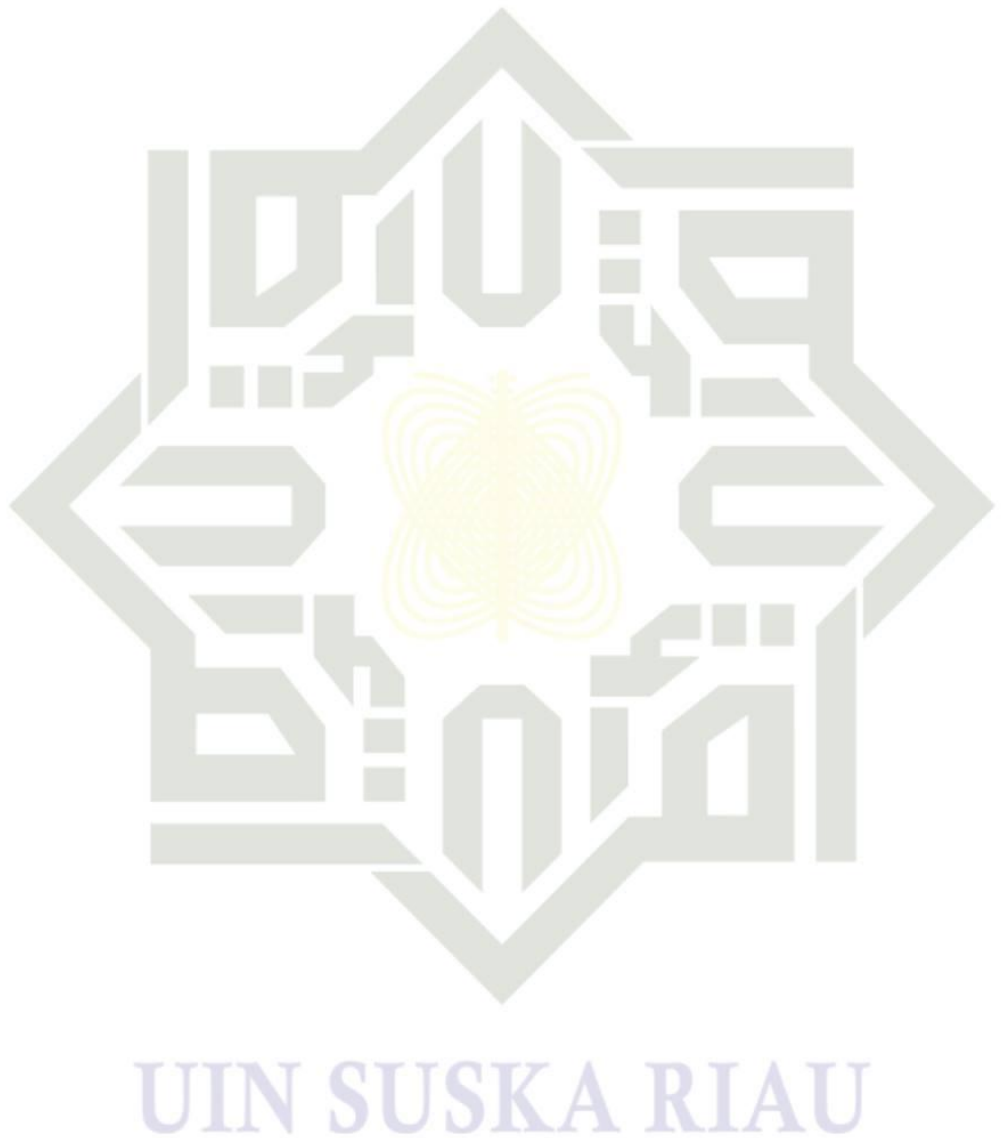
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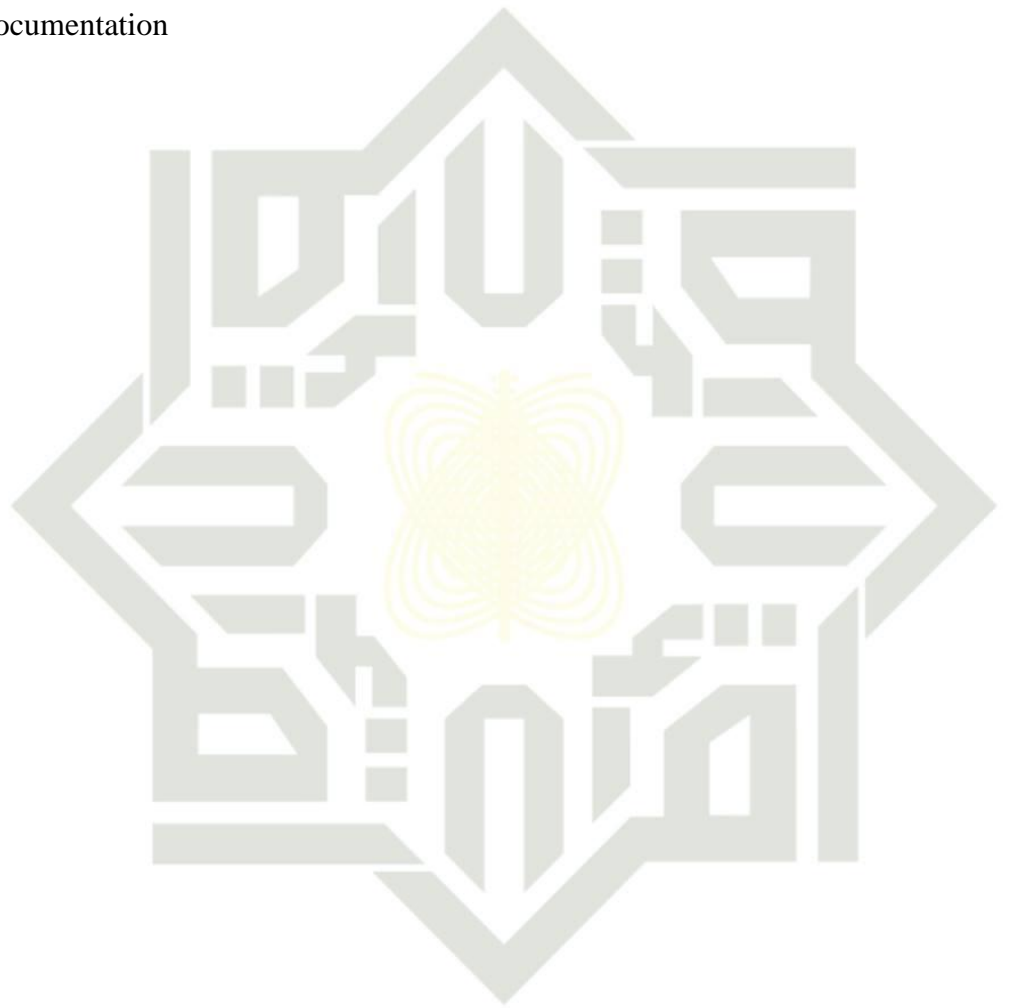


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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading interest is necessary for everyone. Teachers use different methods and materials to teach reading as interesting as possible. However, some people are not interested in reading because they do not have good topic for reading. Reading can be a fundamental goal that children must master in order to be successful in school and in life. According to (Woodworth, 1997) every individual always has a tendency to connect with their environment which he or she is able in certain ways. If they find an object that suitable with them, they will have interested in the object. If they are interested toward something, then this is the motive that causes them actively agree engage on it.

Reading is centrally a comprehending process Grabe (2009, p.14). Reading is nothing without knowing the meaning of the text being read, that is why comprehension must be important in reading process. Laura (2004, p. 272) states that comprehension is a process in which reader construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Currently, Students get problems in constructing the meaning of the text, they are not able to access previous knowledge, understand vocabulary and concept, making interferences and linking key ideas.



Transkerly (2003, p.90) states that reading comprehension is dependent on three factors. The first is that the reader has command of the linguistic structure of the text, the second factor is that the reader be able to exercise metacognitive control over the content being read and the last, the most important criterion influencing comprehension is that the reader has good knowledge in the content and the vocabulary being presented. Nowadays. Students understand about linguistic structure of the text but they do not control their metacognitive over the content being read. they have difficulty in participating in learning activities. Consequently, learning progress too slow when compared with their peers who do not have trouble in reading.

Based on Curriculum 2013, Captures the meaning and composes the spoken and written text, using the sorted and sequential text structures and the linguistic elements accurately, thanked, and Fluently According to preliminary research, eleventh grade students on senior high school 2 Siak Hulu get difficulty to reach the curriculum target, especially in reading comprehension. Some problems occur when they try to capture the meaning of the text being read even they are good in vocabulary. Furthermore, students on Senior High School 2 Siak Hulu are indicated have less motivation to understand the meaning of the text being read. As far as we know, they should have reading interest and grow their curiosity about learning before try to understand the text. How do they know to understand the meaning while they don't want to read? Finally, we know that they just read without identify the main idea, finding factual

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information, finding references and inferences. At last, seems like have low vocabulary.

Teaching reading is complicated enough when the teacher does not prepare any technique. Teaching and learning activities in senior high school usually give the teacher chance to choose the way to teach reading. Teacher could decide which strategy will give big influence to the students in interesting reading class. the teacher often offers student to read some information. Sometimes, the students comfortable and interesting But, mistakes occur when they try to read unpleasant text. They found the difficulties in understanding the material because they did not have a good interest on it. based on preliminary research at eleventh grade of Senior High School 2 Siak Hulu found some students did not have willingness to read, they were not read in their space time, they did not make reading as necessity, they did not read continuously and they did not read with pleasure. Thus symptoms make students are not able to identify main idea, some students are not able to find the factual information, some students are not able to find references, some students are not able to find inferences and most of students have low vocabulary. Interest plays a role in decision to read, in the level of engagement with the text during reading, and thus also in the product the reader creates in term of comprehension of text and learning forms the text.

Furthermore, to solve this problem, Researcher will be interested in conducted the research by the title:

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“An Analysis of Students Interest in Reading Comprehension at The Eleventh Grade of Senior High School 2 Siak Hulu”

B. The Problem

After conducting preliminary study at eleventh grade of Senior High School 2 Siak Hulu, It was clear that most of students was still getting difficulty in reading. Especially, in term of reading comprehension. To make the problem of this research was clear, the writer has identified the problems in the following identification of the problem.

1. Identification of the problem

Based on the background of the problem and the phenomena that writer shows above. students of Senior High School 2 Siak Hulu encounter problem in improving reading comprehension. Even they didn't use English as first or second language, but they use English as foreign language. The research has identified the problem as follow:

1. How was students interest in understanding the main idea?
2. How was students interest in finding the factual information?
3. How was students interest in finding references?
4. How was students interest in finding inferences?
5. How was students interest in understanding the vocabulary?

2. Limitation of the problem

After identifying the problem stated above, the writer limited and focused the problem of his research on students' interest and the factors



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making students reading comprehension good or bad at eleventh grade of Senior High School 2 Siak Hulu.

However, based on the teacher's experience, we found that most students were not be able to understand the meaning in the reading text. According to Curriculum 2013 in syllable of eleventh grade states that students should master the reading comprehension.

3. Formulation of the problem

The research Found some result that was presented by the major objectives where it had been focused on the research to know the students` interest at Senior High School 2 Siak Hulu with following questions:

- a. How was students` interest in reading comprehension at the students of Senior High School 2 Siak Hulu?
- b. What factor influences students' interest in reading comprehension at Senior High School 2 Siak Hulu?

C. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To know the Students' Interest in reading comprehension on eleventh-grade students at Senior High School 2 Siak Hulu.
- b. To find the causes that influence students interest in reading comprehension at Senior High School 2 Siak Hulu

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2. The Significance of the Research

- a. Research was hopefully contributing to the writers as a researcher in term of learning as novice.
- b. To add references for other next researcher having the same problem of the writer.

D. Reason for choosing the Title.

There are some reasons why the writer was interested to carry out this topic, as follows:

1. This title was not investigated yet by the other researcher.
2. This title was relevant to what the writer needs when the writer does teaching practice at this school.
3. The school and English teacher facilitates the writer for conducting this research.

E. Definition of The Term

To avoid misunderstanding and mis interpreting in writing this proposal, it was necessary for the researcher to explain the terms used in the study. They were defined as follows:

1. Analysis

Richard and Schmidt (2010, p. 250) states that analyses is a statistical procedural to control the effect of one or more variables by using statistically equate.



2. Students Interest

The primary influence on their career goals and course choice to develop something they liked and improve the ability they had.

3. Reading Comprehension

There are a lot of definitions of Reading. Tarigan (2008, p. 7) States that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through word could be seen and know by reader. Reading comprehension is the process of understanding the message that the author is trying to convey. It is clear, in reading students should comprehend the aauthor's idea

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Interests

a. Definition

Reading interest is students' willingness to comprehend the word by word and the idea that is contained in written text. (Tampubolon, 1990) states that reading interest is students' pleasure to understand the word and catch the main idea from the written text.

Like the related terms with reading habits and reading motivation, the term of reading interests has the appearance of a stable trait. Reading interest refers to an individual interest in doing reading itself, as measured by the amount of reading actually done. What a readers' want to read as expressed by a list of topics, subject areas of genres that the reader reads by preference. Sometimes, it refers to as interesting factors that engage a particular reader with a text. According to Mckool (2007, p. 111), reading interest is defined as readings done when students are outside the school compound. Miranda et al (2011, p.81) said that high reading interest is usually reflected in positive reading attitudes, such as having willingness to comprehend words and ideas in the reading passages and perceiving reading as pleasant activity. Similarly with



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Hidi and Renniger (2006, p. 111) who said that there are two parts of interest, they are: Individual (Personal) interest and situational interest. Individual (Personal) Interest is a predisposition of individual characteristic and relatively stable. Individual interest involves knowledge, positive affect, value, and develops slowly over time, and affected by repeated experiences of situational interest. Individual interest also refers to specific topic, object or activity, such as interest in reading, interest in sport, interest in specific subject and others. Besides, situational interest is an interest fostered by conditions or environmental factors.

b. The concept of reading interest

Basically, interest is very needed in everything, moreover in learning process. In the process of learning, interest will influence the students to follow teaching and learning activity. Interest will make the students pay attention to the teacher, if the students pay attention it means the students has a positive response. Positive response helps teachers and students in transferring knowledge in learning process. There are some types of interest as follows:

1) Personal Interest

Personal interest is more stable personal disposition toward a specific topic. It is the individual interest that students bring to the classroom such as space exploration, which is based on a deep



level of knowledge. Personal interest is assumed to be directed toward specific activity or topic. For example: particular interest in sport, science, music, dance and computer.

2) Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting texts, media, presentation, and the like. It may trigger the students' interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interests students bring with them.

According to Novieta (2015. p.19) there are some characteristic from students that have good interest in reading as follow:

1. Have a willingness to read
2. Always reading in their space time
3. Make reading as a necessity
4. Reading continuously
5. Reading with pleasure

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According to Fadliyatis (2015, p.14) mentioned the indicator of students' reading interest as follow:

1. Feeling pleasure while reading
2. Concentration of attention in reading
3. The use of time in reading
4. The motivation to read
5. Emotion in reading
6. Attempt to read

c. The Factors

According to Hafni (1981, p.2-3), the factors that influence reading ability can be classified into two factors. It is Extrinsic factor and Intrinsic factors. Students' interest is one part of intrinsic factor after language competence, motivation and reading skill.

Poor reading or reading failure may be caused by lack of interest. Reading interest is a feeling that accompanies or causes special attention to reading. The student may read actively if they are interested in reading. Interest is the set of attending, the tendency to give selective attention to something. The students who are interested in reading are those who satisfy the basic needs of personal adequacy or self-esteem, esteem of others, curiosity, or success.



Crawley and Mountain (1995) identify six factors that influenced the development of students' interests. These factors are follows:

1) Previous Experience

Students may not develop their interest toward something new that they have never been experienced.

2) Self-Concept

Students may reject information that feels threatened. Otherwise the student may receive it if it is felt useful and help them to improve their skill.

3) Values

Student interest arises if a subject is presented by an authoritative people.

4) Understandable Subject

Information that is easily understood by students may attract their interest.

5) The Level of Pressure Involvement

If students feel that they have some rate options and is less pressure, their reading interest may be higher.

6) The Complexity of subject material

Students who are better intellectually and psychologically flexible are more attracted to something more complex.

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Mckool (2007, p.111) states that in reading interest there are two parts of interest, they are: individual/personal interest and situational interest. Individual interest is a predisposition of individual characteristic and relatively stable. Individual interest involved knowledge, positive affect value, develop slowly overtime, and affected by repeated experienced of situational interest. In second part of interest is situational interest. Situational interest is an interest fostered by conditions or environmental factors. In the other words, situational interest is a reaction to the environmental input.

According to (Walgito, 1981) someone who has an interest is indicated by some characteristics such as there is a soul tendency toward something observed and studied, there is a sense of enthusiasm or interest and attention to something has been observed or encountered, the existence of a sense of satisfaction, happy and love to what being faced is, there is a need for what is observed and learned and the last, it has the purpose toward something observed and learned.

Considering the theories described above, the researcher assumed that reading interest has an important and special place in the reading comprehension. Therefore, the researcher is interested in investigating the students reading interest.



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2. Reading Comprehension

a. Definition

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending an idea and knowledge of language . According to Nunan (2003, p. 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Mikulecky (2011, p. 5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on the data from the text and from the reader's prior knowledge. Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. Grabe (2009, p. 14) states that reading is centrally a comprehending process. Danny Brassel et.al (2008, P. 15) states that reading refers to the ability to comprehend or make meaning from a written text. Laura (2004, p. 272) explain that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience,



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information in the text, and the stance the reader takes in relationship to the text.

According to Syafi'ie (1999, p. 33), Reading comprehension is a process and activity that involves three things. Prior knowledge, knowledge of the text structure and active search for information. Prior knowledge was a memory for some knowledge about the world that was saved as schematic frame in physical structure. The frame of knowledge was constructed by a kind of slots that was ready to fill with such knowledge and new information. At the end he said that reading is definitely a process to comprehend the meaning of written text. This process happens with matching and relates the prior knowledge to certain information in the written text then constructs the comprehension.

From the definition above, the writer comes to the summary that reading comprehension is process to understand the message available in the text. In other words, and process of getting meaning intended by the author from printed or written information. During the process, the reader combines his language skills and knowledge of the real world to grasp the meaning.

b. The Importance of Reading

Reading is an active and interactive activity to reproduce the word mentally, vocally and try to understand the content of reading



text. It is important to bear in mind that reading is not un-variant skill which correspond to the different purposes we have for reading. Reading also something crucial indispensable. We can increase our knowledge about science, technology, and easy way to get much information that is useful for us. Reading is main skill to reach a successful study. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass in the time and success. More reading means more knowledge.

According to Grellet (2004, p. 7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Cline et.al (2006, p. 2) states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

(Anderson, 1972) states that reading comprehension has some purposes and reasons. It can be seen as follow:

- a) Reading for detail or fact
- b) Reading for main ideas

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- c) Reading for sequence or organization
- d) Reading for inference
- e) Reading to classify
- f) Reading to evaluate
- g) Reading to compare or contrast

From those reasons, it can be conclude that reading comprehension is important to obtain the purposes of reading. Besides, reading is one of ways to learn the world and get information then students can improve their knowledge

3. How to learn reading

Reading is not a natural process, it`s a complex one that need some proper treatments such as methods, techniques and strategies. There are some component to successfully learn how to read. They are Phonemic awareness, Phonics, vocabulary, fluency and reading comprehension. It`s important to find the way to access those core skills in reading. At last, we try to describe some technique to teaching reading.

a. Technique of teaching reading

Reading process has some techniques in learning and teaching reading. It can help students to develop their reading comprehension. We can start by asking students to think and talk about how they read in their native language and then allow students to practice by using



reading material. The reading becomes more effective when we explain them how to use strategies before, during and after reading. The strategies that can help students more quickly include previewing, predicting, skimming, and scanning and paraphrasing.

1) Previewing

Reviewing title, section headings and photo caption to get a sense of the structure and content of reading selection.

2) Predicting

Using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension.

3) Skimming and scanning

Using a quick survey of the text to get the main idea, identifying text structure, confirm or question predictions.

4) Paraphrasing

Stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Various teaching techniques also help teacher convey the essence of the material taught and guide students to knowing. The writer found techniques used by teachers in teaching reading. Reading

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aloud, KWLH Technique. Reading aloud technique trains students to read aloud so they can correct the pronunciation and grammar. KWLH Technique is used by teacher to explain the descriptive text and make students actively thinking for reading.

b. Method of assessing reading

Reading ability was very difficult to access accurately. In communicative competence model, students` reading level was measured by students score in assessment. Method to assess the reading comprehension can be comprehension questions. Teachers often use comprehension questions to test whether students have understood what they have read. These questions must be coordinated with the purpose of reading. If the purpose was to find the specific information, comprehension questions should focus on that information. Teaching reading comprehension is an active process of constructing meaning. not skill application. The act of constructing meaning is interactive, strategic, and adaptable.

B. Relevant Research

According to (Syafi'i, 2015) require observing some previous researches conducted by other researchers in which they are relevant to our research itself. On the words, the researcher has to inform the designs, findings, and conclusions of the previous research. There are five relevant researches which had relevancies



with this research. There are: A research conducted by Siti Masithoh (2016) A research entitled “improving student’s reading comprehension in narrative text at the ninth grade students of mtsn 1 ngemplak boyolali by using picture stories”.Therefore the study only focuses on improving student’s reading comprehension. the teacher chose picture-stories for comprehending texts as one of the techniques to improve in the teaching and learning of reading narrative texts. The result of the were as follows, amean score pre-test was 56,4 and mean score of post-test I was 72,5, so there was improvement 16,1. Besides, the mean score of post-test II was 74,6 so the improvement from pre-test and post-test II was 18,2.

A research by Aminah (2017) entitled An Analysis of Students’ Difficulties in Reading Comprehension on Narrative Text at The Second Grade of MA Sholatiyah –Serang District. Therefore the study focused on how many percentages of students’ difficulties are made by the students in reading comprehension of narrative text. The data analyzed by using qualitative analysis. The result of this research showed there were some difficulties that the students still foundin reading comprehension of narrative text. The finding that the students’ difficulties were at highest level, namely Critical Comprehension that was 40.77%. It causes in this level require a high level of interaction between information from the text.

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A research was conducted by Syakira (2017) entitled analysis of the students' reading comprehension in comprehending descriptive text at eight grade of SMPN1 Kota Sungai Penuh. The researcher focused on descriptive research which one variable. In this research, the writer used cluster sampling technique and one of the two classes would become the sample. In collecting the data, the writer asked the students to answer the question in 60 minutes. The form of the test was multiple choice and found specific information from the text, by the result of this research, the students' reading comprehension in comprehending descriptive text at eight grade of SMPN 1 Kota Sungai Penuh was low. Meanwhile, only one student got A (excellent), one student got B+(very good), three students got B(good), 1 student got C(enough), six students got C(average), two students got D(poor), and there were most of them or seven students got E(fail).

A research was conducted by Kartawijaya (2016) entitled analysis of the students reading comprehension in comprehending descriptive text. Based on this research, the aim of the research was to analyze students' ability in comprehending descriptive text at grade VIII of SMPN 1 kota Sungai Penuh academic year 2016/2017. The population of this research was student at VIII of SMPN 1 kota Sungai Penuh. The sample was taken by using cluster sampling technique. The data of this study were students' ability in comprehending descriptive text. It was focused in generic structure and specific information. The data was collected by using



reading test. To know the validity and reliability of the test, the writer used pearson product moment and spearman-brown formula. It was found that the reliability of the test was high correlation (0.61). the result of the data showed that the students' reading ability in comprehending the descriptive text was low. It could be seen from the data, the majority of the students got high score was 4.76%, and the total of low score was 33.33%

And the last Febriana, Istianah, and Sukmaantara (2014) on reading comprehension of descriptive text. It found that students reading comprehension ability of descriptive texts covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension were showed the highest percentage of four indicators was word comprehension with the percentage 83.08% which belonged to the very good category and the lowest percentage was the text comprehension with the percentage 57.89% that was classified as poor category.

C. Operational Concept

Operational concept is the concept which be used to avoid misunderstanding and misinterpreting in scientific study. (Syafi'i, 2015, p. 103) has said operational concept were derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-research paper. In this case the writer focused on students interest in reading comprehension. There were two

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indicators of reading interest based on theory of Hidi and Renniger (2006, p. 111) Individual/Personal Interest and Situational Interest. To determine students reading comprehend could be indicated by some aspect such as students' statements for fourteen questions which describe Students' condition. Seven questions to measure student's individual interest and seven questions to measure students situational interest. Novieta (2015, p.20) states that students' individual interest characteristics was indicated as follow.

1. Willingness to read
2. Reading habit
3. Reading with purpose
4. Engagement in reading
5. Frequency of reading

Students' situational interest characteristics could be indicated as follow:

1. Reading compared to other activities
2. Benefits of reading
3. Repetition in reading when dealing with reading difficulty
4. Theme or topic of reading materials
5. The willingness to make time for reading
6. Note-taking of important ideas from reading to broaden knowledge
7. Library visit

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research was a descriptive design. Consist of one variable that was student`s interest in reading comprehension at the Senior High School 2 Siak Hulu. According to (Tavakoli, 2012, p. 160) descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. Descriptive research attempts to looks at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. It was concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event.

B. Time and Location of the Research

This research had been conducted on December 2020 at the eleventh grade of Senior High School 2 Siak Hulu. It is located on Jl. Kubang, Siak Hulu, Kampar.



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C. Subject and Object of the Research

The subjects of this research were the eleventh-grade students of Senior High School 2 Siak Hulu and the object of the research was student's interest in reading comprehension.

D. Population and Sample of the Research

1. Population of the Research

Population was group of subjects that get the data (Syafi'i, p.115). As (Creswell, 2008) points out that the population is the entire subject of research. The population of the students at eleventh grade of Senior High School 2 Siak Hulu as follows:

Table III.1
The Population of Eleventh Grade Students

No	Class	Male	Female	Population
	XI Science 1	15	17	32
	XI Science 2	14	20	34
	XI Science 3	15	17	32
	XI Science 4	8	23	31
	XI Science 5	9	22	31
	XI Science 6	13	18	31
	XI Social 1	20	12	32
	XI Social 2	15	15	30
	XI Social 3	22	9	31
	XI Social 4	19	12	31
	XI Social 5	13	17	30
	Total			345

The writer took one class by using cluster random sampling because the population was too large.

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2. Sample of the Research

Sample is a collection of sampling units or subset population elements that will be analyzed. In this case, the researcher will use will use cluster random sampling. (Fraenkel, Wallen, & Hyun, 2012)says that the selection of groups, or cluster, of subject rather than individuals known as cluster random sampling. The advantages of cluster random sampling are that is can be used when it is difficult or impossible to select random sample of individuals, it is often easier to implement in schools, and it is frequently less time-consuming. In this research writer had choose one of the eleven classes of the eleventh grade of the Senior High School 2 Siak Hulu as the sample of this research and the class was XI. 3

E. Technique of Collecting Data

1. Technique of Data Collection

To get the additional data, the researcher also distributed questionnaire for students. Questionnaire was the list of questions which was given to the students to get their responses. Consequently, researcher will use close-ended question namely Likert Scale to construct the questionnaire. Divide to Always, Often, Sometimes, and Never. It contains 14 items to find out students' perception about their interest in reading comprehension. The tables can be seen as follow:

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Table III.2
The Blueprint of Students Interest in Reading Comprehension

Indicators	Number of Questions	Total
Individual/ Personal Interest	1, 3, 4, 9, 10, 11, 12	7
Situational Interest	2, 5, 6, 7, 8, 13, 14	7
Total		14

Table III.3
Likert Scale for Students Interest in Comprehension Questionnaire

Statement	Point
Always	4
Often	3
Sometimes	2
Never	1

Table III.4
The Classification of Students Interest in Comprehension Score

The Range of Score	Level Score
81% - 100%	Very High
61% - 80%	High
41% - 60%	High Enough
21% - 40%	Low
0% - 20%	Very Low

Ridhuwan (2011, p.41)

Adopted from Noortyani (2018, p.212-213), The Questionnaire consisted of 14 items which had four options Likert-Scale, namely Always, Often, Sometimes and Never. The items covered the willingness to read, indication of reading habit, reading with pleasure, reading compared to other activities, benefit of reading, engagement in reading, repetition in reading when dealing with reading difficulty, frequency of reading, theme or topic of reading materials, the willingness to make time for reading, note-taking of important ideas from reading to broaden knowledge and library visit.

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The Questionnaire also consists of two part of interest. They were individual interest and situational interest.

The classification of the students' level consists to 5 ranges of score. The range of 81% - 100% is classified as very high level score, the range of 61% - 80% is classified as high level score, the range of 41% - 60% is classified as high enough level score, the range of 21% - 40% is classified as low level score and the range of 0% - 20% is classified as very low level score.

F. Technique of Analyzing Data

After having the result of questionnaire, the researcher analyzed Student's interest. In order to analyze the result, the researcher used statistical formula.

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of sample

100% = Constants value

The data had been analyzed using descriptive analysis to find out the highest, middle, and lowest score.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer would like to find out the final result of student' interest in reading comprehension and describe the level of factors that influence students' interest.

The result was obtained by students's statements of the questionnaire. The questionnaire was consisted of statements that will classify the students' interest level. Moreover, the statements also showed the factors which influence students' interest in reading comprehension. The questionnaire was adapted by Noortyani (2018).

After analyzing the data, the result showed that most of students admitted that they were getting interest in reading comprehension in certain condition. From the data we had seen that:

1. The students' interest in reading comprehension was categorized into High level at score 64.88.
2. The students' interest in reading comprehension personally was categorized into **High Enough** level at score **56.55**. And the students' interest in reading comprehension situationally was categorized into **High** level at score **73.21**. The students' interest situation was higher than the students' interest in personally. So, situational interest was the factor which was influenced student's interest in reading comprehension.

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B. Suggestion

1. For the teacher

After considering the result of students' interest in reading. The writer suggests the teacher to apply an interesting method in teaching reading and place the students in the situation that has possibility to increase their motivation. Thus, the students could comprehend the reading without any pressure and they can learn with pleasure.

2. For the students

Who feel or experienced to comprehend the reading without pleasure, hopefully to be more interested and should be pay more attention on the reading material. Be more confident and the motivation would increase personally.

3. For other researcher

These may relate to findings that you did not anticipate. These also may relate to formulation of the research aim and objectives and analysis etc.



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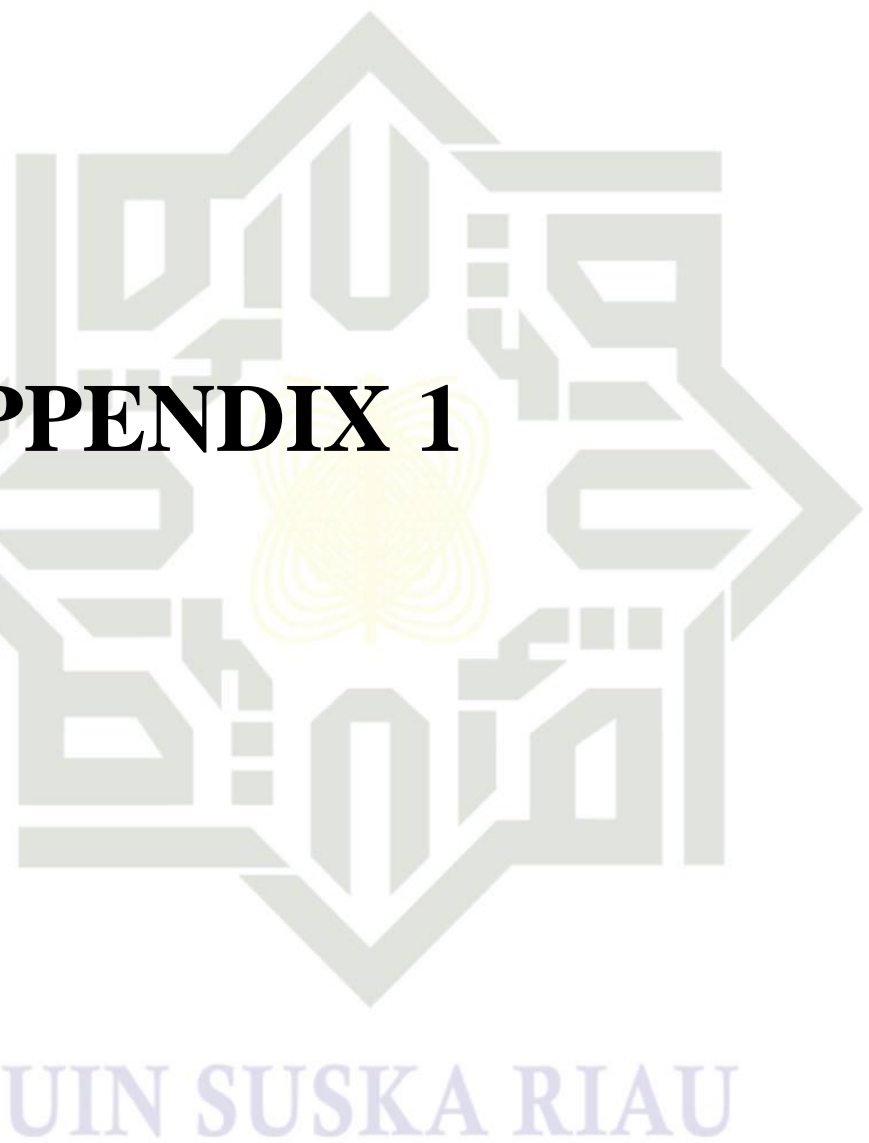
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APPENDIX 1



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Table III.2
The Blueprint of Students Interest in Reading Comprehension

Indicators	Number of Questions	Total
Individual/Personal Interest	1, 3, 4, 9, 10, 11, 12	7
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Total		14

Adopted from Noortyani (2018,

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Likert Scale for Students Interest in Comprehension Questionnaire

Statement	Point
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The Range of Score	Level Score
81% - 100%	Very High
61% - 80%	High
41% - 60%	High Enough
21% - 40%	Low
0% - 20%	Very Low

Ridhuwan

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2011, p.4

APPENDIX 2

UIN SUSKA RIAU

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 Hal : *Pembimbing Skripsi*

Pekanbaru, 26 November 2019

Kepada
 Yth. Drs. H. M. Syafi'i S, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : YOGA ARIFIN
 NIM : 11414102982
 Jurusan : Pendidikan Bahasa Inggris
 Judul : AN ANALYSIS OF STUDENTS INTEREST IN READING
 COMPREHENSION USING AUDIO-VISUAL AIDS AT THE
 ELEVENTH GRADE OF SENIOR HIGH SCHOOL 2 SIAK HULU
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terima kasih.

Wassalam
 an. Dekan
 Wakil Dekan I



[Signature]
 Dr. Drs. Alimuddin, M.Ag
 NIP. 19660924 199503 1 002



PEMERINTAH PROVINSI RIAU
 DINAS PENDIDIKAN
SMA NEGERI 2 SIAK HULU
 AKREDITASI : A



Alamat : Jl. Kubang Raya No. 62 Desa Kubang Jaya Kec. Siak Hulu Telp. (0761) 7079014 Kode Pos 28457
 NNS : 30 11 40 68 0 002 NPSN : 10494911 Website : www.sman2siakhulu.sch.id

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pejabat UIN Suska Riau

Nomor : 421.3/SMA.2.SH/2021/024
 Lamp. : -
 Perihal : Izin Melakukan PraRiset

Kubang Jaya, 22 Januari 2021

Kepada
 Yth. Dekan Fakultas Tarbiyah dan Keguruan
 UIN SUSKA Riau
 Di
Pekanbaru

Dengan hormat, menunjuk surat Sdr. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau No: Un.04/F.II.4/PP.00.9/453/2021 tanggal : 20 Januari 2021 perihal : Mohon Izin Melakukan PraRiset Sdr ;

NO	NAMA	NIM	JURUSAN/ PROGRAM STUDI
1	YOGA ARIFIN	11414102982	PENDIDIKAN BAHASA INGRIS

pada prinsipnya kami dapat memberi izin melakukan PraRiset yang dimaksud sepanjang mengikuti aturan dan tidak mengganggu Proses Belajar Mengajar di SMA Negeri 2 Siak Hulu.

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya, terimakasih.

Kepala,

ASLIM, S.Pd
 NIP. 19700930 200701 1 004

- Tembusan:
1. Yang bersangkutan
 2. Arsip

State Islamic University of Sultan Syarif Kasim

UIN SUSKA RIAU



Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/38302
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 004/F.II/PP.00.9/1008/2021 Tanggal 2 Februari 2021**, dengan ini memberikan rekomendasi kepada:

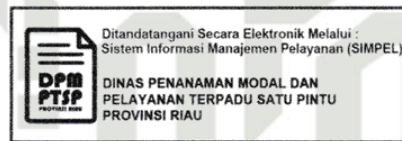
- | | | |
|----------------------|---|---|
| 1. Nama | : | YOGA ARIFIN |
| 2. NIM / KTP | : | 114141029820 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | AN ANALYSIS OF STUDENT'S INTEREST IN READING COMPREHENSION AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 2 SIAK HULU KAMPA |
| 7. Lokasi Penelitian | : | SMAN 2 SIAK HULU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 2 Februari 2021



Tembusan :

Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang Bersangkutan

UIN SUSKA RIAU

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DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru,

Kepada
Yth. Kepala SMA Negeri 2 Siak Hulu

Nomor : 071/Disdik/1.3/2021/ 2179
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/38302 Tanggal 2 Februari 2021 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **YOGA ARIFIN**
NIM : 114141029820
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : **AN ANALYSIS OF STUDENT'S INTEREST IN READING COMPREHENSION AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 2 SIAK HULU KAMPA**
Lokasi Penelitian : SMAN 2 SIAK HULU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



Dr. Eng. YUSRI, S.Pd., S.T., M.T
Pembina Tingkat I
NIP. 19661231 199102 1 007

Tembusan:
Rekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Kiptanantik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id. E-mail: eftak_uinsuska@yahoo.co.id

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UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim

Nomor : Un.04/F.II/PP.00.9/1008/2021
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 02 Februari 2021 M

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

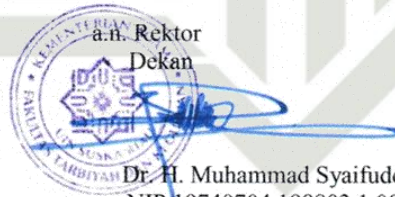
Assalamu'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : YOGA ARIFIN
 NIM : 11414102982
 Semester/Tahun : XIII (Tiga Belas)/ 2021
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis of Student's Interest in Reading Comprehension at The Eleventh Grade of Senior High School 2 Siak Hulu Kampar
 Lokasi Penelitian : SMAN 2 SIAK HULU
 Waktu Penelitian : 3 Bulan (02 Februari 2021 s.d 02 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
 Dekan


Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
 NIP. 19740704 199803 1 001

Tempusan :
 Rektor UIN Suska Riau

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang



Universitas Islam Sultan Syarif Kasim
State Islamic University of Sultan Syarif Kasim
milik UIN Suska Riau

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 SIAK HULU
AKREDITASI : A

Alamat : Jl. Kubang Raya No. 62 Desa Kubang Jaya Kec. Siak Hulu Telp. (0761) 7079014 Kode Pos 28457
NNS : 30 11 40 68 0 002 NPSN : 10494911 Website : www.sman2siakhulu.sch.id



SURAT KETERANGAN

No: 421.3/SMA.2-SH/2021/151

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 2 Siak Hulu Kab. Kampar Provinsi Riau, berdasarkan surat Kadis Pendidikan Provinsi Riau No : 071/Disdik/1.3/2020/2179 tanggal : - perihal : Izin Riset/Penelitian Sdr, dengan ini menerangkan bahwasanya ;

N a m a : **YOGA ARIFIN**
NIM : 114141029820
Program Studi : Pendidikan BAHASA INGGRIS
Jenjang : S1
Fakultas/Universitas : Tarbiyah dan Keguruan / UIN Suska Riau
Judul Penelitian : **AN ANALYSIS OF STUDENT'S INTEREST IN READING COMPREHENSION AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 2 SIAK HULU KAMPA**

benar yang bersangkutan diatas telah melaksanakan riset/penelitian di SMA Negeri 2 Siak Hulu pada tanggal **20 Februari s.d 20 April 2020**.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan seperlunya, terimakasih.

DIKELUARKAN DI : KUBANG JAYA
PADA TANGGAL : 20 APRIL 2021
Kepala,



S L I M, S.Pd
NIP. 19700930 200701 1 004

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FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. M. Syafi'i S, M.Pd.
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Yoga Arifin
4. Nomor Induk Mahasiswa : 11414102982
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	20/3/2020	Complete the References.		
2	21/3/2020	Revise the Background of the study.		
3	23/3/2020	Revise sub title chapter II		
4	20/03/2020	Add more References		
5	25/03/2021	Revise chapter IV & References		
6	02/04/2021	complete the Appendices & Revise		
7	05/04/2021	ACC		

UIN SUSKA RIAU

Pekanbaru,.....2020
 Pembimbing,

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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APPENDIX 3

UIN SUSKA RIAU

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Syarif Kasim

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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CURRICULUME VITAE

Yoga Arifin, was born on June 1st 1996 at Ujungbatu, Riau Province. He is the Third children of Mr. Yeddi Efinal and Mrs. Yanti Marni. He finished elementary school at State Elementary School 009 Ujungbatu, Rokan Hulu in 2008. Then he continued his study at State Junior High School 2 X Koto Singkarak. He also continued at Vacational School Pemdes Ujungbatu and ended in 2014. After that, entering State Islamic University of Sultan Syarif Kasim Riau in 2014. He took English Education Department as the next step of his educational background. He joined Students Executive Council of Educational and Teacher Training Faculty in 2016 and also committee of Students Association English Education Department in 2016. He also member of Students Legislatif Assosiation Faculty of Tarbiyah and Teacher Training in 2017.