



UIN SUSKA RIAU

By

ULFA NOVITA

SIN. 11714202625

UIN SUSKA RIAU

FACULTY OF EDUCATION AND TEACHER'S TRAINING
 STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1443 H/2021 H

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

THE ROLE OF STUDENTS' GENDER IN READING INTEREST AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM

Thesis
Submitted to fulfill One of Requirements
For Undergraduate Degree in English Education
(S.Pd.)



UIN SUSKA RIAU

By

ULFA NOVITA

SIN. 11714202625

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1443 H/2021 H



SUPERVISOR APPROVAL

The thesis entitled *The Role of Students' Gender in Reading Interest at State Senior High School 1 Kubu Babussalam* is written by Ulfa Novita, SIN. 11114202625. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

Pekanbaru, Muharram, 18, 1443 H
August, 27th, 2021 M

The Chairperson of English
 Education Department

Supervisor

Dr. Faurina Anastasia, SS.,M.Hum
 NIP. 198106112008012017

Dr. H. Bukhori, S,Pd.I., M.Pd
 NIP. 197905122007101001

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

EXAMINERS APPROVAL

The thesis entitled *The Role of Students' Gender in Reading Interest at State Senior High School 1 Kubu Babussalam* is written by Ulfa Novita, SIN. 11114202625. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

Pekanbaru, Muharram, 18, 1443 H
August, 27th, 2021 M

Examiners Committee

Examiner I

Dr. Kalayo Hasibuan, M.Ed
NIP. 19651028 199703 1 001

Examiner II

Kurnia Budiyanthi, M.Pd
NIK. 130117076

Examiner III

Idham Syahputra, M.Ed
NIP. 19821226 200912 1 004

Examiner IV

Nelvia Ibrahim, M.Pd
NIP. 19801101 200710 2 004



Dean

Faculty of Education and Teacher Training

Dr. H. Kadar, M.Ag.

NIP. 19650521 199402 1 001



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, praise belongs to Allah the Almighty, the Lord of Universe. Through His guidance and blessing, the researcher has completed an important academic requirement for the award of Bachelor degree in English education at the Faculty of Education and Teacher Training, State Islamic University (UIN) of Sultan Syarif Kasim Riau. Then, the researcher says peace be upon to prophet Muhammad *Shallahu 'Alaihi Wasallam*, and also his family, companions and adherence.

In conducting the research and finishing this project; paper, the researcher got suggestion, encouragements, motivation, and support from many sides. Big thanks especially for my beloved father and mother, Ahmad T and Ermawati; who always give the researcher uncountable love, care, advices, support. Never ending thank you for praying all days and all nights also both material and spiritual to accomplish this thesis. No words can describe how much I love you, hopefully Allah blesses them until *jannah*, Aamiin.

Therefore in this chance, the researcher also thanks:

1. Prof. Dr. Hairunas, M.Ag., the rector of State Islamic University of Sultan Syarif Kasim Riau. Dr. Hj. Helmiati, M.Ag., as vice of rector 1, Dr. H. Mas'ud Zein, M.Pd., as the Vice Rector II, Edi Marwan, S.Pt, Ph.D., as the Vice Rector III, and all staffs. Thanks for the kindness and encouragement.
2. Dr. H. Kadar, M.Ag., the Dean of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M.Ag., as Vice Dean I, Dr. Zubaidah Amir, MZ, M.Pd., as Vice Dean II, Dr. Amirah Diniaty, M.Pd, Kons., as Vice Dean III and all staff. Thanks for the kindness and encouragement.
3. Dr. Faurina Anastasia, SS., M.hum., the chairperson of Department of English Education, Faculty of Education and Teacher Training UIN Suska Riau and



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

3. Dr. Aisyah Zulkifli, M.Pd., as the secretary of English Education Department. Thank you very much for your guidance and kindness.
4. Dr. Bukhori, S.Pd.I., M.Pd., the researchers' supervisor who has been patient in providing a lot of knowledge, support, guidance, and motivation to the researcher from the beginning of writing the thesis until its completion. Thank you so much, sir.
5. Melgis Dilkawaty Pratama, M.Pd., the researcher's academic supervisors Thank you very much for your guidance and kindness.
6. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper and thanks for their contributions and support during the courses.
7. Rahmad Azhari, S.Pd, M.Pd, the headmaster of State Senior High School 1 Kubu Babussalam and his staffs and Mom Hera Wati, S.Si who have given me their kindness as long as the researcher took the data.
8. All of my beloved brothers and sisters, Khairul Amri., Rida laila A,ma., Gusnita., Nora Fika, S.Pd., Fathur Rahman, S.Hut., Riza Elyana, S.Pd., Zamri, A.ma., Syarifuddin., Juni Rafianto, S.Pd., who always besides me, be a good listener and always support me anytime. I do love you all.
9. All of my big family, aunties, uncles, and cousins for your motivation, support and uncountable love.
10. My best friends, Uci Miftahul Jannah., Siti Mairani Hsb., Erika Agustia., Fitri Zulyanis., Ega Novrie Wani, S.Pd., Aisyah Audri, S.E., Yeni Efrianti., Elvira Yerfi Novella, S.Pd., Anggi Dwi Safitri., Fitara Nisa.,, Ishak., Mr. Egy., Tardiah., Annisa Nadya Ramadhani., Ruliandary. And all of English Education Department students especially for C class and ex-classmates E Class. Thank you for your help, motivation, support, patience, laughs and love.

The perfection only belongs to Allah. Criticisms, comments and suggestions are really appreciated to improve the thesis. May Allah Almighty, the lord of universe bless us.

Pekanbaru, 27th August 2021
The Researcher,

Ulfa Novita
SIN.11714202625



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



ABSTRACT

Ulfa Novita (2021): The Role of Students' Gender in Reading Interest at State Senior High School 1 Kubu Babussalam

The interest in reading is influenced by several factors, both personal factors and institutional factors from the outside. The objective of this research was to explain reading interest of students and to describe how the role of gender in reading interest at State Senior High School 1 Kubu Babussalam. This research was quantitative research and it was used survey cross-sectional design. The population of this research was all of students at the tenth and eleventh grades. The total number of population was 411 students. Simple random sampling technique was used to take the sample and the total sample was 206 students. In collecting the data, the researcher distributed the questionnaire which consisted of 14 item statements that was constructed based on the indicators of reading interest. The researcher used descriptive and inferential statistics to analyze the data. The result of this research showed that the majority of the students' reading interest was high with the mean score 69.41. Then, female students (39.27) tended to have high reading interest rather than male students (38.25), even though there was no significant difference of reading interest between female and male among the tenth and eleventh grade students at Senior High School 1 Kubu Babussalam.

Key words: *gender, reading interest*

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRAK

Ulfa Novita (2021): Peran Gender Siswa Dalam Minat Baca di Sekolah Menengah Atas 1 Kubu Babussalam

Minat baca dipengaruhi oleh beberapa faktor, baik faktor pribadi maupun faktor kelembagaan dari luar. Tujuan dari penelitian ini adalah untuk menjelaskan minat baca siswa dan mendeskripsikan bagaimana peran gender dalam minat baca di SMA Negeri 1 Kubu Babussalam. Penelitian ini merupakan penelitian kuantitatif dan menggunakan desain survey cross-sectional. Populasi penelitian ini adalah seluruh siswa kelas X dan XI. Jumlah populasi sebanyak 411 siswa. Pengambilan sampel dilakukan dengan teknik simple random sampling dengan jumlah sampel 206 siswa. Dalam pengumpulan data, peneliti menyebarkan kuesioner yang terdiri dari 14 item pernyataan yang disusun berdasarkan indikator minat baca. Peneliti menggunakan statistik deskriptif dan inferensial untuk menganalisis data. Hasil penelitian menunjukkan bahwa sebagian besar minat baca siswa tergolong tinggi dengan rata-rata skor 69.41. Kemudian siswa perempuan (39.27) cenderung memiliki minat baca yang tinggi daripada siswa laki-laki (38.25), meskipun tidak terdapat perbedaan yang signifikan antara minat baca perempuan dan laki-laki antara siswa kelas X dan XI di SMA Negeri 1 Kubu Babussalam.

Kata kunci: *gender, minat baca*

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ملخص

أولفا نوفيتا (٢٠٢١) : الدور الجنسي للتلاميذ في الاهتمام بالقراءة في المدرسة الثانوية
 ١ كوبر باب السلام

يتأثر الاهتمام بالقراءة بعدة عوامل، عوامل شخصية كانت أم عوامل مؤسسية من الخارج. الغرض من هذا البحث هو شرح اهتمام التلاميذ بالقراءة ووصف الدور الجنسي في الاهتمام بالقراءة في المدرسة الثانوية الحكومية ١ كوبر باب السلام. هذا البحث بحث كمي ويستخدم تصميم دراسة استقصائية شاملة لعدة قطاعات. ومجمعه جميع تلاميذ الفصل العاشر والحادي عشر. ومجموع المجتمع ٤١١ تلميذا. تم أخذ العينات باستخدام تقنية أخذ العينات العشوائية البسيطة بعدد عينة ٢٠٦ تلميذا. في جمع البيانات، وزعت الباحثة الاستبيان المكون من ١٤ فقرة تم ترتيبها بناءً على مؤشرات الاهتمام بالقراءة. استخدمت الباحثة الإحصاء الوصفي والاستنتاجي لتحليل البيانات. أظهرت النتائج أن اهتمام معظم التلاميذ بالقراءة كان عالياً بمتوسط درجات ٤١،٦٩. وتميل التلميذات إلى الاهتمام بالقراءة بشكل إيجابي من التلاميذ، على الرغم من وجود فرق كبير بين الاهتمام بالقراءة من النساء والرجال بين تلاميذ الفصل العاشر والعاشر في المدرسة الثانوية الحكومية ١ كوبر باب السلام. هذا يعني أن الجنس ليس له تأثير كبير على اهتمام التلاميذ بالقراءة.



الكلمات الأساسية : الاهتمام بالقراءة، الجنس

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

© Hak Cipta dilindungi Undang-Undang UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vi
ABSTRAK	vii
ملخص	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Problem of the Research	5
1. Identification of the Problem	5
2. Limitation of the Problem	5
3. Formulation of the Problem	5
C. Objectives and Significance of the Research	6
1. Objectives of the Research	6
2. Significance of the Research	6
D. Reason for Choosing the Title	7
E. Definition of the Term	7
 CHAPTER II LITERATURE REVIEW	
A. Theoretical Framework	8
1. Reading Interest	8
2. Factors Influencing Reading Interest.....	12
B. Relevant Research	20
C. Operational Concept	23
 CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	25

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Location and Time of the Research	26
C. Subject and Object of the Research	26
D. Population and Sample of the Research	27
E. Technique of Data Collection	29
F. Technique of Data Analysis	30

CHAPTER IV RESULTS AND DISCUSSIONS

A. Results	32
1. How is students Reading Interest	32
2. How is the Role of Students gender in Reading Interest	42
B. Discussion	44

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	46
B. Suggestion	46

REFERENCE

APPENDICES

CURRICULUM VITAE



Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF TABLES

III.1.	The Total Population of Tenth and Eleventh Grade of Senior High School 1 Kubu Babussalam	27
III.2.	Table for Determining Sample Size	28
III.3.	Table for Indicators to Questionnaire Items.....	30
IV.1.	The Category of Students Reading Interest.....	32
IV.2.	Frequency Distribution of Students Have Willingness to Read	33
IV.3.	Frequency Distribution of Students Do Reading Task with Pleasure.....	34
IV.4.	Frequency Distribution of Students Do Reading Activity in the School and home.....	35
IV.5.	Frequency Distribution of Students Prefer Reading to Other Activities Such as Watching TV or Playing.....	36
IV.6.	Frequency Distribution of Students Realize the Benefit of Reading on the Benefit of Reading.....	37
IV.7.	Frequency Distribution of Students Try to Get the Gist or the Ideas in the Reading Material.....	38
IV.8.	Frequency Distribution of Students Have Effort in making Time to Read.....	39
IV.9.	Frequency Distribution of Students Relate to Activities That Facilities the Students Reading Activity.....	41
IV.10.	Independent Sample T-Test Result Comparison of Reading Interest Based on students' Gender.....	42
IV.11.	Reading Interest Male and Female Students.....	43

UIN SUSKA RIAU

LIST OF APPENDICES

Appendix 1	Reading Interest Questionnaire
Appendix 2	Student's Scores of Reading Interest
Appendix 3	Supervisor Letter
Appendix 4	Supervisor Letter (Extension)
Appendix 5	Pre-Research Letter
Appendix 6	Permission Letter from Chairman of the School
Appendix 7	Students Thesis Guidance Activities Letter Attachment of Proposal
Appendix 8	Attachment of Proposal Examination
Appendix 9	Examination Ratification of the Proposal Seminar Improvements
Appendix 10	Letter Requesting Permission to Do Research
Appendix 11	Recommendation Letter of Riau Governor
Appendix 12	Research Letter
Appendix 13	Letter of Completion of Researcher

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER I INTRODUCTION

A. Background of the Problem

According to Sutarti (2017) reading is a way to get information from something written by somebody. With more and more reading, the more information can be obtained. It is even said that in the world of education, reading is one of the keys to enhance the quality of education so that the human resources can also be increased. In addition based on Fitria (2019) reading are activities which can help the reader get a lot of knowledge without wasting more money. Through reading, the readers get new information, acquiring new knowledge and find new ideas. Provide the students more or less understand what they read, the more they read, the better they get at it. Having good habit in reading can support the students to enrich their knowledge. If the students always read a lot of books before beginning the study that relates to the materials, they will be active in the class. So, presenting reading interest for the students in the class by the teacher is very crucial thing.

Donal (2015) states that interest in reading is a powerful and deep concern accompanied by feelings of pleasure on reading activities that lead one to read on their own accord. As for the aspect of reading interests include reading pleasure, awareness of the benefits of reading, reading frequency and the number of books that have ever read. Reading interest has been



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

investigated by a number of scholars and it is found to be beneficial for reading success (Noortyani, 2018). Interest in reading is a tendency of the soul that can make a person become happy and interested in reading material that he chooses (Reflinda, 2017).

McKenna (1986:346) cited in Bataineh (2005) categorizes the factors that influence readers interest into two groups: (1) personal factors which include age, sex, intelligence, reading ability, attitudes, and psychological needs and (2) institutional factors which include the availability of books, socioeconomic level, ethnic background, and the influence of peers, parents, and teachers. Meanwhile according to Donal (2015) the interest in reading is influenced by several factors, both internal factors and external factors from the outside. These factors include motivation in reading, environmental influences both at home or on campus, as well as supporting facilities such libraries.

Sindonews.com online media publication on September 19th, 2013 in Sutarti (2017) a study has revealed that the reading interest of Indonesian is very low and worrying. In accordance with the results of the national index, the index reading interest in Indonesia only reached 0.01. It is under the average index reading of developed countries that are between the numbers 0.45 to 0.62. Among the other countries in the Asian region, the reading spirit of Indonesian citizens is relatively minimal.

Based on the explanation above reading interest is essential in learning second or foreign language. However, there are limited researches describing



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

students reading interest especially in Indonesian context. In this regard, most of previous studies have reported about the correlation between students reading interest towards other variables such as reading interest and reading comprehension (Fitria, 2019 & Despita, 2020); students' reading interest and vocabulary mastery with reading comprehension ability (Fahrurrozi, 2017); In other studies discussed examining the reading habits, interests, tendencies of the students studying (Tavsanlı & Kaldirim, 2017); encouraging reading interest and comprehension (Pittman & Honchell, 2014); reading interest and information needs of persons with visual impairment (Adetoro, 2010). Lastly, some researchers discussed about increasing students' achievement and interest in reading (Moser & Morrison, 1998); efforts to increase students reading interest (Sutarti, 2017). It can be assumed most of the previous studies aim to find out the correlation and development reading interest. Additionally, most of studies investigated at university students. There are only a few researches investigated at Senior High School students.

In Indonesian context, there are limited studies discuss about reading interest. In this regard, only two studies are found discussing about reading interest. There are the correlation between reading interest and reading comprehension (Fitria, 2019 & Despita, 2020); and efforts to increase students reading interest (Sutarti, 2017). They investigated in different student's level such as in junior high school and university students. Based on the explanation above, it is clear that there is insufficient research investigated



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

about a survey of students' reading interest for all grades especially at Senior high School Students.

According to the curriculum 2013, that reading must be learned by the students of English as a foreign language. The standard competence of learning English refers to the attitude, knowledge and skill (affective, cognitive, and psychomotor) that must be learned by the students in a school, class and learning material. Standard competence has to show the good quality between hard skill and soft skill, especially in reading skill. Senior high school level in the first grade for example, most of basic competencies in learning English language emphasize the students in reading skill. It can be seen most of the materials ask the students to comprehend, analyze and identify the written text also the structure of the text, which can be achieved by reading.

Based on preliminary interview with one of the English teachers and some students in State Senior High School 1 Kubu Babussalam, it is found that some of students were less interested during reading activity. In this regard, when the teacher gave reading text in reading activity, some of them were looked not interested. It is similar to students' perspective that when they were asked to read aloud they got lazy and suggest the others to do it. Furthermore, when they were learning reading text in the class some of them were not enjoy when reading a text because they did not understand every word. The problems above can be seen into the following symptoms as follow: The students were not enjoy when reading a text; the students did not



- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

have willingness to read; the students were always not focus when reading a text; the students did not read task with pleasure; and some student did not effort in making time to read.

Based on the elaboration previous, the researcher would like to know the role of personal factors in students' reading interest and researcher proposes the research an titles: "THE ROLE OF STUDENTS' GENDER IN READING INTEREST AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM".

B. Problem of the Research

1. Identification of the Problems

Based on the explanation above, the researcher identified the problems as follow:

- a. How were the students reading interest?
- b. How was the role of student's gender in reading interest?
- c. What were factors influence reading interest?

2. Limitation of the Problem

Based on the identification above, the researcher limited the research on the students reading interest and the role of student's gender in reading interest at State Senior High School 1 Kubu Babussalam.

3. Formulation of the problems

Based on limitation of the problem above, the researcher formulated the problems as follows:



- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

- a. How are students reading interest at State Senior High School 1 Kubu Babussalam?
- b. How is the role of students' gender in reading interest at State Senior High School 1 Kubu Babussalam?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To explain reading interest of students at State Senior High School 1 Kubu Babussalam
- b. To describe how the role of gender in reading interest at State Senior High School 1 Kubu Babussalam

2. Significance of the Research

Based on objective of the research above, the use of research is as follows:

- a. Hopefully this research will able to benefit the researcher as a novice researcher to learn how to conduct a research.
- b. The researcher hopes that the result of this research can give information and references to the other researchers that are related with this research
- c. Besides this research finding also expected to be positive information for those who are concerned in the world of teaching and learning English to know the role of students' gender in reading interest.

Hak Cipta Dilindungi Undang-Undang

D. Reason for Choosing the Title

There were some reasons why the researcher interested this research.

The reasons as follows:

1. The title of the research is relevant with the researcher status as a student of English Education Department.
2. The title of the research is not yet investigated by other previous researchers.
3. The location of this research facilitates the researcher in conducting the research.

E. Definition of the Terms

1. Personal Factors

Personal factors relate to an individual's condition and aspects, encouraging individuals to interact in reading activities and are factors that originate from the individual itself, such as age, gender, intelligence, reading ability, attitudes, and psychological needs.

2. Reading Interest

Reading interest is the awareness, attention and curiosity of a topic, activity, search, person, idea, or place realized through reading. Reading interest is a person's desire or interest in reading, and then encourages them to understand and even further study the required reading. The interest in reading allows us to continue reading (he finds it interesting) without getting bored. Reading interest is very important to improve students' success both inside and outside of school.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

a. Reading Interest

Reading is one of the important skills in learning English particularly for students. They need to read English materials for their English subject. In high school, reading competence becomes even more important because students are more active to gain written information. According to Fitria (2019) reading is activities which can help the reader get more knowledge without wasting more money. Through reading, the readers get new information, acquiring new knowledge and find new ideas. Reading is something crucial and has main role in human beings life.

By reading, we can get information about science, technology, and other advancements of the world. Reading is like providing the mind with nourishment because through reading, we can get knowledge (Pasaribu, 2016). Reading is a means of knowledge acquisition, of communication, and of sharing information and ideas (Dai 2013). Reading as a means of collecting and analyzing information is predominant for people's career improvement in the era of 21st century (Noortyani, 2018).

From experts explanation above we may take the conclusion is



reading is the important skills in learning English. By reading, the students can understand the material given by the teacher and they can get knowledge as much as they want. They will know many things, if they often read many books, newspapers, etc. Also, the first verse that was given by Allah swt to our prophet Muhammad is reading. It is concluded that to get knowledge and understand about something in this world, reading is the first key.

The data shows that students' interest in reading is still low in Indonesia UNESCO report in 2012 shows that reading interest index of Indonesia was 0.001 Yusuf (2013) in Rumainah (2018) it indicates that among 1000 people, only one is interested in reading, meaning that the reading interest of Indonesian people is still low. In reading interest, the students have to understand and interesting with the text because interest has a big impact on the students in reading. According to Dai (2013) reading interest is important in enhancing students' success in school and out of it. Hence, students need to have high reading interests. According to Reflinda (2017) interest is a tendency of the soul that helps the realization of an action or behavior, expression or statement and a person's reaction or participation to something or a particular activity that can arouse pleasure. Additional Interest in reading is a tendency of the soul that can make a person become happy and interested in reading material that he chooses.

Fitria (2019) states that reading interest is a feeling that

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



accompanies or causes special attention to reading. The students will read actively if they are interest in reading. To achieve in reading, the students have to learn. Because it can make them consider reading activity as a habitual activity for them. Furthermore interest is very influence for reading activeness. Moreover, everyone has tendency to always be in touch with something that he or she considered giving pleasure and happiness. The feeling or pleasure and desire to acquire can develop what was mad him or her happy. Furthermore, the U.S Department of Education (2005) in Khairuddin (2013) defined that reading interest as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genre and types of English reading materials.

According to Rinawati (2019) an individual will keep an eye of the things that he passionate about, in a constant way, with pleasure. Interest or passion that always followed by pleasure will result on satisfaction. Based on Sutarti (2017) reading interest is indicated by a strong desire to reading. This is because of reading is one of the important factors that would help children to be ready for reading. According to Crow and Crow as quoted by Djaali (2008) in Fahrurrozi (2017) the interest related to a willingness that encourages a person to confront or deal with people, objects, activities, experiences stimulated by the activity itself.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



According to Donal (2015) interest in reading is a powerful and deep concern accompanied by feelings of pleasure on reading activities that lead one to read on their own accord. Moreover, the individuals reading interests are considered one of the major factors that determine what she/he reads, not to mention the importance for ones attitudes toward reading. Dalman (2013:142) in Endah (2018) concludes that reading interest is an activity that is done with great diligence in order to establish a pattern of communication with oneself to find the meaning of writing and find information to develop intellectuals done with full awareness and feelings of pleasure that arise from within him. Based on Miranda et al. (2011) in Noortyani (2018) further explain 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. At this point that the pleasant feeling that students feel in reading can help them to provide more time, effort and concentration in reading. This will help them to enrich their knowledge and eventually influence their academic achievement. Students with high reading interest are also likely to share what they read to others. Thus, it can be stated that these positive reading attitudes derived from reading interest help students to improve their reading comprehension more effectively.

Cambria and Guthrie (2010) in Noortyani (2018) state that the pleasant feeling that students feel in reading can help them to provide

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

more time, effort and concentration in reading. This will help them to enrich their knowledge and eventually influence their academic achievement. Students with high reading interest are also likely to share what they read to others. Thus, it can be stated that these positive reading attitudes derived from reading interest help students to improve their reading comprehension more effectively.

From the theories above it can be concluded that because of interest to lesson which is learned, students will be happy and easy to do the task of the lesson. Therefore, it can be said that pleasure feeling to English lesson motivate to do the positive attitude and finally it makes interested to English. Because of interest, students will be easier to understand English, so they will be successfully in learning English. In learning activity interest determines one's success. Interest has a high important role in influencing learning activity which includes emotion, feeling, attention, satisfaction, motivation and pleasure. The personal positive interest and attitudes of each learner will increase the chance for success.

2. Factors Influencing Reading Interest

McKenna (1986:346) in Batineh (2005) categorizes the factors that influence readers, interest into two groups: (1) personal factors and (2) institutional factors which include the availability of books, socioeconomic level, ethnic background, and the influence of peers, parents, and teachers. Alexander (1988:407) in Yunus (2018) classifies



the factors influencing interest in reading in two main headings. 1) The Personal factors included in this category are age, gender, intelligence, concentration, emotion in reading, reading ability, psychological needs and attitude. 2) The Institutional factors included in this category are availability of books, attempt to read, the use of time, socioeconomic status and ethnic background, peers, parents, teachers influences, TV and movies. As Bergin (1999) in Ainley, et al (2002) has suggested, interest is the outcome of both individual and situational factors. They highlighted situational and personal interest as the two main dimensions of interest involved in the reading process. According to Harris and Sipay cited on Mujiati (2001) in Rinawati (2019) reading interest was affected by two factors; personal and institutional.

a. Personal Factors

According to Dai (2013) individual interest is a predisposition to engage in specific objects, events, knowledge, value and positive happenings associated with one's personal interests. The students bring these to their academic experience with some that are similar to classroom learning and some that are incompatible with it. According to Harris and Sipay cited on Mujiati (2001) in Rinawati (2019) Personal factor is a factor which comes from individual itself, including age; gender; intelligence; reading ability; attitude; and psychological need. Alexander (1988:407) in Yunus (2018) classifies the factors influencing interest in reading in two main headings. 1)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Personal the factors included in this category are age, gender, intelligence, concentration, emotion in reading, reading ability, psychological needs and attitude. For individual interest, these involve an emerging individual interest and a defined individual interest. The interest that appears from someone's self without outside influences. Individual interest is a hidden aspect of itself.

1) Age

A person's reading interest is usually not fixed or static but always changes according to changes in a person's age. The gender factor also serves as a driving force for the realization of the selection of reading books and students' reading interest.

2) Sex

Another important matter to look at in terms of students reading interests is the differences based on genders. A study showed that more female students reported that they enjoy reading and rate themselves as confident and independent readers and discovered that there is a significant difference in terms of the choice of genres based on gender (Sapiah, 1987) cited in Khairuddin (2013).

3) Intelligence

The level of students' intelligence is related to the development of students' interest in reading. It is believed that the more intelligent here is including the students reading achievement;

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

therefore, the students who are intelligent will tend to realize the importance of reading, especially authentic materials. The relationship between intelligence and reading interest has not been clearly proven. In general, children who have a high level of intelligence read more than children whose intelligence level is below average. Reading interest in smart children is higher than that of less intelligent children.

4) Reading ability

Reading ability does not have a direct correlation with reading interest. Interest as a factor in comprehension is significantly important for readers with low reading abilities. Low reading interest has a negative effect on comprehension. Students with low reading abilities and below average intelligence levels tend to pay more attention to reading materials that will make it easier for them to meet their emotional needs.

5) Attitudes

Attitude toward reading is an important educational outcome. Reading specialists have come to realize that attitudes are crucial in reading. It is apparent that attitudes are crucial factors and vital concerns in reading. Attitude may be defined as predispositions to act either favorably or unfavorably toward some group, institution, situation, or object. They are of course, highly related to interests but, tend to be thought of as a broader more generalized feelings,

often not particularly conscious, but most certainly affecting individual behavior. Attitude is a learned tendency to respond to people, concepts, and events in an evaluative way. Attitudes are composed of beliefs, feelings, and action tendencies. An attitude is often defined as a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or ethnic group, a custom, or an institution. Attitude is a hypothetical construct that represents an individual's like or dislike for an item attitude refers much to behavior or personality. It is also true to say that attitude refers to like and dislike. One who likes an object is believed to respond positively to that object. Further, attitude is the reflection of mind. In certain contexts, a person's attitude affects their reading interest, if reading fulfills a need; a positive attitude toward reading usually grows. This positive attitude encourages someone to increase their interest in reading.

6) Psychological needs

Interest as a psychological state is an interplay between personal or individual interests and environmental conditions or situational interest. The process of interest as a psychological state including increased attention, positive effect, concentration, and an increased willingness to learn. For example; a student who has a strong interest to read about human motivation, will show often behavior to read books, journal, essay, magazine, story about

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

motivation, both at home, at school, or at library, the student is psychologically a high interest to read about human motivation (Alhamdu, 2015). A person's psychological needs are correlated with reading interest; a person's reading interest will increase when the reading activity can meet their psychological needs.

b. Situational Factors

According to Dai (2013) Situational interest is an attraction to a subject or object which is elicited by some environmental stimuli that is generally positive. According to Harris and Sipay cited on Mujiati (2001) in Rinawati (2019) institutional factor, is a factor that comes from outside, such as books availability; social economy status, and the influence of parents, friends and teachers. Institutional factors are factors that originate outside the individual itself (Endah, 2018).

1) The availability of books

A person's reading interest depends on whether the books required are available or not. A study found that there was a significant positive relationship between the availability of book collections in the library and reading interest in students. Dawson and Bamman (Rahman, 1985: 6-8) in Gumono (2016). The availability of relatively complete and perfect school library facilities and the ease of borrowing processes are major factors that encourage students' reading interest.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2) Socioeconomic level

Attendants who expressed their socio-economic level was low got the highest reading interest score mean and attendants who expressed their socio economic level was high got the lowest score mean. According to Pehlivan (2010) if someone's economic status is good and stable, then that person tends to expand their interests to include things that they have not previously done. Preferably, if the economic status has decreased due to the family responsibilities of a less developed business owner, then people tend to narrow their interests. There were differences in parental activities in guiding children between families with high socioeconomic status and those with low socioeconomic status. Parents with high economic status have high hopes for children's success in school and they often reward children's intellectual development.

3) Ethnic background

Children have opportunities from parents, teachers and other adults to learn about what their cultural group considers a suitable interest and they are not given the opportunity to pursue interests that their cultural group considers unsuitable for them.

4) The influence of peers

Mohr (2006) in O'Flynn (2016) concluded most students are influenced by their peers. Peers tend to have the greatest influence and one of the important external factors that can encourage



students' interest in reading. Students who are interested in reading activities will more often invite their friends to participate in reading activities both in class and in the library so that it has a positive influence too.

5) Parents

Family has the great role in increasing reading interest. Reading can be developed as early as possible. Parents can introduce reading habit to their children. On the other hand, if parents let their children to no read book at home, the children will assume that reading is not important or a need. Ironically in Indonesia, there are some parents do not aware when their children watch TV or film along day. This bad habit will brought until they are in school or university. It means that the role of parents in growing up students' reading interest is very essential. According to (Donal, 2015) the house also affects children's attitudes towards books and reading. Parents who like to read, have a collection of books, value reading and enjoy reading stories to their children generally produce children who like to read too. Parents' attention given to children can increase reading interest, parents can motivate students to like reading various types of books to gain insight (Dewi, 2016) cited in Amelia (2020).

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6) Teachers

Besides parents, teachers are also one factor influencing students' reading interest. One of the duties of a teacher is how to motivate the students to make them become independent learners, students who have the consciousness to develop their ability. Teachers should be able to change the students' mindset from teacher center learning becomes students center learning. Moreover, teacher should be able to increase students' reading interest so it will be reading habit for them. One way to increase students' reading interest is by giving them exercise or assignment so it will trigger the find the reference books. Students can have books by buying those books or borrow books from library (Donal, 2015).

The role of the teacher or lecturer greatly affects the reading interest of students. The role of influencing can be demonstrated directly through recommendations or assigning assignments that encourage students to read. The role to influence can also be demonstrated indirectly by showing oneself as a model (role model) in reading.

B. Relevant Research

The first relevant research was conducted by Rinawati (2019) was about Index on Students' Reading Interest the aims to know the index



on students' reading interest and the factors that influenced the reading interest. Used Mix method (quantitative and qualitative), the participants were students of 6th, 9th, and 12th grade in Probolinggo through Questionnaire and interview and findings showed that students' reading interest was based on the amount of book they have read. Moreover, the factor was influenced by activity, involvement, and motivation on reading.

Second research was done by Romainah (2018) the research about Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University, was aimed at describing the relationship between reading interest and reading comprehension achievement of EFL students of State Islamic University of Raden Fatah Palembang in the academic year 2013-2016. Used Quantitative especially correlational study, technique of collecting data used questionnaire and reading comprehension test, and the finding showed that reading interest did not have any relation to reading comprehension achievement of undergraduate EFL students of State Islamic University of Raden Fatah Palembang Raden Fatah Palembang.

Third research was done by Donal (2015) was about Students' Reading Interest (A Case Study At FKIP Of The University Of Pasir Pengaraian) the aims To reveal the phenomenon of students of the Faculty of Teacher Training and Education (FKIP) UPP in interest in reading books, used descriptive quantitative with participants the study was conducted at the Faculty of Teacher Training and Education, UPP, where the sample was 100 students from English Education, Biology Education, Physical Education, and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Mathematics Education majors. Through questionnaires, observation and interviews, the result of research showed that the reading interest of FKIP-UPP students can be categorized into low level. Factors influencing students' reading interest involving internal and external.

Fourth research was done by Noortyani (2018) was about An Exploratory Study on Students Reading Interest Development through Independent Reading-Retelling Activity, the aims to explore the development of students reading interest in relation to their participation in independent reading retelling activity as part of independent learning activity in a particular course they took. Use quantitative design with seventy five students from Faculty and Teacher Training Education of Universitas Lambung Mangkurat, Indonesia. Through Questionnaire and findings showed that the students reading interest was at medium level with several positive reading behaviors. From the students' perception, the activity has given them positive influence on their vocabulary growth, reading comprehension, self-quality development, and reading interest.

The last research was done by Bataineh (2002) was about Jordanian EFL University Students Reading Interests, country of Jordanian. The aims of the research to investigates the reading interests of state and private university EFL senior students in the northern region of Jordan, the obstacles hindering their reading efforts, the factors which determine what and why they read, and the language in which they read most. Used quantitative design, the respondents were consisted of all 383 EFL senior state and private university



© Hak cipta milik UIN Suska Riau
 State Islamic University of Sultan Syarif Kasim Riau

students in the northern region of Jordan in the second semester of the academic year 2002/2003. Through questionnaires, the findings revealed that the students choose their reading material by interest, the name of the author, the main character, literary quality, teacher's request, cost, and length. They also showed that the students read for improving their language, learning more about themselves and the world, keeping in touch with social, economic, cultural, scientific, and political developments; improving their academic achievement; improving one's social status; and entertainment. In addition, the findings revealed that the students read mainly in English.

Based on the relevant research above we can conclude that the similar and the differences between both of them. The similar between the relevant researches above is discussed about students' reading interest. In the other hand the different between two of them is that there is no research about the role of student's gender in reading interest, and based on previous research there were found the research about correlation, mix method and Classroom Action Research (CAR), meanwhile in this research use cross sectional survey design. And the last difference is that in previous research they investigated in different student's level such as in junior high school and university, while in this research in Senior High School.

C. Operational Concept

Operational concept is the concept used to clarify the theories in order to avoid misunderstanding. Gender in this research consists of male and female students. The indicators of reading interest based on theory

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(Noortyani, 2018) are as follows:

1. Students have willingness to read
2. Students do reading task with pleasure
3. Students do reading activity in college and at home
4. Students prefer reading to other activities, such as watching TV or playing
5. Students realize the benefit of reading
6. Students try to get the gist or the ideas in the reading material
7. Students effort in making time to read
8. Students related to activities that facilitate the students reading activity.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The type of this research was quantitative research and it was used survey design. According to Creswell (2012) survey design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Survey research use to describe trends and surveys help identify important beliefs and attitudes of individuals, the key of characteristics of survey research are Sampling from a population, collecting data through questionnaires or interviews, designing instruments for data collection and obtaining a high response rate. In other hand, there are several advantages to using surveys as follows; gathers data on a one- shot basis and hence is economical and efficient, provides descriptive, inferential and explanatory information, using the same instruments and questions for all participants, to find out if there is any relationship between gender and test scores (Cohen, 2018) .

Survey design has two types, cross-sectional survey design and longitudinal survey design. This research was used cross-sectional research because based on Creswell (2012) cross-sectional designs used to collect data about current attitudes, opinions, or beliefs, the cross-sectional survey design in this research including compare because this research aims to compare the



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

role of students' gender in reading interest. Therefore, the researcher was collected the data from the population about opinions and beliefs of students toward reading interest. In this research, the variable was the role of students' gender in reading interest.

Based on the explanation above, the researcher concluded that survey cross-sectional design is a quantitative approach to describe trends and surveys help identify important beliefs and attitudes of individuals. It is appropriate with this aims of research to compare the role of students' gender in reading interest.

B. Location and Time

This research was conducted at State Senior High School 1 Kubu Babussalam. It is located at Hang Tuah street, Teluk Nilap, Kubu Babussalam, Rokan Hilir, Riau. The time of this research was conducted from February – March 2021.

C Subject and Object of this Research

1. The subject of the Research

The subject of this research was the students of tenth and eleventh grades at Senior High School 1 kubu Babussalam in 2020/2021 Academic years.

2. The Object of the Research

The object of this research was the role of students' gender in reading interest at State Senior High School 1 Kubu Babussalam.

State Islamic University of Sultan Syarif Kasim Riau

D. Population and Sample of the Research

1. Population of the research

Based on Creswell (2012), “A population is a group of individuals who have the same characteristic”. So, the population of this research was all of students at the tenth and eleventh grades of Senior High School 1 Kubu Babussalam. There are 12 (twelve) classes consisted of 411 students, 211 students from tenth grade and 200 students from the eleventh grade. Total number of the students as follows:

Table III.1
The Total Population of Tenth and Eleventh Grade of Senior High School 1 Kubu Babussalam

No	Class	Number of Students
1	X Science A	35
2	X Science B	36
3	X Science C	35
4	X Social A	36
5	X Social B	33
6	X Social C	36
7	XI Science A	36
8	XI Science B	36
9	XI Science C	32
10	XI Social A	33
11	XI Social B	31
12	XI Social C	32
	Total	411

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Sample of the research

Based on Creswell (2012) “The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population”. Moreover, to determine participants the researcher is using simple random sampling as explained by Gay, et al (2012) simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample.

In determining the proportional of the sample, according to Creswell (2012) survey researchers typically select and study a sample from a population and generalize results from the sample to the population. Furthermore, to determine the sample size as explained by Arikunto (2013, p.134) as cited in Hatmoko (2015) that “if the total population is more than 100, it is better to take 25% or more”. In this research the sample size will be 50% for each grade. Because the population total are 411 students, so the sample are $50\% \times 411 = 206$ students. It can be seen in the following table:

Table III.2
Table for Determining Sample Size

No	class	populations	Sample
1	X	211 X 50%	106
2	XI	200 X 50%	100
Total			206



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

E. Technique of the Data Collection

According to Creswell (2012) survey researchers typically collect data using two basic forms: questionnaires and interviews. In collecting the data, the researcher was used questionnaire to find out the information of the role of students gender in reading interest at Senior High School 1 Kubu Babussalam.

a. Questionnaire

A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information (Creswell, 2012). The advantages of the questionnaire are it tends to be more reliable; because it is anonymous, it may encourage greater honesty (though, of course, dishonesty and falsification might not be able to be discovered in a questionnaire, and this is a particular issue in Internet questionnaires, where even the factual details about a respondent may be false). Questionnaire is often more economical in terms of time and money (Cohen, 2018). In this research, the researcher adopted questionnaires' for reading interest from (Noortyani, 2018). The questionnaire consist of 14 items which had four options using Likert-Scale, namely always (4), often (3), sometimes (2), and never (1). When the researchers distribute the questionnaire to the respondents, the researcher translated it into Indonesian language to make the respondents easy to understand the content of the questionnaire. The indicators to questionnaire items can be seen in the following table below:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.3
Table for Indicators to Questionnaire Items

No	Indicators	Number Items
1	Students have willingness to read	1
2	Students do reading task with pleasure	2
3	Students do reading activity in the school and at home	3
4	Students prefer reading to other activities, such as watching TV or playing	4
5	Students realize the benefit of reading on the benefits of reading	5, 6
6	Students try to get the gist or the ideas in the reading material	7, 8
7	Students have effort in making time to read	9, 10, 11, 12
8	Students relate to activities that facilitate the students reading activity	13, 14

F. Technique of Data Analysis

In analyzing the data, the researcher was applied descriptive statistic to find the role of students' gender in reading interest. According to Cohen (2018) descriptive statistics do what they say: they describe, so that researchers can then analyses and interpret what these descriptions mean. To measure the students' interest, the questionnaire was employed. In the questionnaire, several answers were provided by the researcher. The sample of the study has to give their answer by giving checklist (√) for each answer

After finding the level of students' reading interest, the researcher was used Independent Samples T-Test to measure the gender differences. The data was analyzed by using SPSS version 21. According to Cohen (2018) the t-test is used to discover whether there are statistically significant differences between the means of two groups or for the same group under two conditions,

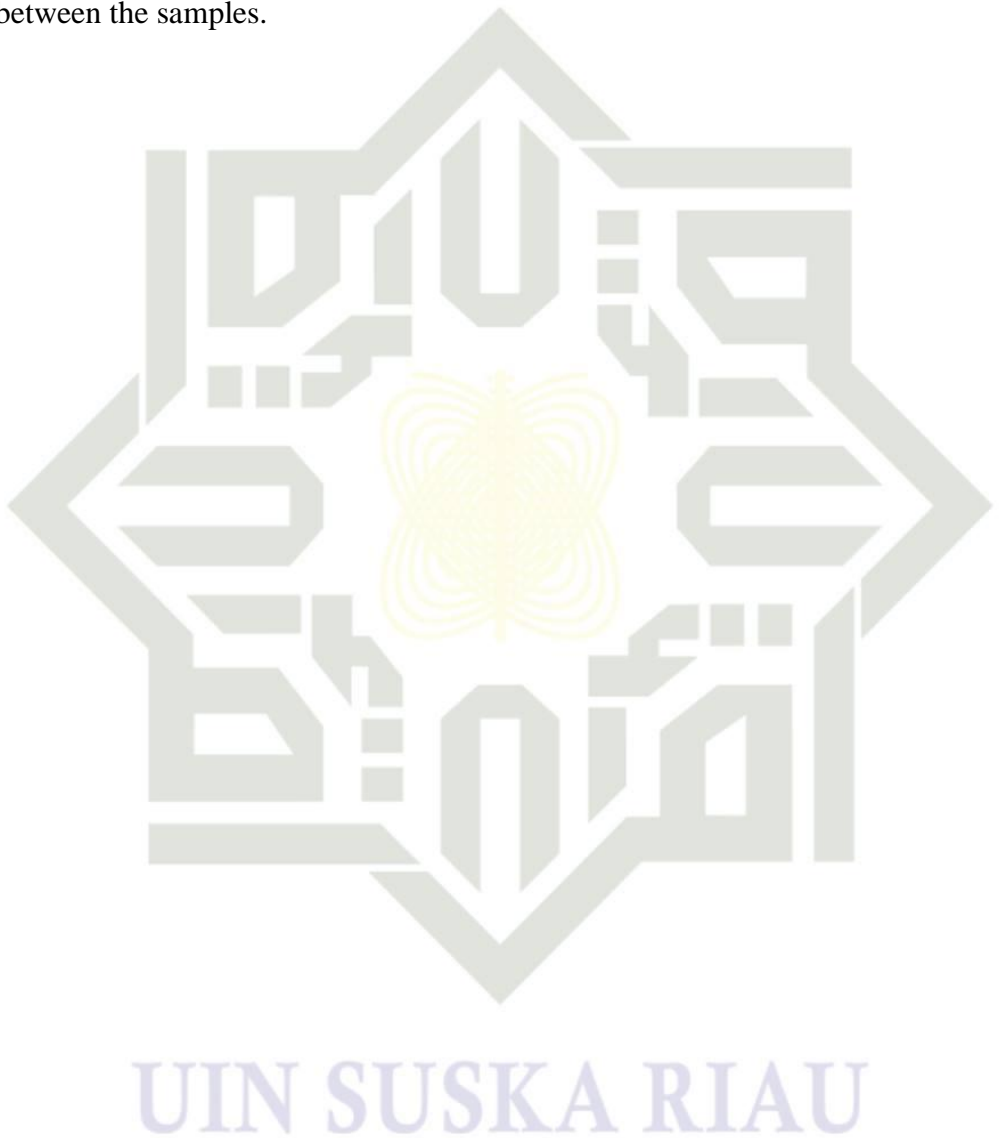
drawn from random samples with a normal distribution and using parametric data in the dependent variable. It is used to compare the means of two groups randomly assigned. If the alpha is higher than 0.05, it means there is no significant differences but if the alpha is lower it means there is a significant differences between the samples.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out how was students' reading interest and whether there is a significant role of students' gender between male and female students in reading interest at State Senior High School 1 Kubu Babussalam or not. Based on the findings and the discussion in the previous chapters, most of the students (61, 17% with 126 students) showed high reading interest, meanwhile only 39 students (18, 93%) had very high reading interest and only 40 students (19, 42%) had high enough reading interest and only 1 student (0, 49%) had low reading interest and no student (0%) had very low reading interest. So the researcher concluded that most of the students including in high categorized in reading interest at Senior High School 1 kubu Babussalam. And there was no a significant role of students' gender between male and female students in reading interest ($\alpha = .867$). However mean rank implies there is a difference between Female students (39.2742) and Male Students (38.2561). In the other hand, students' reading interest was not influenced by their gender at State Senior High School 1 Kubu Babussalam.

B. Suggestion

Based on the finding, the researcher would like to give some suggestions, as follows:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Teachers' role in promoting readership is pivotal for students' development of reading interest
2. Because of there is no significant role of students' gender between male and female students in reading interest, it does not mean that students' gender always do not give any impact to students' reading interest. In other words, there can be the next research will give different results depending on the research conditions.
3. The researcher realizes that the results of the research are far from being perfect; therefore, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study maybe with different topics. This is very important because more studies are conducted with a various topic, it is very likely that the quality of teaching is improving.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

REFERENCES

- Adetoro, N. (2010). Reading Interest and Information Needs of Persons With Visual Impairment in Nigeria. *SA Jnl Libs & Info Sci*, 76(1), 49-56. From <https://www.researchgate.net/publication/272995911>. Retrieved on March 24th 2020.
- Ainley, M., Kyley, & Suzanne. (2002). Gender and interest processes in response to literary texts: situational and individual interest. *Learning and Instruction* 12, 411-428. From <https://www.sciencedirect.com/science/article/abs/pii/S0959475201000081>. Retrieved on February 19th 2020.
- Alhamdu. (2015). Interest and reading motivation. -*Jurnal Psikologi Islami* , 1-10. From <http://jurnal.radenfatah.ac.id/index.php/psikis/article/view/552/490> . Retrieved on October 02nd 2020.
- Amadi, E. A. (2019). Gender Differences and Interest in Reading: Examining the Literacy Acquisition of Nigerian Learners of English As A Second Language, *European Journal of English Language Teaching - Volume 4*, 115-124. From <https://oapub.org/edu/index.php/ejel/article/view/2280/4919> . Retrieved on March 26th 2020.
- Amelia T, U. O. K. (2020). Factors Affecting Of Interest Of Reading Students In Sdn 125 Pekanbaru. *Jurnal Pendidikan Guru Sekolah Dasar*, 29-40. From <https://primary.ejournal.unri.ac.id/index.php/JPFKIP/article/view/7565> . Retrieved April 10th 2020.
- Baaineh, R. F. (2005). Jordanian EFL University Students Reading Interests. (*Humanities and Social Sciences Series*), 35-56. From <https://www.researchgate.net/publication/290433439> . Retrieved on March 24th 2020.
- Cohen, Luis, L. M. (2018). *Research Methods in Educations 8th Edition*. New York: Routledge . From [https://kwaracails.edu.ng/library/resources/\[Louis_Cohen,_Lawrence_Ma_nion,_Keith_Morrison\]_Res\(z-lib.org\).pdf](https://kwaracails.edu.ng/library/resources/[Louis_Cohen,_Lawrence_Ma_nion,_Keith_Morrison]_Res(z-lib.org).pdf) . Retrieved July 16th 2020.
- Creswell, J. w. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Fourth Edition*. New Jersey: Pearson Education International. From <http://lcwu.edu.pk/ocd/cfiles/TESOL/MS-TSL-505/EducationalResearchPlanningConductingandEvaluatingQuantitativeandQualitativeResearch.pdf> . Retrieved on October 11st 2019.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- W. (2013). Correlates of the Reading Interest of Chinese High School Students in International Schools. *Asian Social Science; Vol. 9, No. 3*, 164-176. From <https://www.ccsenet.org/journal/index.php/ass/article/view/25288> . Retrieved on January 25th 2020.
- Despita. (2020). The Correlation among Students' Reading Interest, Reading Comprehension, and Their Intralingual Translation Achievement. *Jurnal Pendidikan, Vol.11 No. 1*, 47-59. From <https://journal.unilak.ac.id/index.php/lectura/article/view/3666/1968> . Retrieved on March 24th 2020.
- Donal, A. (2015). Students Reading Interest (A Case Study at FKIP of the University of Pasir Pengaraian). *Journal of English Education Vol. 1 No. 1*, 23-31. From <https://journal.upp.ac.id/index.php/JEE/article/view/344/178> . Retrieved on March 13rd 2020.
- Endah, Sri. H. E. (2018). The Contribution of Reading Interest on Literature And Reading Comprehension Toward Students' Ability In Writing Fantasy Story. *International Conferences on Education, Social Sciences and Technology* , 955-960. From <https://www.gci.or.id/assets/papers/icesst-2018-137.pdf> . Retrieved on January 24th 2020.
- Fahrurrozi. (2017). Relationship between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension ability . *Advances in Social Science, Education and Humanities Research, volume 118*, 357-363. From <https://www.atlantis-pess.com/proceedings/icset-17/25886557> . Retrieved on January 24th 2020.
- Fitria, W. (2019). Reading Interest and Reading Comprehension : A Correlational Study. *Journal of Educational Studies Vol. 4 No. 1*, 95-107. From <https://ejournal.iainbukittinggi.ac.id/index.php/educative/article/view/1333/pdf> . Retrieved on January 25th 2020.
- Gay, L. R., Millis, G. E.,& Airasian, P. (2012). *Educational Research competencies for Analysis and Applications Tenth edition*. New Jearsey: Pearson. From https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf . Retrieved on May 31st 2020.
- Gunono. (2016). Profil Minat Baca Mahasiswa FKIP Universitas Bengkulu. *Wacana, Vol 14*, 65-78. From <https://ejournal.unib.ac.id/index.php/jwacana/article/view/871/765> . Retrieved on October 04th 2020.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Hamoko, J. H. (2015). Survei Minat Dan Motivasi Siswa Putri Terhadap Mata Pelajaran Penjasorkes Di Smk Se-Kota Salatiga Tahun 2013. *Journal of Physical Education, Sport, Health and Recreations* , 1729-2736. From <https://123dok.com/document/zk69eepy-journal-of-physical-education-sport-health-and-recreations.html> . Retrieved on January 24th 2020.
- Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies; Vol. 6, No. 11*, 160-170. From <https://files.eric.ed.gov/fulltext/EJ1068695.pdf> . Retrieved on February 17th 2020.
- Moser, G. P., & Morrison, T. G. (1998). Increasing Students' Achievement and Interest in Reading. *Reading Horizons: a Journal of Literacy and language Arts, volume 38, issue 4*, -245. From https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1264&context=reading_horizons&httpsredir=1&referer= . Retrieved on March 24th 2020.
- Nasution, F. (2019). The Correlation Between Students' Reading Interest and Their Reading Comprehension At the Second Year Of SMAN 2 Tambang Kampar Regency. From <http://repository.uin-suska.ac.id/22112/2/THESIS%20FATMAWATI%20NASUTION.pdf> . Retrivied on May 29th 2020.
- Noortyani, R. (2018). An Exploratory Study on Students' Reading Interest Development through Independent Reading-Retelling Activity . *Arab World English Journal (AWEJ) Volume 9. Number 2*, 108 -117. From http://eprints.ulm.ac.id/4370/1/An_Exploratory_Rusma_Norrtyani.pdf . Retrieved on March 13rd 2020.
- O'lynn, K. (2016). Students' Reading Interests Impact on Reading Comprehension Abilities. *Education Masters* 1-69. From https://fisherpub.sjfc.edu/education_ETD_masters/328/ . Retrieved on September 30th 2020.
- Pasaribu, E. (2016). The Correlation of Students' English Reading Interest at Library on Students' Vocabulary Achievement at the Teacher Training Faculty Of Nommensen University Pematangsiantar. *IOSR Journal Of Humanities And Social Science (IOSR- JHSS) Volume 21, Issue 2*, 39-44 . From <http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2021%20Issue2/Version-1/F021213944.pdf> . Retrieved on January 24th 2020.
- Pellivan, A. et al. (2010). Determining reading interests and habits of candidate teachers (TRNC Sample) . *Procedia Social and Behavioral Sciences* 9, 869–873. From <https://www.researchgate.net/publication/251713214> . Retrieved on January 24th 2020.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pittman, P., & Honchell, B. (2014). Literature Discussion: Encouraging Reading Interest and Comprehension in Struggling Middle School Readers . *Journal of Language and Literacy Education Vol. 10 Issue 2* , 118-133. From <https://files.eric.ed.gov/fulltext/EJ1048739.pdf> . Retrieved on February 21st 2020.
- Reflinda. (2017). The Effect Of Learning Strategy And Reading Interest To The Reading Understanding Ability Of Students Of Iain Bukit Tinggi. *International Journal on Language, Research and Education Studies Vol. 1, No. 2, 226 - 239*. From <http://jurnal.uinsu.ac.id/index.php/ijlres/article/view/1074/837> . Retrieved on January 24th 2020.
- Rinawati, H. S. (2019). Index on Students' Reading Interest . *Human Research Management, Research and Development Agency 8(8)*, 1-18. From <https://rsdjournal.org/index.php/rsd/article/view/1218/972> . Retrieved on March 03rd 2020.
- Rumainah. (2018). Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University. *Journal of Islamic Education Volume 23, Number 1, 54-64*. From <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/2080/1575> . Retrieved on January 24th 2020.
- Sutarti, T. (2017). Efforts to Increase Students Reading Interest on Educational Reference Through Classical Guidance and Counseling Experiential Learning Model . *Journal of Education, Teaching and Learning Volume 2 Number 1, 118-123* . From https://journal.stkipsingkawang.ac.id/index.php/JETL/article/view/152/pdf_1 Retrieved on January 24th 2020.
- Taysanli, O. F., & Kaldirim, A. (2017). Examining the Reading Habits, Interests, Tendencies of the Students Studying at the Faculty of Education and Analyzing the Underlying Reason behind Their Preferences. *European Journal of Educational Research Volume 6, Issue 2, 145 - 156*. From <https://www.researchgate.net/publication/316114492> . Retrieved on February 21st 2020.
- Yhaus, R. Y. (2018). The Correlational Study Between Students. *Ideas, Vol. 6, No. 1*. From <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/17/1292> Retrieved on September 29th 2020.



APPENDICES

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



Questionnaire of Reading Interest

Name :
 Class :
 Gender :
 Age :
 Mobile Number :
 Direction :

Assalamualaikum Wr.Wb. Hello everyone, My name is Ulfa Novita, I am a student majoring in English education at the State Islamic University of Sultan Syarif Kasim Riau. Saya mohon kesediaan teman-teman untuk meluangkan waktu untuk menjawab daftar pernyataan di bawah ini dengan benar. Kuesioner ini berisi 14 items dibuat untuk pengumpulan data dan keperluan menyusun tugas akhir skripsi saja.

Pilihlah salah satu jawaban, dengan cara mengklik salah satu pilihan berdasarkan diri Anda, perlu diketahui bahwa tidak ada jawaban yang benar atau salah. Ada beberapa pilihan:

1. ALWAYS (Selalu)
2. OFTEN (Sering)
3. SOMETIMES (Kadang-Kadang)
4. NEVER (Tidak Pernah)

Saya mengucapkan banyak terima kasih atas partisipasi yang teman-teman berikan.

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	Items	Students' Responses			
		Always	Often	sometim es	Never
	Do you have willingness and motivation to read? (Apakah Anda memiliki kemauan dan motivasi untuk membaca?)				
	If you get reading task, do you do it with pleasure? (Jika Anda mendapat tugas membaca, apakah Anda melakukannya dengan senang hati?)				
3	Are you accustomed to reading books in college and at home? (Apakah Anda terbiasa membaca buku di kampus dan di rumah?)				
4	If you have the options between reading or other activities (such as watching TV or playing), will you choose reading? (Jika Anda memiliki pilihan antara membaca atau aktivitas lain (seperti menonton TV atau bermain), apakah Anda akan memilih membaca?)				
	Do you feel the benefits				

Hak Cipta Dilindungi Undang-Undang

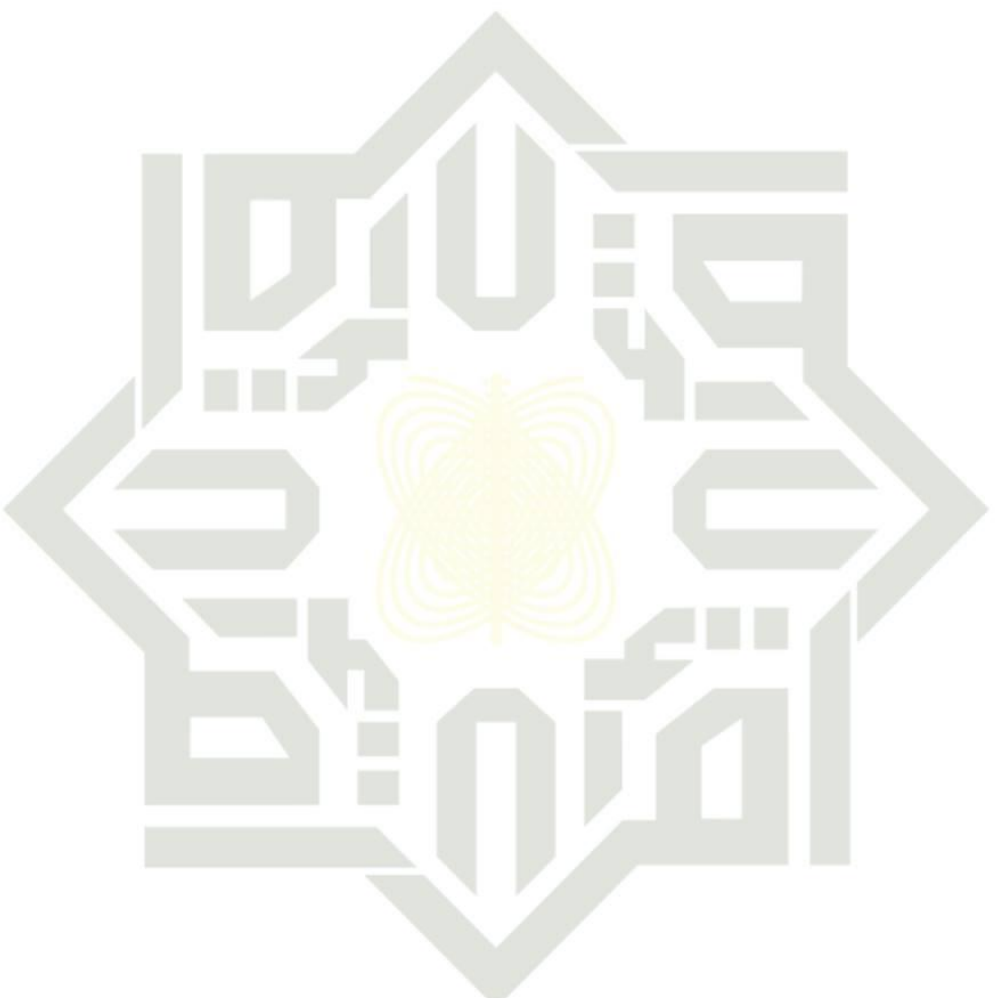
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau	of reading? (Apakah Anda merasakan manfaat membaca?)				
	Do you think the books / reading materials you read have influence on your behavior and attitude? (Menurut Anda, apakah buku/ bahan bacaan yang Anda baca berpengaruh pada perilaku dan sikap Anda?)				
	When reading, do you try to get the gist or the ideas in the reading material? (Saat membaca, apakah Anda mencoba mendapatkan inti atau gagasan dalam bahan bacaan?)				
8	When you find difficulty in comprehending the reading materials, do you repeat the reading? (Jika Anda kesulitan memahami bahan bacaan, apakah Anda mengulang bacaan?)				
State Islamic University of Sultan Syarif Kasim	Do you do reading activity every day? (Apakah Anda melakukan aktivitas membaca setiap hari?)				
	Do you make time to				

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau	read articles or short stories on the wall magazine of your campus? (Apakah Anda meluangkan waktu untuk membaca artikel atau cerpen di majalah dinding kampus Anda?)				
12	Do you make special time for reading? (Apakah Anda menyediakan waktu khusus untuk membaca?)				
12	Do you try to read wherever you are? (Apakah Anda mencoba membaca di mana pun Anda berada?)				
13	Do you take note important points from the materials you read to broaden your knowledge? (Apakah anda memperhatikan poin-poin penting dari materi yang anda baca untuk memperluas pengetahuan Anda?)				
14	Do you visit library to access books or other reading materials? (Apakah Anda mengunjungi perpustakaan untuk				



UIN SUSKA RIAU

mengakses buku atau bahan bacaan lainnya?)				
--	--	--	--	--

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



Responden

**STUDENT'S SCORE OF READING INTERESE
OF TENTH AND ELEVENTH GRADES AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM**

ITEM

	Responden	ITEM														TOTAL SCORE	%	CATEGORY
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			
1	Student 1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	54	96,43%	VERY HIGH
2	Student 2	3	4	2	2	4	3	3	3	2	2	2	3	4	2	39	69,64%	HIGH
3	Student 3	4	4	3	2	3	2	3	4	2	2	3	2	3	2	39	69,64%	HIGH
4	Student 4	4	4	2	2	3	4	3	3	2	2	2	1	4	1	37	66,07%	HIGH
5	Student 5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	100,00%	VERY HIGH
6	Student 6	3	4	2	2	4	4	2	3	2	2	2	2	3	2	37	66,07%	HIGH
7	Student 7	4	2	2	3	3	3	2	2	3	2	3	2	2	2	35	62,50%	HIGH
8	Student 8	2	2	2	2	3	3	2	4	2	2	2	2	2	2	32	57,14%	HIGH ENOUGH
9	Student 9	2	3	3	2	2	2	2	4	2	2	2	3	2	1	32	57,14%	HIGH ENOUGH
10	Student 10	4	3	3	3	3	2	2	4	2	3	2	3	3	4	41	73,21%	HIGH
11	Student 11	2	3	3	2	3	3	3	3	2	3	2	2	3	2	36	64,29%	HIGH
12	Student 12	4	4	4	2	4	4	4	4	4	4	2	2	2	4	46	82,14%	VERY HIGH
13	Student 13	4	4	4	4	3	1	4	4	3	3	3	4	4	2	47	83,93%	VERY HIGH
14	Student 14	3	4	3	3	4	2	3	2	3	2	4	1	4	2	40	71,43%	HIGH
15	Student 15	2	3	2	2	3	3	3	3	3	2	2	2	2	2	34	60,71%	HIGH ENOUGH
16	Student 16	3	3	2	2	4	2	3	3	2	2	1	2	3	2	34	60,71%	HIGH ENOUGH
17	Student 17	4	4	2	3	4	4	3	4	2	2	2	4	4	2	44	78,57%	HIGH
18	Student 18	3	2	3	2	3	4	4	4	4	4	2	2	2	3	40	71,43%	HIGH



19	Student 19	3	3	2	3	3	2	3	4	2	2	2	2	4	3	38	67,86%	HIGH
20	Student 20	2	2	2	1	3	4	4	4	2	2	2	3	4	2	37	66,07%	HIGH
21	Student 21	2	2	3	2	3	4	3	4	2	3	1	2	2	1	34	60,71%	HIGH ENOUGH
22	Student 22	2	2	2	2	2	2	2	3	2	1	1	2	2	1	26	46,43%	HIGH ENOUGH
23	Student 23	2	2	3	2	3	3	4	4	2	1	2	1	3	1	33	58,93%	HIGH ENOUGH
24	Student 24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	75,00%	HIGH
25	Student 25	4	3	4	3	3	2	3	4	4	3	3	4	3	4	47	83,93%	VERY HIGH
26	Student 26	2	3	2	2	4	4	3	4	2	4	4	3	2	4	43	76,79%	HIGH
27	Student 27	4	4	2	3	4	3	4	3	2	4	3	3	3	4	46	82,14%	VERY HIGH
28	Student 28	2	4	3	3	4	2	3	4	3	2	2	3	3	2	40	71,43%	HIGH
29	Student 29	3	4	2	2	2	2	3	3	2	2	2	1	3	2	33	58,93%	HIGH ENOUGH
30	Student 30	4	4	4	4	3	3	3	3	3	3	4	2	4	2	46	82,14%	VERY HIGH
31	Student 31	4	4	2	2	4	3	4	3	3	3	3	2	4	3	44	78,57%	HIGH
32	Student 32	4	4	3	3	4	3	3	4	3	2	4	3	3	3	46	82,14%	VERY HIGH
33	Student 33	3	3	2	2	3	3	4	3	2	2	2	3	4	2	38	67,86%	HIGH
34	Student 34	2	4	3	2	3	1	4	4	2	3	4	3	1	2	38	67,86%	HIGH
35	Student 35	3	3	2	2	4	2	3	4	3	3	4	2	3	2	40	71,43%	HIGH
36	Student 36	2	3	2	3	4	4	4	4	2	1	2	2	4	2	39	69,64%	HIGH
37	Student 37	3	4	2	3	4	4	4	3	3	2	2	3	4	2	43	76,79%	HIGH
38	Student 38	2	2	2	2	4	3	4	4	2	1	3	2	4	2	37	66,07%	HIGH
39	Student 39	2	4	2	2	4	3	4	4	2	2	1	1	4	2	37	66,07%	HIGH
40	Student 40	3	3	3	3	4	4	3	4	4	2	3	3	3	3	45	80,36%	HIGH

Z. Pratiwi, et al. / Jurnal Pengabdian Masyarakat UIN Suska Riau, Vol. 10 No. 1, 2022, pp. 40-45

nyebutkan sumber:
h, penyusunan laporan,

State Islamic Univ





41	Student 41	2	3	2	4	3	4	4	4	3	2	3	2	3	2	41	73,21%	HIGH
42	Student 42	2	2	2	1	2	2	2	2	2	1	2	2	4	2	28	50,00%	HIGH ENOUGH
43	Student 43	2	2	2	1	4	2	3	4	2	2	1	4	2	1	32	57,14%	HIGH ENOUGH
44	Student 44	3	3	2	2	4	4	4	3	2	3	2	3	4	2	41	73,21%	HIGH
45	Student 45	3	4	3	2	4	4	3	3	3	2	4	2	3	2	42	75,00%	HIGH
46	Student 46	3	4	3	2	3	4	3	4	2	2	1	2	3	2	38	67,86%	HIGH
47	Student 47	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	100,00%	VERY HIGH
48	Student 48	3	3	3	3	3	4	4	4	3	3	2	2	3	2	42	75,00%	HIGH
49	Student 49	2	3	2	3	4	4	4	3	2	3	2	3	4	3	42	75,00%	HIGH
50	Student 50	2	4	3	2	3	4	4	4	2	2	2	3	3	2	40	71,43%	HIGH
51	Student 51	3	3	4	4	3	3	4	3	2	3	2	3	4	3	44	78,57%	HIGH
52	Student 52	4	4	2	4	4	2	3	4	2	2	3	2	3	2	41	73,21%	HIGH
53	Student 53	4	4	2	2	4	3	3	4	2	2	2	2	3	2	39	69,64%	HIGH
54	Student 54	2	2	2	2	3	4	3	3	2	2	2	2	4	2	35	62,50%	HIGH
55	Student 55	2	2	2	2	4	2	2	4	1	2	1	2	2	2	30	53,57%	HIGH ENOUGH
56	Student 56	2	2	2	3	2	3	3	3	2	2	2	1	3	1	31	55,36%	HIGH ENOUGH
57	Student 57	3	2	2	3	4	4	4	3	3	2	4	2	4	1	41	73,21%	HIGH
58	Student 58	2	4	2	2	3	3	3	4	2	2	2	2	4	1	36	64,29%	HIGH
59	Student 59	2	2	2	2	4	4	2	2	2	2	2	2	3	2	33	58,93%	HIGH ENOUGH
60	Student 60	2	2	2	2	4	4	4	4	2	4	2	1	2	2	37	66,07%	HIGH
61	Student 61	3	2	2	2	3	3	2	2	2	2	2	2	2	1	30	53,57%	HIGH ENOUGH
62	Student 62	4	4	3	3	4	4	3	4	3	3	3	4	4	4	50	89,29%	VERY HIGH

Z: Urutan yang berturut-turut dan terurut yang di susun dari bagian atas ke bagian bawah atau sebaliknya tergantung dari jenis urutannya

menyebutkan sumber:
h, penyusunan laporan,

State Islamic Univ





63	Student 63	3	4	3	3	3	4	4	3	3	2	2	3	3	3	43	76,79%	HIGH
64	Student 64	4	4	2	4	2	2	4	3	2	1	1	1	3	1	34	60,71%	HIGH ENOUGH
65	Student 65	4	4	2	2	4	2	4	4	2	4	2	2	2	4	42	75,00%	HIGH
66	Student 66	2	4	2	2	4	4	2	2	2	1	2	1	2	2	32	57,14%	HIGH ENOUGH
67	Student 67	2	2	2	2	3	4	3	2	3	2	2	2	2	2	33	58,93%	HIGH ENOUGH
68	Student 68	2	4	2	2	2	3	3	3	2	4	2	3	3	1	36	64,29%	HIGH
69	Student 69	3	2	2	1	2	2	3	4	2	2	2	2	3	2	32	57,14%	HIGH ENOUGH
70	Student 70	4	4	2	3	4	2	4	2	4	3	2	4	4	3	45	80,36%	HIGH
71	Student 71	2	4	2	2	1	4	3	3	4	2	1	1	1	1	31	55,36%	HIGH ENOUGH
72	Student 72	2	2	2	3	4	4	3	4	2	3	2	3	4	1	39	69,64%	HIGH
73	Student 73	3	3	4	2	3	3	3	4	3	3	3	4	4	4	46	82,14%	VERY HIGH
74	Student 74	2	2	2	2	4	4	4	4	2	3	3	2	3	2	39	69,64%	HIGH
75	Student 75	4	4	4	2	4	4	4	4	2	2	4	2	4	2	46	82,14%	VERY HIGH
76	Student 76	4	4	4	4	4	4	4	4	2	2	4	4	4	4	52	92,86%	VERY HIGH
77	Student 77	3	4	2	2	4	4	3	4	2	4	2	3	4	2	43	76,79%	HIGH
78	Student 78	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	100,00%	VERY HIGH
79	Student 79	3	3	3	2	4	4	4	4	2	2	4	2	4	4	45	80,36%	HIGH
80	Student 80	2	4	2	4	4	1	4	2	2	4	2	4	4	4	43	76,79%	HIGH
81	Student 81	2	2	2	2	2	3	2	2	2	2	2	1	2	2	28	50,00%	HIGH ENOUGH
82	Student 82	2	4	3	2	3	2	3	3	3	2	2	2	4	2	37	66,07%	HIGH
83	Student 83	3	4	2	2	3	1	2	4	2	2	2	2	3	2	34	60,71%	HIGH ENOUGH
84	Student 84	2	2	2	2	4	3	4	4	2	2	3	1	4	2	37	66,07%	HIGH

Z. Pratiwi, et al. / Jurnal Pengabdian Masyarakat: Jurnal Pengabdian Masyarakat dan Pengembangan Masyarakat

enyebutkan sumber:
h, penyusunan laporan,
dalam bentuk apapun tanp

State Islamic Univ





4																			
10																			
5	Student 105	4	4	3	2	3	3	3	3	4	3	4	3	4	4	47	83,93%	VERY HIGH	
10																			
6	Student 106	2	2	2	2	2	2	2	3	2	2	2	1	3	2	29	51,79%	HIGH ENOUGH	
10																			
7	Student 107	4	4	3	3	4	3	4	4	3	2	3	3	4	3	47	83,93%	VERY HIGH	
10																			
8	Student 108	3	3	3	2	3	3	3	2	2	2	2	2	2	2	34	60,71%	HIGH ENOUGH	
10																			
9	Student 109	4	4	4	4	4	3	4	4	4	4	3	3	3	4	52	92,86%	VERY HIGH	
11																			
0	Student 110	4	2	3	3	4	3	4	3	2	4	1	4	3	4	44	78,57%	HIGH	
11																			
1	Student 111	2	4	2	1	4	4	2	4	2	2	1	2	2	2	34	60,71%	HIGH ENOUGH	
11																			
2	Student 112	2	4	2	2	4	4	3	3	2	2	2	2	2	2	36	64,29%	HIGH	
11																			
3	Student 113	2	3	2	4	4	4	3	3	2	2	2	3	3	3	40	71,43%	HIGH	
11																			
4	Student 114	4	3	4	2	4	3	3	3	4	3	2	4	4	2	45	80,36%	HIGH	
11																			
5	Student 115	3	4	3	3	3	3	4	4	3	2	3	2	3	2	42	75,00%	HIGH	
11																			
6	Student 116	2	4	2	2	3	4	2	4	2	3	2	2	2	3	37	66,07%	HIGH	
11																			
7	Student 117	3	4	4	4	4	3	4	4	2	4	3	3	3	3	48	85,71%	VERY HIGH	
11																			
8	Student 118	2	2	2	2	4	4	3	2	2	1	2	1	2	2	31	55,36%	HIGH ENOUGH	

menyebutkan sumber:
lah, penyusunan laporan,
dalam bentuk apapun tanp





11	9	Student 119	4	2	2	2	4	4	4	3	2	2	4	2	4	2	41	73,21%	HIGH
12	0	Student 120	4	3	4	3	4	4	4	4	2	4	3	4	4	4	51	91,07%	VERY HIGH
12	1	Student 121	2	2	3	2	3	3	3	2	2	2	2	2	4	2	34	60,71%	HIGH ENOUGH
12	2	Student 122	3	3	3	2	3	3	3	4	3	3	2	2	4	2	40	71,43%	HIGH
12	3	Student 123	2	4	3	2	4	2	4	2	2	3	2	1	4	3	38	67,86%	HIGH
12	4	Student 124	2	3	3	2	4	2	3	3	2	2	3	2	3	2	36	64,29%	HIGH
12	5	Student 125	2	2	2	3	4	4	2	4	4	2	4	2	2	2	39	69,64%	HIGH
12	6	Student 126	3	3	3	2	3	2	2	4	2	3	2	2	2	3	36	64,29%	HIGH
12	7	Student 127	4	4	3	4	3	4	4	3	2	3	2	4	3	4	47	83,93%	VERY HIGH
12	8	Student 128	4	4	2	4	4	2	4	4	2	2	2	2	3	2	41	73,21%	HIGH
12	9	Student 129	4	4	3	2	4	2	4	4	2	4	3	2	4	4	46	82,14%	VERY HIGH
13	0	Student 130	3	4	2	3	4	2	3	2	2	3	2	1	3	2	36	64,29%	HIGH
13	1	Student 131	2	2	3	2	1	2	2	1	2	2	1	2	3	3	28	50,00%	HIGH ENOUGH
13	2	Student 132	2	4	4	3	4	3	3	4	2	4	3	2	4	3	45	80,36%	HIGH
13		Student 133	2	2	2	2	2	1	2	3	2	3	1	2	2	2	28	50,00%	HIGH ENOUGH

Z: Urutan yang berturut-turut dari nomor yang tertera pada tabel yang menunjukkan hasil penelitian yang telah dilakukan.

menyebutkan sumber:
 ah, penyusunan laporan,

State Islamic Univ





3																		
13																		
4	Student 134	2	2	2	2	3	3	3	3	2	2	2	1	2	3	32	57,14%	HIGH ENOUGH
13																		
5	Student 135	2	2	3	3	2	4	2	3	1	4	2	2	4	4	38	67,86%	HIGH
13																		
6	Student 136	2	4	2	2	4	3	3	4	2	2	2	2	4	2	38	67,86%	HIGH
13																		
7	Student 137	3	2	3	2	4	4	3	2	4	2	3	2	4	2	40	71,43%	HIGH
13																		
8	Student 138	4	2	2	2	3	4	4	4	2	4	2	2	4	2	41	73,21%	HIGH
13																		
9	Student 139	3	4	4	4	3	2	3	3	4	2	4	2	4	2	44	78,57%	HIGH
14																		
0	Student 140	2	2	2	1	3	1	4	3	2	1	2	1	4	1	29	51,79%	HIGH ENOUGH
14																		
1	Student 141	4	4	4	2	4	4	4	4	2	2	2	2	4	2	44	78,57%	HIGH
14																		
2	Student 142	2	2	2	2	4	4	4	2	2	3	2	2	2	4	37	66,07%	HIGH
14																		
3	Student 143	4	2	2	2	4	2	4	1	2	1	1	1	2	2	30	53,57%	HIGH ENOUGH
14																		
4	Student 144	4	4	4	2	3	4	3	3	2	4	2	4	4	4	47	83,93%	VERY HIGH
14																		
5	Student 145	3	3	2	3	4	2	4	4	4	2	2	3	3	3	42	75,00%	HIGH
14																		
6	Student 146	3	3	2	2	4	4	4	4	2	4	3	3	4	4	46	82,14%	VERY HIGH
14																		
7	Student 147	2	4	4	4	4	4	4	4	4	4	4	2	4	2	50	89,29%	VERY HIGH

menyebutkan sumber:
lah, penyusunan laporan,
dalam bentuk apapun tanp





148	Student 148	4	4	3	2	4	4	4	4	2	4	2	2	4	4	47	83,93%	VERY HIGH
149	Student 149	4	4	3	3	4	4	3	2	2	2	2	2	3	4	42	75,00%	HIGH
150	Student 150	3	4	2	3	4	1	3	4	2	2	2	4	4	1	39	69,64%	HIGH
151	Student 151	2	4	2	2	3	4	3	4	2	2	2	4	4	2	40	71,43%	HIGH
152	Student 152	2	2	2	2	2	2	2	3	2	2	2	2	3	2	30	53,57%	HIGH ENOUGH
153	Student 153	4	4	4	4	4	4	4	4	4	4	4	4	3	4	55	98,21%	VERY HIGH
154	Student 154	4	4	4	2	4	3	2	4	3	2	2	4	2	3	43	76,79%	HIGH
155	Student 155	4	4	4	2	4	4	4	4	2	4	2	2	4	2	46	82,14%	VERY HIGH
156	Student 156	2	2	2	2	4	4	4	3	2	3	2	2	4	2	38	67,86%	HIGH
157	Student 157	2	3	2	2	3	3	3	4	2	2	4	2	3	3	38	67,86%	HIGH
158	Student 158	2	4	2	2	3	4	2	4	2	2	2	2	2	4	37	66,07%	HIGH
159	Student 159	2	2	2	2	4	1	4	4	1	2	2	2	4	4	36	64,29%	HIGH
160	Student 160	2	2	2	2	2	4	3	2	1	3	2	2	4	2	33	58,93%	HIGH ENOUGH
161	Student 161	4	4	4	1	4	4	4	4	2	2	2	3	2	1	41	73,21%	HIGH
162	Student 162	2	3	3	2	3	4	2	3	2	2	2	2	4	2	36	64,29%	HIGH

2. Urutan yang menentukan dan pentingnya adalah bentuk apapun tanpa

menyebutkan sumber:
 ah, penyusunan laporan,

State Islamic Univ





2																		
163	Student 163	3	4	2	3	4	4	3	2	2	3	3	2	3	3	41	73,21%	HIGH
164	Student 164	2	3	2	2	4	3	4	3	2	3	2	2	3	2	37	66,07%	HIGH
165	Student 165	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	100,00%	VERY HIGH
166	Student 166	2	3	2	2	3	2	3	4	3	2	2	1	3	2	34	60,71%	HIGH ENOUGH
167	Student 167	2	2	2	2	3	2	2	3	2	2	2	2	3	2	31	55,36%	HIGH ENOUGH
168	Student 168	4	4	4	2	4	4	4	2	2	4	4	2	3	3	46	82,14%	VERY HIGH
169	Student 169	4	4	3	4	4	3	4	4	3	4	3	4	4	2	50	89,29%	VERY HIGH
170	Student 170	4	2	2	2	4	2	3	4	3	2	1	2	3	2	36	64,29%	HIGH
171	Student 171	1	4	2	4	3	1	4	4	2	2	3	2	3	2	37	66,07%	HIGH
172	Student 172	4	4	2	3	4	4	4	4	2	2	1	1	2	1	38	67,86%	HIGH
173	Student 173	2	4	2	2	4	4	2	4	2	2	4	4	4	4	44	78,57%	HIGH
174	Student 174	2	2	2	4	4	2	3	2	2	1	2	2	2	1	31	55,36%	HIGH ENOUGH
175	Student 175	2	3	2	2	3	2	1	3	2	1	1	2	2	2	28	50,00%	HIGH ENOUGH
176	Student 176	2	3	2	3	4	4	3	2	2	1	1	2	3	2	34	60,71%	HIGH ENOUGH

menyebutkan sumber:
lah, penyusunan laporan,
dalam bentuk apapun tanp





177	Student 177	2	3	2	3	4	3	2	4	2	4	2	1	3	1	36	64,29%	HIGH
178	Student 178	2	2	1	1	1	4	2	4	1	1	1	1	1	1	23	41,07%	HIGH ENOUGH
179	Student 179	2	4	2	1	4	3	2	4	2	1	1	2	3	2	33	58,93%	HIGH ENOUGH
180	Student 180	2	2	2	2	3	1	4	4	2	1	2	1	2	1	29	51,79%	HIGH ENOUGH
181	Student 181	3	4	2	2	3	3	4	4	2	2	2	2	3	2	38	67,86%	HIGH
182	Student 182	2	2	2	2	4	4	2	4	2	2	1	2	3	2	34	60,71%	HIGH ENOUGH
183	Student 183	2	2	2	2	2	3	4	3	2	3	2	2	3	2	34	60,71%	HIGH ENOUGH
184	Student 184	2	4	2	2	4	3	4	4	2	4	2	2	3	4	42	75,00%	HIGH
185	Student 185	2	4	3	2	3	4	4	4	2	2	2	3	3	3	41	73,21%	HIGH
186	Student 186	3	4	3	2	4	4	3	2	2	2	2	2	3	2	38	67,86%	HIGH
187	Student 187	2	4	3	1	3	1	4	2	2	2	2	2	4	2	34	60,71%	HIGH ENOUGH
188	Student 188	2	4	2	4	3	4	4	3	2	2	3	3	3	2	41	73,21%	HIGH
189	Student 189	4	2	4	4	4	2	4	4	2	2	2	4	4	2	44	78,57%	HIGH
190	Student 190	2	2	2	2	4	4	4	4	2	2	1	2	1	1	33	58,93%	HIGH ENOUGH
191	Student 191	4	3	4	4	3	2	4	4	4	2	4	2	3	2	45	80,36%	HIGH

Z: Urutan yang menunjukkan dari tertinggi atau terendah yang ada dan menunjukkan bahwa data yang tertera dalam bentuk apapun tanpa

menyebutkan sumber:
ah, penyusunan laporan,

State Islamic Univ

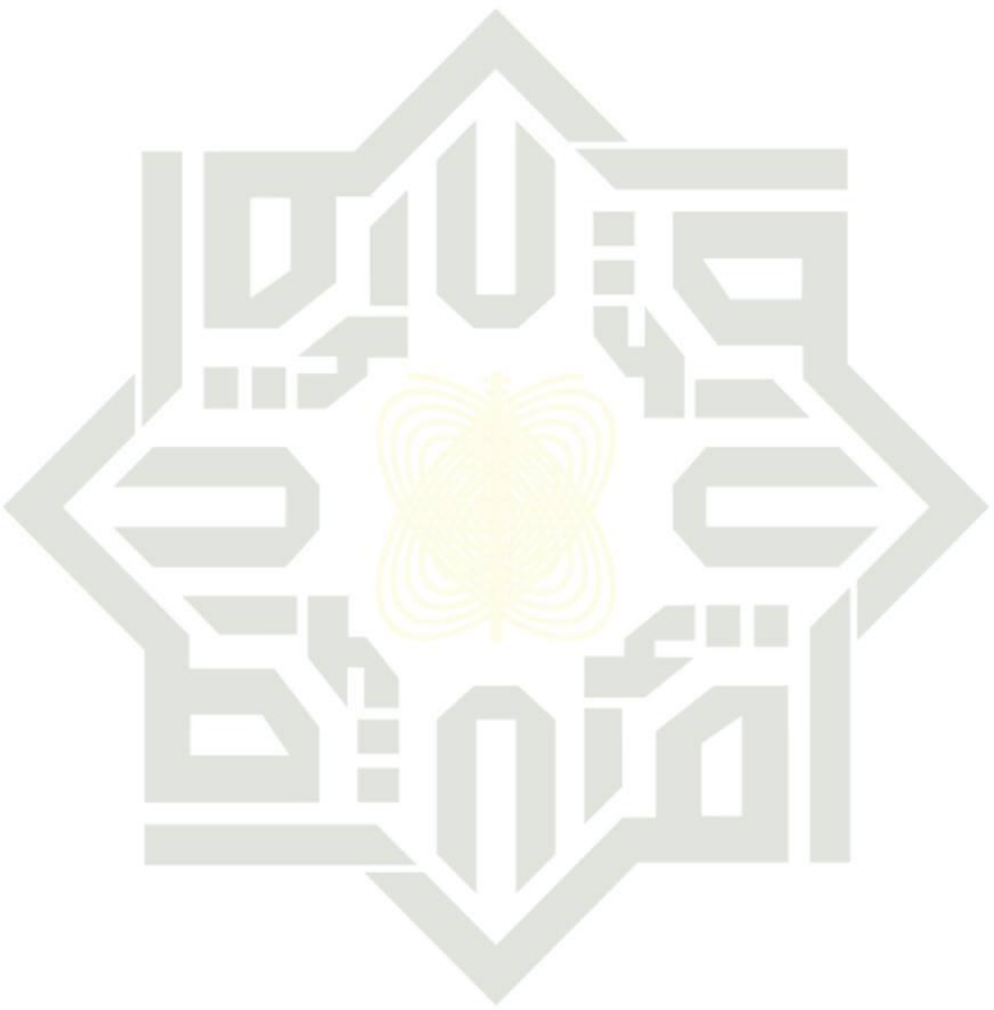




1																		
19																		
2	Student 192	4	2	2	4	4	3	4	3	2	1	2	2	4	1	38	67,86%	HIGH
19																		
3	Student 193	2	2	2	3	3	2	2	3	3	2	2	2	3	2	33	58,93%	HIGH ENOUGH
19																		
4	Student 194	2	4	2	2	3	3	3	3	2	2	2	2	2	2	34	60,71%	HIGH ENOUGH
19																		
5	Student 195	2	3	2	2	4	3	4	4	2	2	2	2	3	3	38	67,86%	HIGH
19																		
6	Student 196	4	4	4	2	4	2	4	4	2	4	2	2	4	4	46	82,14%	VERY HIGH
19																		
7	Student 197	3	4	3	2	4	4	3	2	3	2	3	3	4	3	43	76,79%	HIGH
19																		
8	Student 198	2	4	3	2	3	1	2	4	2	2	1	2	2	2	32	57,14%	HIGH ENOUGH
19																		
9	Student 199	2	4	2	3	1	1	2	3	3	4	3	1	1	2	32	57,14%	HIGH ENOUGH
20																		
0	Student 200	2	4	3	3	4	4	3	4	2	4	2	1	2	2	40	71,43%	HIGH
20																		
1	Student 201	2	2	2	2	2	2	2	2	4	4	4	2	2	2	34	60,71%	HIGH ENOUGH
20																		
2	Student 202	3	4	3	4	4	4	3	3	2	3	2	2	3	2	42	75,00%	HIGH
20																		
3	Student 203	4	3	4	4	3	4	3	3	2	4	1	4	4	3	46	82,14%	VERY HIGH
20																		
4	Student 204	3	2	2	3	3	3	4	4	2	2	2	4	4	2	40	71,43%	HIGH
20																		
5	Student 205	2	2	1	1	1	2	2	2	2	1	1	1	2	1	21	37,50%	LOW

menyebutkan sumber:
lah, penyusunan laporan,
dalam bentuk apapun tanp





20	6	Student 206	3	3	4	4	4	3	4	4	3	4	4	4	4	4	52	92,86%	VERY HIGH
----	---	-------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	--------	-----------

Hak cipta milik UIN Suska Riau

State Islamic Univ

Cipta Dilindungi Undang-Undang

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

1. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, dan pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa





UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

2. Dilarang menyalin, mengutip, atau menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber. Untuk keperluan pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan yang tidak merugikan kepentingan yang wajar UIN Suska Riau.

Hak Cipta Dilindungi Undang-undang
No. 04/1999/PP.00.9/852/2020

Pekanbaru, 22 Januari 2020

Pembimbing Skripsi

Dr. Bukhori, S.Pd.I, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

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

Nama : ULFA NOVITA
NIM : 11714202625
Jurusan : Pendidikan Bahasa Inggris
Judul : The Correlation Between Students Reading Interest on Narrative Text and Their Vocabulary Learning Achievement at MTS Muhammadiyah Penyasawan
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 dihatikan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

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

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Statistik Islamic University of Sultan Syarif Kasim Riau



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

2. Ditaring mengumumkkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
 State Islamic University of Sultan Syarif Kasim Riau

Un : 04/F.II.4/PP.00.9/573/2021
 Biasa
 :
 :
 : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 23 Januari 2021

Kepada
 Yth. Dr. Bukhori, S.Pd.I, M.Pd.
 Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warhmatullahi wabarakatuh

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

Nama : ULFA NOVITA
 NIM : 11714202625
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE ROLE OF STUDENTS' GENDER IN READING INTEREST AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Asar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
 an. Dekan
 Wakil Dekan I

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

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 12 Mei 2020

: Un.04/F.II.4/PP.00.9/5067/2020

: Biasa

: -

: **Mohon Izin Melakukan PraRiset**

Kepada
 Yth. Kepala Sekolah
 MAN 1 KUBU BABUSSALAM
 di Tempat

Assalamu 'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

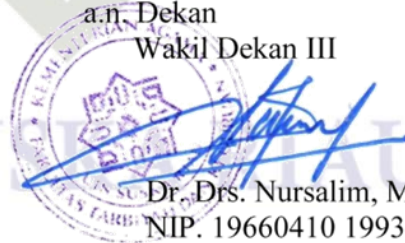
Nama	: ULFA NOVITA
NIM	: 11714202625
Semester/Tahun	: VI (Enam)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
 Wakil Dekan III



Dr. Drs. Nursalim, M.Pd.
 NIP. 19660410 199303 1 005

Mahasiswa Diindungi Undang-Undang

UIN SUSKA RIAU

Hak Cipta Milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 KUBU KUBU BABUSSALAM
 (Akreditasi. A)



Jln. Hang Tuah No. 31 - Teluk Nilap, Kec. Kubu Babussalam – Rokan Hilir – 28991
 E-mail. sman1kububabussalam@gmail.com

SURAT KETERANGAN IZIN

Nomor : 422/ SMAN 1/15/2020/58

Surat keterangan di bawah ini Kepala SMA Negeri 1 Kubu Babussalam Kecamatan Kubu Babussalam Kabupaten Rokan Hilir Provinsi Riau, menerangkan bahwa :

Nama : **ULFA NOVITA**
 NIM : 11714202625
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S 1

Halwa nama tersebut diatas dapat di terima melakukan Izin Riset / Penelitian di SMA Negeri 1 Kubu Babussalam Kabupaten Rokan Hilir Provinsi Riau Berdasarkan Surat Nomor : 422/II.4/PP.00.9/5067/2020

Surat Keterangan izin ini kami buat agar dapat dipergunakan sebagaimana mestinya

Rokan Hilir, 18 Mei 2020
 Kepala SMA Negeri 1 Kubu Babussalam



RAHMAD AZHARI, S.Pd, M.Pd
 NIP. 19720501 200604 1 014

UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

yang mengutip sebagian atau seluruh karya tulis ini harus mencantumkan dan menyebutkan sumber:

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

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- Jenis yang dibimbing : Proposal
- a. Seminar usul Penelitian :
- b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Dr. Bukhori,S.Pd.I.,M.Pd
- a. Nomor Induk Pegawai (NIP) : 197905122007101001
- 3. Nama Mahasiswa : Ulfa Novita
- 4. Nomor Induk Mahasiswa : 11714202625
- 5. Kegiatan : Bimbingan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	24-01-2020	Searching 30 journals related to research topic		
2.	27-02-2020	Consulting research topic		
3.	15-05-2020	Consulting the place of the research		
4.	22-10-2020	Revising chapter 1, 2 & 3		
5.	23-10-2020	Approved		

UIN SUSKA RIAU

Pekanbaru, 23 Oktober 2020
 Pembimbing,

Dr. Bukhori,S.Pd.I.,M.Pd
 NIP. 197905122007101001

- 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
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

**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

: ULFA NOVITA
 : 11714202625
 : SENIN, 21 DESEMBER 2020
 : THE ROLE OF STUDENTS' GENDER IN READING INTEREST
 AT STATE SENDE HIGH SCHOOL I KUBU BARUSSALAM

URAIAN PERBAIKAN

Background of the Problem
 Formulation of the problem
 Operational Concept

Pekanbaru.....
 Penguji II

Muhammad Fauzan, S.pd, S.Kom, A.ft

Hak Cipta Diindungi Undang-undang
 Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Fungtuipian hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerbitan, penerjemahan atau keperluan yang wajar UIN Suska Riau.
 b. Fungtuipian tidak boleh digunakan untuk kepentingan yang melanggar undang-undang yang berlaku.
 2. Dilarang mengumumkai dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau

Note: Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru,01 Februari 2021 M

: Un.04/F.II/PP.00.9/884/2021
 : Biasa
 : 1 (Satu) Proposal
 : **Mohon Izin Melakukan Riset**

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

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ULFA NOVITA
 NIM : 11714202625
 Semester/Tahun : VII (Tujuh)/ 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 : THE ROLE OF STUDENTS' GENDER IN READING INTEREST AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM
 Lokasi Penelitian : SMAN 1 KUBU BABUSSALAM
 Waktu Penelitian : 3 Bulan (01 Februari 2021 s.d 01 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

Tembusan :
 Rektor UIN Suska Riau

1. Dilampirkan matriks yang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Para penulis yang telah dipaparkan dalam karya tulis ini dengan tujuan untuk kepentingan akademik, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik dan tinjauan suatu masalah.
 b. Para penulis yang tidak meragukan kepentingan yang wajar UIN Suska Riau.
 2. Dilampirkan matriks yang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Dilampirkan matriks yang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau



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 : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/38225
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 Permenonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Um.048.F.II/PP.00.9/884/2021 Tanggal 1 Februari 2021**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | ULFA NOVITA |
| 2. NIM / KTP | : | 117142026250 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE ROLE OF STUDENTS GENDER IN READING INTEREST AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM |
| 7. Lokasi Penelitian | : | SMAN 1 KUBU BABUSSALAM |

Dengan ketentuan sebagai berikut:

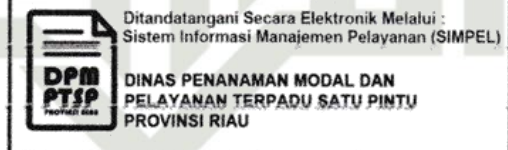
1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

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 : 1 Februari 2021



UIN SUSKA RIAU

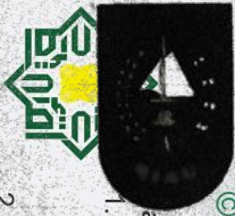
Lampiran :

Disampaikan Kepada Yth :

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

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
 Cipta Dilindungi Undang-undang
 State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

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

Pekanbaru, 03 FEB 2021

Kepada
 Yth. Kepala SMAN 1 Kubu Babussalam

di-
 Tempat

071/Disdik/1.3/2021/ 1674

Biasa
 Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor 503/DPMPSTP/NON IZIN-RISET/38225 Tanggal 1 Februari 2021 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa

Nama : ULFA NOVITA
 NIM : 117142026250
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU
 Judul Penelitian : THE ROLE OF STUDENTS GENDER IN READING INTEREST AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM
 Lokasi Penelitian : SMA NEGERI 1 KUBU BABUSSALAM

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:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

1. Cipta Deindehgi Undang-Undang
 2. Dilarang menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang meminumikan dan mempublikasikan sebagian atau seluruh karya tulis ini dalam bentuk apapun.

State Islamic University of Sultan Syarif Kasim Pekanbaru



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 KUBU BABUSSALAM
 (Akreditasi. A)



Jln. Hang Tuah No. 31 - Teluk Nilap, Kec. Kubu Babussalam – Rokan Hilir – 28991
 E-mail: sman1kububabussalam@gmail.com

SURAT KETERANGAN
Nomor : 422/ SMAN 1/15/2021/ 014

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Kubu Babussalam Kecamatan Kubu Babussalam Kabupaten Rokan Hilir Provinsi Riau, menerangkan bahwa :

Nama : **ULFA NOVITA**
 NIM : 117142026250
 Mahasiswa : S1, Fakultas Tarbiyah dan Keguruan Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU
 Semester : VIII (Delapan)
 Judul Penelitian : **THE ROLE OF STUDENTS GENDER IN READING INTEREST AT STATE SENIOR HIGH SCHOOL 1 KUBU BABUSSALAM**

Setelah selesai melaksanakan Penelitian di SMAN 1 Kubu Babussalam, yaitu pada tanggal 10 Januari 2021 dan 12 Februari 2021

Demikian Surat Keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya

Kubu Babussalam, 12 Februari 2019
 Kepala SMA Negeri 1 Kubu Babussalam



RAHMAD AZHARI, S.Pd, M.Pd
 NIP. 19720501 200604 1 014

2. Dilampirkan mengemukakan dan memperbanyak sebagai atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

UIN SUSKA RIAU
 State Islamic University of Sultan Syarif Kasim Riau



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE

ULFA NOVITA, was born on October, 21st, 1997 in Sungai Panji-panji. She is youngest daughter of six children by couple Ahmad.T and Ermawati. She had finished her study at SDN 021 Sungai Panji-panji (2004-2010) then, she continued at SMPN 1 Atap Sungai Panji-panji (2010-2013) then, she continued at MAS Mu'allimin Rantau Panjang Kiri (2013-2016).

On September 2017, she continued her study at English Education Department, Faculty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau. She was doing KKN (Kuliah Kerja Nyata) in Sungai Panji-panji, Rokan Hilir on July-August 2020, and she was doing Teaching Practice (PPL) in SMAN 10 Pekanbaru on September-December 2020.

In finishing her study to fulfill requirements for Undergraduate Degree in English Education Department, she conducted the research on February by the thesis entitled "The Role of Students' Gender in Reading Interest at State Senior High School 1 Kubu Babussalam".