AN ANALYSIS OF STUDENTS' READING INTEREST IN SMKN 1 MESJID RAYA ACEH BESAR

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan English Education Department of University Bina

Bangsa Getsempena Banda Aceh

By

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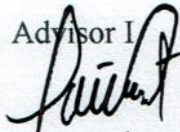**NIM : 1511060020**

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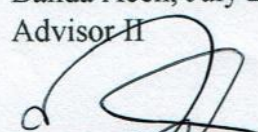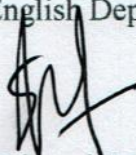
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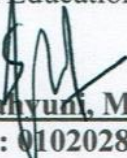Approve,

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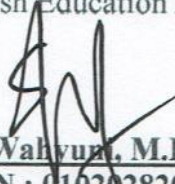
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Stating that the results of this research or thesis are really my own work, not plagiarism from the work of others, which are quoted or referenced based on the code of scientific ethics. If this thesis is proven to be plagiarized or plagiarized, I am ready to accept academic sanctions from the study program or the head of the University of Bina Bangsa Getsempena Banda Aceh.

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MOTTO

"The good or bad of the past is enough as a lesson and experience, good or bad your future depends on what you carve from now on"

"Learn to respect people's understanding even though you know it's wrong, and be a humble person even though your understanding is not accepted by people"

"The beautiful thing is when we are able to share with others"

"Try without expecting more from humans, but try to expect Allah's pleasure, God willing, it will be more noble and a blessing"

DEDICATION

I Ded This Thesis To :

" My Almamater Graduate Program English Language Education University Bina

Bangsa Getsempena (UBBG) Banda Aceh"

"Beloved father and mother were always giving spirit and prayer"

"Family who always support and pray for me. Thanks a lot of love, attention,

advice, encouragment and prayer to success"

" My friends and all who have helped me"

ABSTRACT

Qadhi. 2021. *An analysis of students' reading interest in SMKN 1 Mesjid Raya Aceh Besar*. Thesis. English Education Department, Bina Bangsa Getsempena University Banda Aceh. Advisor I. Regina Rahmi, M.Pd., Advisor II. Dr. Maulizan, M.Pd.

The purpose of this study was to find out the description of students' reading interests. To obtain research data, the researcher used the questionnaire and interview instruments. To analyze data, the researcher applied the thematic analysis method and coding methods. The findings of this study were most of the students agreed that they did not need specific places to have reading activities and were not lazy to read books. The students also responded that they were obliged to read, had a preference for watching TV, did not read books during the holiday, preferred to read storybooks, only read books when they needed to, interested in books in the library, and got bored easily when reading. Moreover, the teacher stated that the students were facilitated to make groups in reading, motivated and suggested to read books, participated in reading competition, summarized reading materials, and read 15 minutes before learning in the School Literacy Program. The teacher also increased the students' reading enthusiasm. The students had a problem with reading comprehension. Consequently, they had poor performances in reading tests and did not achieve the expected outcomes.

Keywords: reading interest, book reading, reading environment.

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All praise be to Allah for His blessing, so that this thesis on the title "AN ANALYSIS OF STUDENT READING INTEREST IN SMKN 1 MESJID RAYA ACEH BESAR" can be finished without significant obstacles. Shalawat and greeting is ever poured to Muhammad SAW Rasulullah which have freed us of spoch of to jahiliyah. The finishing of writing of this skripsi it is of course is not quit of and aid support various side. Therefore, rendereed thanks to :

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Hopefully good meet Mr., Ms., and friends get reciprocation of Allah SWT. Amen.That way preface utterance able to be submitted, it is of course this thesis a long way off from perfection, therefore criticize and suggestion very expected, and hopefully this thesis be of benefit to all of us. Amen.

Banda Aceh, 22 Juli 2021
Writer

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CHAPTER 1
INTRODUCTION

This chapter generally discusses background of study, problem of study, the aims of study, formulation of problems, significance of study, and benefit of the research. Each of them needs to be clearly explained to get the deeper understanding about this research.

1.1 Background of Study

Learning is very closely related to reading, because reading is a gateway to knowing all the knowledge and important tools for progress and success. The most important activities in the teaching and learning process include reading, because by reading someone will gain knowledge, information and experience.

Reading is the process of interpreting a piece of writing. Reading is very important, by reading we can get various information from both electronic and non-electronic media. Reading ability is the main capital in the teaching and learning process. Reading is a means and a very important need for humans at this time, because it will add insight and information.

Reading activities will be carried out if there is interest from the person concerned. The role of interest occupies the most decisive position, in addition to the student's ability to read. Interest has a strong driving force in the realization of an activity. Students' interest in reading arises from the curiosity of students to understand or obtain information from their environment. How good and interesting the contents of the reading text are, but if the person is lazy to read, then the reading activity is impossible.

Interest has a great influence on learning, because if the subject matter being studied is not in accordance with the interests of students, then there is no attraction for him. Lessons that attract students' interest are easier to learn and keep in memory, because interest increases active learning. The factors that support and inhibit students' interest in reading tend to be educators and the environment. In addition, the factors of facilities and infrastructure such as school libraries can be decisive in fostering and developing students' reading interest. Another fact shows that interest not only affect learning outcomes. The more you read, the more knowledge you gain. This will affect performance student learning.

But in fact at this time students tend to prefer watching television and playing games than reading books, besides the influence of outside culture also greatly affects the reading culture of students in Indonesia, so these factors greatly affect students' reading interest. Even globally, the level of reading interest in Indonesia is very low, currently the reading interest of the Indonesian people, the results of a study published under the name "The World's Most Literate Nations", show that Indonesia is in 60th place, only one level above Botswana (Kompas .com 2019.)

On the results of observations that the author did at SMKN 1 Mesjid Raya, Aceh Besar, he found that many students were not interested in English lessons and one of the smallest items in English lessons was reading. The enthusiasm of students in participating in the learning process was very unsatisfactory, it was proven when the authors did PPL at the school, the authors observed that many students were absent and not serious in listening to learning, the same thing was

also experienced by other teachers Students are more likely to like majoring materials, such as automotive, textile, computer and fashion.

Actually, the Indonesian government has made the GLS (School Literacy Movement) program with the regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) number 23 of 2015 concerning character building or commonly called the School Literacy Movement program. The author observes that students only read when they need it, it has not been made a habit or culture.

Currently there are 387 students for all majors, the authors take data from the "Our School" application belonging to SMKN 1 Mesjid Raya School, where the number of students is dominated by male students, as many as 228 students and 159 female students. While the number of teachers is only 43 people, the average number of students in one room is 20 people.

This research was conducted to determine the reading interest of students at SMKN 1 Mesjid Raya. This research is also expected can provide benefits for teachers, especially English teachers so that they know the level of interest in reading their students and can find factors that influence students' reading interest, which will later be useful for improving students' reading quality and also as an effort to increase students' insight and knowledge of the reading process done.

1.2 Problem Of Study

Based on the background of the problem above, it can be identified research problems, how is the reading interest of students at SMKN 1 Mesjid Raya...?

1.3   The Aims Of Study

In order to avoid extension and misunderstanding of the problem, the following problem definitions are required to determine the reading interest of students at SMKN 1 Mesjid Raya

1.4   Benefits Of The Research

This research is intended as a material consideration, if later a reading interest problem is found, as for the benefits of this research it is aimed at teachers and Academics who are at SMKN 1 Mesjid Raya and also the Government

1.5   Previous Research

In fulfilling the references and also the requirements in making a thesis, the author attaches the results of student research at the State Islamic University (UIN) Ar - Raniry, as the basic premise. Later, the results of this study can be used as comparison material for students, teachers and other researchers.

Of the research results of Vera Maulidar in 2018 with the title of the thesis "Analysis of Student Reading Interests at UIN Ar - Raniry", it is known that reading interest of UIN Ar - Raniry Tarbiah faculty students is generally low, the percentage is only 47.5% where students reading has not been used as a path. or sometimes still reading.

The learning outcomes it was also stated that reading was important and had many benefits, but students read late at night. Students only need to read according to their needs, for example, there are lecture assignments from lecturers, then students look for answers in books and other articles. This means

that interest in reading is only when it is needed, but it does not become a habit to increase knowledge.

CHAPTER II
LITERATURE REVIEW

This chapter will give the explanation about the theoretical review and the relevant studies. It needs to be clearly explained in order to have the depth understanding related to this research.

2.1   Definition of Reading Interest

Interest is one of the desires or aspirations of a person towards something that is psychologically motivated and stimulated by the human soul. This is in line with what Najamiah said in his journal entitled "The Effect of Reading Interest on the Reading Comprehension Ability of Fourth Grade Students at SD Negeri Gunung Sari 1 Kec, Rapoocini, Makasar" according to Najamiah as quoted by F Nur (2012).

Interest can be expressed through a statement that shows that students prefer one thing over another, it can also be manifested through participation in an activity. Students who have an interest in certain subjects tend to give greater attention to these subjects. Interest is not brought from birth, but acquired later. Interest in something is learned and influences further learning and affects the acceptance of new interests. So, interest in something is the result of learning and supports further learning. Even if interested to something is not essential to be able to learn it, the general assumption states that interest will help someone learn it.

The same thing was also expressed by Puspa Sari which was quoted from Djaali (2016) with the journal title "Reading Interest of Class XI Students of SMK Negeri 1 Kebumen Against Popular Novels".

Interest is a sense of liking and a sense of interest in a thing or activity, without anyone telling. Interest can be expressed through statements indicating that students prefer one thing over another, it can also be manifested through participation in an activity. Interest is not brought from birth, but acquired later.

Then according to Rahayu quoted from Fauziyah (2016) in the journal entitled "The Relationship of Reading Interest and Learning Motivation with Learning Outcomes of Writing Writing Materials for Residents Learning to Pursue Package C." Interest in reading is a strength that encourage learning residents to pay attention, feel interested and happy in reading activities so that they want to do reading activities on their own accord. Aspects of reading interest include reading pleasure, reading frequency and awareness of the benefits of reading. According to Fauziah, indicators of someone's interest in reading are as follows:

a) The need for reading.

b) Actions to find readings.

c) Enjoyment of reading.

d) Disinterest in reading.

e) The desire to always read.

f) Follow-up (follow up on what be read)

A person's interest in an object will be more visible if the object is on target and has a relationship with the desires and needs of the person concerned Sardiman (2012). The characteristics of interest according to Walgito in Meilianawati (2015) are: (1) creating a positive attitude towards an object (2) the

existence of something pleasant that arises from an object (3) containing an expectation that causes desire or passion to get something that interests him.

2.1.1 Aspects of Interests

Interest is one of the factors that influence a person's business. A strong interest will lead to a serious and persistent effort that does not easily give up in the face of challenges. If a student wants to learn, he will quickly be able to understand and remember it. Interest is one of the factors that can affect a person's business. A strong interest will lead to a persistent effort that is serious and not easily broken in the face of challenges.

Hurlock, Benikditus (2017) "Teachers' Efforts in Increasing Reading Interest in Class III A Students at SD Negeri Kotagede 1" suggests the function of interest in children's lives as follows.

1) Interests affect the shape of the intensity of ideals

2) Interest as a strong driving force

3) Achievement is always influenced by type and intensity

4) Interests that are formed since childhood / childhood are often carried over a lifetime because interest brings satisfaction.

The function of interest according to Benitus quoted from Elizabet B. Hurlock will be described one by one as follows.

1) Interests affect the form of intensity of aspirations. For example, a child who is interested in sports has a goal of becoming an accomplished sportsman, while a child who is interested in physical health has a dream to become a doctor.

2) Interest as a strong driving force Children's interest in mastering lessons can encourage group study in the garden even though it is raining.

3) Achievement is always influenced by the type and intensity of a person's interests even though they are taught by the same teacher and given lessons, but between one child and another get a different amount of knowledge. This happens because their absorption is different and this absorption is influenced by the intensity of interest in the peacock.

4) Interests that are formed since childhood/childhood are often carried over a lifetime because interest brings satisfaction. The interest in becoming a teacher that has formed since childhood, for example, will continue to carry over until this becomes a reality. If this is realized then all the joys and sorrows of being a teacher will not be felt because all tasks are carried out voluntarily.

Interest in reading has aspects as described by Sipay in Ramadhan H.R. (2017). These aspects are as follows:

a. The aspect of awareness of the benefits of reading, namely the aspect that reveals how far the subject is aware, knows and understands the benefits of reading.

b. Aspects of attention to reading books, namely aspects that reveal the subject's attention and interest in reading.

c. The pleasure aspect is the aspect that reveals how much the subject feels happy about reading activities.

d. The frequency aspect is the aspect that reveals how often the subject does reading activities. According to Stiggins Ramadhan (2017) states that interest is one of the dimensions of the affective aspect that plays a role in a person's life, especially in the learning life of a student. The affective aspect is an aspect that identifies the feeling dimensions of emotional awareness, disposition, and will that affect a person's thoughts and actions.

The dimensions of the affective aspect include three important things, namely:

a. Relates to feelings about different objects.

b. These feelings have a direction starting from the neutral point of the two opposing camps, the positive point and the negative point.

c. Different feelings have different intensities, ranging from strong to moderate to weak.

2.1.2 Dynamics of Interest Formation

Interest is formed by the presence of elements of interest, attention, hope, talent, individual awareness, experience, personality, environment, activities, tools/facilities and feelings of pleasure that make individuals have a tendency to relate more actively to the object that is the center of attention.

Interest can arise in a person through the process. With attention and interaction with the environment, this interest can develop. Many factors affect a person's interest in certain things. Miflen FC, quoted by Kurniawan (2016) suggest that there are two factors that influence students' learning interest, namely: 1. Internal factors, namely innate nature 2. External factors, including family ,

school and community or environment. According to Robi Kurniawan who stated that there are three factors that underlie the emergence of a person's interest, namely:

1. The encouragement factor that comes from within. These needs can be in the form of needs related to physical and psychological.

2. Social motive factor. The emergence of interest from someone can be driven from social motives, namely the need to get appreciation and the environment in which they are. According to Rahmi (2019) In this criterion, the text provided in book or exercise book given from textbooks that have been worked on by students are expected to have values in social function in relation to students' daily lives, whether it be interactions within the environment or between individuals. so sorry that the textbook is not only useful during the learning process but can also be useful for social life.

3. Emotional factors. This factor is a measure of a person's intensity in paying attention to a particular activity or object. According to Johanes quoted by Robi Kurniawan (2016), states that "Interests can be classified into two, namely intrinsic and extrinsic interests. Intrinsic interest is an interest that arises from within the individual himself without any outside influence. Extrinsic interest is interest that arises because of outside influences. Based on this opinion, intrinsic interest can arise because of the influence of attitude. Perception, learning achievement, talent, gender and including work expectations.

Meanwhile, extrinsic interest can arise due to the influence of parents' socioeconomic status background, parental interests, information, environment and so on.

According to Surianti Nurman Bastiano (2010), several things to increase the hobby of reading include:

1. Traveling with books wherever you go, make it a habit to put a book in your bag. Indirectly, this will get used to reading, for example to get rid of boredom when you have to wait for a bus or on a trip, and others. Gradually, this will create a reading habit.

2. Make a list of books you want to read make a list of interesting books to read, as well as a list of books that have been read. Interest in the book can continue to maintain enthusiasm and encourage reading, especially if the book is closely related to the profession in which you are involved.

3. Determine the length of time that will be used to read one book. It can be one month, one week, or only 30 minutes in one day, which can be adjusted to your daily activities

2.1.3 The Characteristic of the Individual Which Has Interest

Abdul Wahid in the quote Benidiktus (2017) suggests that a person is said to be interested in something if the individual has several elements such as the following:

1) Motive

The word motive is defined as an effort that encourages someone to do something. Sardiman in the quote Benidiktus (2017) states that the motive can be

said to be a driving force from within and within the subject to carry out certain creativity in order to achieve a goal. In line with this, Sumadi Suryabrata in the quote Benidiktus (2017) argues that motive is a state in a person's personality that encourages individuals to carry out certain activities in search of a goal. Someone does an activity because someone is pushing it. In this case, motivation is the driving force that drives someone to act. And interest is a psychological potential that can be used to explore motivation if someone is already motivated for something, then he will do the activity within a certain time span.

2) Attention

Attention is very important in following activities well, and this will also be influenced by students in learning. Sumardi Suryabrata in the quote Benidiktus (2017) suggests that attention is the amount of awareness that accompanies an activity that is carried out. Furthermore, Wasti Sumarto in the quote Benidiktus (2017) argues that attention is the concentration of energy or a certain mental strength on an object, or the utilization of awareness to accompany an activity. Students who are interested in an activity will pay great attention. He did not hesitate to sacrifice time and energy to do this activity. Therefore, a student who has an interest in a lesson, he will definitely try hard to get good grades, namely learning.

3) Willingness

Sardiman in the quote Benikdiktus (2017) suggests that the will is an impulse that is directed at a goal desired by the mind. This urge will give birth to

the emergence of an attention to an object. Thus, the interest of the individual concerned will emerge.

    4) Feeling

Sumadi in the quote Benidiktus (2017) defines feelings as subjective psychological symptoms which are generally associated with symptoms of recognizing and experiencing in the quality of pleasure or not various nerves. Every activity and experience that will be carried out will always be filled with a feeling, both feelings of pleasure and feelings of displeasure. The feelings are generally related to the function of knowing, meaning that feelings can arise from observing, considering, remembering or thinking about something. Happy and interested. Winkel in the quote Benidiktus (2017) suggests that feeling is a psychic activity in which the subject experiences the values of an object. Feeling as a non-intellectual psychic factor, which specifically affects the spirit.

If a student conducts a rather spontaneous assessment through his feelings about something at school, and the assessment results in a positive assessment, a feeling of pleasure will arise in his heart, but if the assessment is negative then a feeling of displeasure arises. Based on the opinions of the experts above, it can be concluded that the elements of interest are that every activity and experience that will be carried out will always be filled with a feeling, both feelings of pleasure and feeling of displeasure. or think of something.

2.1.4 Factors Affecting the Formation of Interest

Someone who has a high interest in reading will make reading activities a necessity and a habit. As a follow-up to a strong desire to read, a love of reading

will arise. According to Soeatimah Izul (2017) suggests the factors that influence reading interest are as follows:

a) Factors from within

1) A person's innate or talent is a genetic factor that is passed down by people old to their children. If the child already has an interest in a reading, the child will want to borrow or has a book or reading that he finds.

2) Gender differences in reading interest are also influenced by gender differences. Probably because nature, then men and women have different interests and tastes.

3) Education Level people with higher levels of education will have different interest in reading with people with lower levels of education. Different interests are caused by differences in abilities and needs.

4) Health State interest in reading a person will be influenced by the state of his health. On the other hand, if the person or child is in good health, he or she will be eager to read.

5) Mental State a person's psychological factors also affect interest in reading. Different if he is in a happy or happy state, that person will be very excited to read

6) Habits someone who has a habit or a penchant for reading certainly has an interest in reading. A person who likes to read in one day will spend more time reading than a child who does not like to read.

b) Motivation to learn

Motivation is an impulse in oneself to stimulate or behave either intentionally or unintentionally, in which there is something that needs to be fulfilled or there is a desire that must be achieved. The existence of good motivation in learning will show good results. With a diligent effort and mainly based on motivation, someone who learns will be able to give birth to good achievements Sardiman (2014).

Sardiman added that learning outcomes will be optimal, if there is motivation. The more precise the motivation given, the more successful the learning will be. So motivation will always determine the intensity of learning efforts for learning citizens Sardiman (2014).

2.1.5 The Importance of Interest

According to Slameto (2016), interest has a very big influence on learning, because if the subject matter studied is not in accordance with the interests of students, students will not learn as well as possible, because there is no special attraction for them. So that students are reluctant to learn, one of which is because students do not get satisfaction from the lesson and then become bored with the lesson. Learning materials that interest students are easier to learn and store because interest can increase active learning activities. Children who are interested in an activity, both play and work, will try harder to learn than children who are less interested.

2.2 Overview of Interest

2.2.1 Defintion of Reading

According to Ely Ratnasari (2016) reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the media of words or written language. A process that demands that a group of words that constitute a unit will be seen at a glance and the meaning of individual words will be known. If this is not fulfilled, the explicit and implicit messages will be caught or understood, and the reading process will not be carried out properly.

Reading according to Anderson Sari (2016) in terms of linguistics is a process of re-encoding and decoding (a recording and decoding process), in contrast to speaking and writing which actually involve encoding. An aspect of decoding is connecting written words with oral language meaning which includes converting written or printed words into meaningful sounds. Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is a process of translating written symbols (letters) into spoken words. As a thinking process, reading includes word recognition, literal comprehension, interpretation, critical reading, and creative comprehension activities. Word recognition can be in the form of reading words using a dictionary.

This was stated by Mountain Sari (2016). According to Astuti (2013) reading is an active effort on the part of the reader to be able to understand the message of an author written in a book. Meanwhile, according to Prasetyono

Sa'diyah (2015) reading is a series of mind activities carried out with full attention to be able to understand something information through the sense of sight in the form of symbols arranged in such a way, so that it has meaning and meaning. mean.

2.2.2 Types of Reading

According to Pandawa (2016), there are several factors that influence the understanding process. These factors are: 1) cognitive factors, 2) affective factors, 3) reading text factors, and 4) language mastery factors. The first factor relates to a person's knowledge, experience, and level of intelligence (thinking ability). The second factor relates to emotional conditions, attitudes, and situations. The third factor is related to the level of difficulty and readability of reading which is influenced by word choice, structure, reading content, and language use. Furthermore, the last factor is related to the level of proficiency related to mastery of vocabulary, structure, and text elements

2.2.3 Factors in Reading

According to Sari (2016) argues that reading consists of two types, namely reading aloud and reading silently.

a. Reading aloud Reading aloud is a reading activity by making a sound or reciting the sound symbols of language in a loud enough voice. Reading aloud aims to make the reader voice the writing that is read with the right speech and intonation so that the information conveyed can be captured so that there are no errors in the interpretation of meaning. Errors in the

interpretation of this meaning will be fatal and cause errors in receiving information.

b. Silent Reading Silent reading is reading which is very different from reading aloud. Silent reading is reading activity without making a sound, even more so silent reading is reading without moving the lips, without moving the head, without whispering and without using a pointing device even with the index finger. This silent reading activity will provide a deep understanding of the reading and requires a high level of concentration. Silent reading really requires eye movement speed and memory. The atmosphere and surroundings are very influential in this reading process. The advantage that we can get is that the understanding of the reading is supported by the reading process which emphasizes the process of receiving the understanding itself. Silent reading without moving the head, without moving the lips and using the speed of the eyes will direct the reader so that they can enjoy the reading so as to create comfort in reading. We need to remember that reading is an activity that is influenced by internal and external factors of the reader.

2.2.4   The Purpose of Reading

According to HG Tarigan, Relinda (2017) the purpose of reading is to seek and obtain information, including content, to understand the meaning of reading, while according to Dalman (2014) reading activities aim to seek and obtain messages or understand meaning through reading. From the two opinions about the purpose of reading, it can be concluded that the purpose of reading is to find

information and understand what has been read about the content of the information.

According to Nurhadi, Dalman (2014) the purpose of learning to read is divided into two main objectives, namely behavioral goals and expressive goals. Behavioral goals are called closed goals or instructional goals, while expressive goals are called open goals. Behavioral goals are directed at reading activities, namely understanding the meaning of words, study skills and understanding of reading texts. Expressive goals are more directed at activities, namely self-directed reading, interpretive reading or interpretive reading and creative reading.

According to Rahim, Relinda (2017) in the title of the thesis entitled "Improving Reading Comprehension Skills Through the Application of Coorporative Integrated Reading and Composation Methods in Grade V SD Negeri Sawit" the purpose of reading is, as follows.

a) Fun

b) Improve reading aloud

c) Using certain strategies

d) Update their knowledge about a topic

e) Relate new information to information already known

f) Obtaining information for oral or written reports

g) Confirm or reject predictions

h) Perform an experiment or apply the information obtained from a text in some other way and learn about the structure of the text

i) Answer specific questions.

According to Anderson Dalman (2014) there are seven kinds of purposes of reading activities, as follows.

a) Reading for details or fact (reading to obtain facts and details).

b) Reading for main ideas (reading to get the main ideas).

c) Reading for sequence or organization (reading to find out the order / structure of the essay).

d) Reading for inference (opening to conclude)

e) Reading to classify.

f) Reading to evaluate (reading to assess, evaluate).

g) Reading to compare or contrast (read to compare / contrast).

2.3 Reading Interest

2.3.1 Defintion of Reading Interest

Interest in reading in children does not just appear, but through a long process and stages of change that appear regularly and continuously, and interest is a sense of preference and interest in an activity or activity which is indicated by the desire or tendency to pay attention to the activity without someone ordered, done with awareness and followed by a sense of pleasure. According to Rahim, with the book title "learning to read at school" Najamiah (2017) Interest in reading is a strong desire accompanied by one's efforts to read. People who have a strong interest in reading will be manifested in their willingness to get reading material and then read it on their own accord.

Aspects of interest in reading include pleasure in reading, awareness of the benefits of reading, frequency of reading, and the number of books that have been

read. Maulidar (2018) defines reading interest as a positive attitude and individual self-interest in reading activities and interest in reading books. Aspects of interest include reading pleasure, reading frequency and awareness of the benefits of reading. Based on the above opinion, reading interest is a force that encourages individuals to pay attention, feel interested and happy with reading activities. Therefore, they will carry out reading activities according to their own wishes.

Of the above understanding, it can be interpreted that reading interest is a sense of preference and interest in meaningful interpretive activities of written language (reading) which is shown with a willingness, a tendency to pay attention to these activities without an order or carried out with their own awareness, followed by a sense of joy and the existence of someone's efforts to read is done because of the motivation from within.

2.3.2 Factors which affects reading Interest

Forming interest in reading as a habit takes a long time, because the process of forming student interest in reading is influenced by several factors. In general, the factors that influence reading interest are divided into two types, namely internal factors and external factors. Internal factors are factors that come from within students, such as birth, habits and self-expression.

In line with that, Prasetyono in Khasanah (2015) asserts that the internal factors that influence students' reading interest are intelligence, age, gender, reading ability, attitudes, and psychological needs. While external factors are factors that come from outside the students. Examples are; 1) environmental factors, can be from the family environment, universities, and even the

community; 2) unavailability of appropriate reading materials, 3) social statues, and 4) ethnicity.

These external factors will affect the motivation, willingness, and tendency to always read. Prasetyo (2008) also noted that several other factors were students following general habits and being lazy to read. Hartadi, Khasanah (2015) explains that there are several factors that influence reading interest, namely: "

1. The learning system in Indonesia has not made students high. interest in reading from what has been taught and they do not seek information or knowledge more than what has been taught in class.

2. The amount of entertainment on TV and games at home and outside the home makes the attention of children or adults to stay away from books. Actually, the development of technology such as the internet is expected to have a positive influence on increasing people's reading interest. The reason is, the internet is a visual tool that can provide the latest or up to date information. Unfortunately, the internet is widely used for things that are not useful. Searches on the internet are mostly in visual forms that are not suitable for public consumption, especially students and children.

3. Lots of entertainment places, such as recreation, karaoke, malls, supermarkets and others.

4. The existence of a reading culture that has not been inherited by our ancestors, this can be seen from the habit of mothers who often tell stories

to their sons or daughters before their children go to sleep. However, this is only applied verbally or verbally and is not practiced through reading.

5. Mothers are busy with various activities at home or office and some are helping to earn additional income for the family, so time for reading is minimal.

6. People consider books to be very expensive, the number of libraries is still small compared to the population and sometimes far away".

In addition, Handoko, Head of the Daily Reading Interest Community, agrees that the factors that influence reading interest are: 1) the learning system in Indonesia which still does not make students interested, including high school students, 2) a lot of entertainment. on TV and games make students not want to read, 3) internet abuse, Lompost in Khasanah (2015). Prasetyono also stated that other factors were the unattractive title and content of the book, the pages of the book, and the price of the book. In conclusion, the factors that influence reading interest are internal and external factors.

These internal factors come from within the individual, such as the need for reading, the act of seeking knowledge, the desire to always read, knowing the purpose and benefits of reading. While external factors come from outside the individual, such as technology, access to information, environment, and parenting. There are two aspects that affect reading interest, namely supporting factors and inhibiting factors. These supporting factors will increase students' reading interest. While the inhibiting factors will reduce interest in reading.

Why is reading important...?

In Musa (2009) with the title "Smart Reading for Muslims" defines reading as a link between humans, science, and science, both classical and modern. This activity is the main media to fill gaps, meet trends, and increase knowledge.

2.3.3 Solution to Increase The Reading Interest

According to Nurman, Bastiano (2010), several things to increase the hobby of reading include:

1. Traveling with books Wherever you go, make it a habit to put a book in your bag. Indirectly, this will get used to reading, for example to get rid of boredom when you have to wait for a bus or on a trip, and others. Gradually, this will create a reading habit.

2. Make a list of books you want to read Make a list of interesting books to read, as well as a list of books that have been read. Interest in the book can continue to maintain enthusiasm and encourage reading, especially if the book is closely related to the profession in which you are involved.

3. Determine the length of time that will be used to read one book. It can be one month, one week, or only 30 minutes in one day, which can be adjusted to your daily activities.

4. Make a reading strategy Some people choose to focus on one book before finishing reading. This is to minimize the temptation to read new books and end up reading none of them completely. However, there are also those who choose to read several books at once so as not to feel bored.

Whatever you choose should still be able to make you feel happy with the activity and finish a book well.

5. Start small. No need to go straight to books with thick pages and take a lot of time to digest, but from light-topic books that arouse interest. Like reading comics to children, it will indirectly lead them to enjoy reading in the future, as long as this activity is continuously improved. Thus, start a culture of reading for yourself, your family and spread it to the surrounding environment to get a variety of knowledge and keep it as a guideline that "Books Jedelan Dunia".

Then specifically there are several solutions to increase reading interest, as stated below:

a. Know the benefits of reading

The students actually compete with each other to be a better person in life. And one way to develop yourself is by reading. Interest in reading can grow if you know the benefits of reading itself. The biggest benefit of course is knowledge and insight. This collection of knowledge and insight is a source of knowledge that will lead them to wisdom. Students will be motivated if they think about the benefits of reading.

b. Allocate time to read

Having intentions alone is not enough. To increase interest in reading, students need to make sure that they actually read regularly. Therefore, they need to plan well with a certain time to read. They can read in a few minutes before bedtime. When they have free time, it is better to read at least 30-60 minutes per

day. If students do it every day, it will become their habit. This is one of the best ways to develop an interest in reading.

c. Find the right book

One of the most common mistakes people make is choosing the wrong book. It could be that students already have a high awareness of reading, but when they actually carry out their plans, they become bored and not enthusiastic about reading. They need to know that everyone has a different personality. A good book according to other people, does not mean it will suit them. So, when they are just starting to read, try different genres of books according to their preferences. The most interesting and interesting book for them.

d. Making students forced to read

One of the biggest obstacles for people who have low interest in reading is the habit of procrastination. They consider reading activities as unimportant and boring. Usually people don't do it right away and then completely forget about it without realizing there is a hidden interest. Therefore, when they realize that reading is important and their interest is still low, they should not hesitate to regularly go to the bookstore and immediately buy some books that are suitable for them. Thus, they will feel "forced" to read, because they have invested their money. In other words, people tend to be motivated to avoid losses of any kind, so they will immediately read the books they have purchased.

e. Read book reviews

Reading reviews of several books can foster student interest. They should start reading book reviews on the internet. By reading the advantages and

disadvantages of the book, they can know the quality of the book. This will help them decide which book they want to read. Interest in reading will also grow, if they read books with the best reviews. They can write their own book reviews. It's great to have an opinion about a book they enjoy.

    f.   Tell me what you've read

The best part about reading is of course the knowledge they get from reading. So that they feel the real benefits, they need not be ashamed to share the knowledge they get through words, actions, even through writing. By imparting the knowledge gained, they are increasingly convinced that reading can change many big things that make their lives better. Of course the result is even more excited reading other books. Sometimes they may need to discuss with other people. They can also share their knowledge with their friends. So that they can increase their knowledge.

2.3.4   The ways to measure the level of reading interest

According to Hayati (2009), there are several ways to measure the level of the students' reading interest as stated below:

1. "The attention that students give toward the reading activities, like the attention in reading books, reading facilities (such as library), and the activities which require reading.

2. The intensity of reading which can be seen from students' frequency in performing reading activities. Whether they spend a lot of time in reading or not and how they make the schedule in reading.

3. Concentration; the higher the interest of students in reading, the longer they can concentrate in reading.

4. The statement from the students about the feeling of love without forced, need, satisfied, and glad; and the feeling of getting benefits from the reading."

In similarly, Burs and Lowe (n.d) as cited in Prasetyono (2008) points out, the indicators in determining the reading interest of students are:

1. The need for reading

2. The actions to look for reading

3. The feeling of pleasure for reading

4. The desire to always read

5. The follow up (follow up what has been read)

In addition, Bafadal (2008) argues that a sense of pleasure in reading can be caused by several factors, such as; he knows the benefits of reading; he realizes that books and other good literature can broaden his horizons (knowledge and insight). In conclusion, the level of reading interest of students do not only measure from the word, "interest or happy", but they also need to prove it with the actions related to reading. On the other words, the penchant of reading is closely related to AIDA action framework; attention, interest, desire and action.

2.3.5 Relevant Studies

1. Siswati conducted a research with the title, "Minat Membaca pada Mahasiswa (Studi Deskriptif pada Mahasiswa Fakultas Psikologi UNDIP Semester I)." The research conducted through questionnaire to

92 students with 21 male and 71 female. The result of the research showed that the reading interest of the students were low. Most of the students preferred to read novels, rather than books. The habits of the students like watching movies and playing games became the factors that affected the reading interest of the students.

2. Deni Hardianto conducted the research with the title, "Studi Tentang Minat Baca Mahasiswa Fakultas Ilmu Pendidikan UNY. The researcher used the quantitative method by using the questionnaire. There were 100 students who answered the questionnaire. The result of the research was the students had low reading interest in reading. The most practiced activity by the students was waiting in front of the class. The intensity the students spent in reading was low with only 1 hour per day. The most factors that influence the students' reading interest were from the students' selves. On the other word, it comes from the internal factor".

CHAPTER III
RESEARH MHETODOLOGY

This chapter generally explains which research methodology is more detailed regarding the analysis of students' reading interest through several instruments such as observation and questionnaires. a description of the research location, data collection techniques, and data analysis techniques. Each of them needs to be explained clearly, therefore the process of how the authors conducted this research will be explained.

According to Sugiyono that "In general, the research method is defined as a scientific way to collect data with specific purposes and uses." 1 And it can be understood that a research method is a procedure or a way to find out something systematic steps to obtain facts or principles. new which aims to gain understanding or new things and raise the level of science and technology. Alfabeta (2013).

3.1 Research Design

This research uses descriptive qualitative research method because in its implementation it includes data, interpretation and analysis of the data and the meaning obtained. 1. Produce descriptive data in the form of written or spoken words from people and observed behavior. "2 Research with a qualitative approach emphasizes the analysis on the deductive and inductive inference processes and on the analysis of the dynamics of the relationship between observed phenomena. Moleong (2014).

3.2   Research Participants

According to Sugiono (2015), population is an area of speculation consisting of objects or subjects that have certain qualities to study and then draw conclusions. "Population is all individuals who will be the target of generalization". Based on the description above, it can be concluded that the population is the entire object and subject that is the target of a study in accordance with the provisions that have been formulated. Therefore, the population of this study is all students of class XI SMKN 1 Mesjid Raya.

3.3   Research Instruments

In this study the authors collected data using tri instruments; Interview Questioner and Documentation. In the midst of the Covid 19 Pandemic, in order to avoid the spread of the Covid 19 virus, in future research, researchers will apply health protocols so that the data collection process runs well.

Why did the writer choose class XI because the writer argued that class XI students were able to read a reading correctly, and class XI students were in the development process for the next stage, so the researcher set class XI as the subject in the analysis of student reading interest at SMKN 1 Mesjid Raya.

3.4   Research Methods

To collect the necessary data the author uses the following methods:

a.   Interview Technique

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to that question Meleong (2010). The main

characteristic of an interview is direct contact face to face between information seekers and information sources.

In the interview various kinds of questions have been prepared but various other questions arise when researching. Through this interview, the researcher digs up data, information, and description of the research subject.

    b. Questionnaire Technique

Questionnaire is a strategi of collecting data indirectly (researchers do not directly ask and answer the respondents). The data collection instrument or tool is also called a questionnaire containing a number of questions that must be answered or responded to by respondents Sutopo (2006).

Respondents have the freedom to provide answers or responses according to their perceptions. The questionnaire is a data collection technique that is carried out by providing a set of questions or written statements to the respondent to be answered, where the researcher does not directly ask the respondent Sutopo (2006). Because the questionnaire is answered or filled in by the respondent and the researcher does not always meet the respondent in person, several things need to be considered in compiling the questionnaire. First, before the questions or statements there is an introduction or instructions for filling in. Second, the questions are formulated clearly using words that are commonly used (popular), the sentences are not too long. And third, for each open and structured question or statement, the column is adjusted to sufficiently write down the answer or response from the respondent.

c. Technique Documentation

According to Hamidi (2004), the documentation method is information derived from important notes from both agencies or organizations as well as from individuals. The documentation of this research is the taking of pictures by the researcher to strengthen and support the research results. According to Sugiyono (2013), documentation can be in the form of writings, pictures or monumentel works of a person.

Meanwhile, according to other experts such as Arikunto (2006) says that documentation is looking for data on variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on.

3.5 Preliminary Observation

The observation technique is a data collection technique by means of researchers making direct observations in the field. The author has made observations at SMKN 1 Masjid Raya when participating in the teaching practice program (PPL) for 4 months from August 2019. In these observations, the author is determined to make a thesis title about students' reading interest. The method of observation itself is a method of collecting data by systematically observing and recording the symptoms studied Supardi (2006). Observations are carried out in accordance with certain procedures and rules so that they can be repeated by the researcher and the results of the observations provide the possibility to be interpreted scientifically.

Simple observation is the process of the researcher looking at the research situation. This technique is very relevant to use in classroom research which

includes observing the conditions of learning interactions, children's behavior and interactions of children and their groups. Observations can be done freely and in a structured manner. Tools that can be used in observation are observation sheets, checklists, incident notes and others.

Table 3.1. Observational Instrument Grid

No	Aspek	Indikator
1.	Location	SMKN 1 Mesjid Raya
2.	Target	Class XI Students
3.	Activities	Observations in preparing research materials

3.6 Data Collection Techniques

3.6.1 Questionnaire

Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer Sugiyono (2017). The questionnaire in this study used a closed questionnaire (seen from how to answer). The closed questionnaire answers have been provided so that the respondents just have to choose. The questionnaire in this study contains statements and questions for students of SMKN 1Mesjid Raya.

The type of questions and answers that will be used in this questionnaire is a rating scale questionnaire because the expected data is a graded response. The scale used is the Linkert scale. There are four alternative answers that have their respective scores, namely strongly agree (1), agree (2), disagree (3), strongly disagree (4).

Table 3.2. Reading Interest Indicator Grid

No	Indikator	Question Number	Number of Question Items
1.	Need for reading	1 dan 2	2
2.	Actions to search for passages	3 dan 4	2
3.	Happy reading	5 dan 6	2
4.	The desire to read	7 dan 8	2
5.	Follow up (follow up on what was read)	9 dan 10	2
	Total Question Items		10

Source://Dwi Novi Antari, 2016

Appendix: Quiseoner Grid

Instructions:

1. In this questionnaire there are 10 statements. Think carefully about each statements in relation to the activities you experience. Give an answer which really matches your choice.

2. Consider each statement separately and determine its truth. Your answer do not be influenced by answers to other statements and other people.

3. Put √ on each answer that you think matches your choice.

The answer choices are:

SS: Very Suitable

S: According

TS: Not Compatible

STS: Very Not Compatible

Table 3.3. Questionnare

No	Statement	SA	A	D	SD
1	I like to read books wherever I am				
2	I'm lazy to read books				
3	I get bored quickly when reading books				
4	I feel obliged to read books because I am a child				
5	Watching television is more fun than reading a books				
6	Better playing than reading a book				
7	On holiday I keep reading books				
8	I prefer reading story books than reading English textbooks				
9	I only read books when I need to				
10	I am interested in the books in the library				

The author believes that the questions and statements in the table above are very suitable for the author's purpose in finding out students' reading interest and the method is sourced from the journal Irma Yuliani with the thesis title "The Relationship between Book Reading Interests and Social Studies Learning Achievements for Class V SDN Bantul Regency Yogyakarta", (2012).

3.6.2 Documentation

Documentation according to Sugiyono (2015) is a way used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information which can support research. Documentation is used forcollect data then analyzed.

So in this study the documentation method is needed in supporting the collection of data on student reading interest at SMKN 1 Mesjid Raya, namely by taking photos of student report files, to find out high or low English lesson scores. Then it can become supporting data in this study.

To take photos of report card scores, the researcher will take all the XI grade student reports as supporting data, if the researcher doesn't get all the student reports, at least the researcher will collect 70% of the photo files.

3.6.3 Interview

According to Sugiyono (2016) interviews are used as a data collection technique to find the problem to be solved and also if the researcher wants to know the things that are the respondents in more depth.

In this method, the researcher will interview one English teacher in an effort to analyze the reading interest of class XI students, the researcher has prepared a question sheet related to the problem of students' reading interest.

During the interview process, the researcher will provide questions that have been prepared in the interview guide that has been made. The researcher will also record the results of the interview using a recording device such as a cellphone to make it easier for researchers. such as the interview questions below:

Table 3.4. Teacher Interview Guidelines

Nomor	Question
1	How do students feel about the needs of reading in class?
2	Do you facilitate students to form group reading in class? How often?
3	Did the teacher / teacher provide motivation or suggestions for students to actively reading a book?
4	How do students respond when given an assignment or told to library?
5	Have you ever held a reading competition on students to increase competence or competition in reading activity?
6	Have you ever given student assignments to summarize the reading? How was the result?
7	Did the teacher ever allocate a certain time for reading, for example 15 minutes before the lesson starts? How the response?
8	How do you develop your interest read students?
9	Do any students enjoy reading? How many Lots?
10	According to you, what factors make students like them reading activity?

Dwi Novi Antari, 2016

3.7 Data Analysis Techniques

Qualitative Data Analysis Techniques All data that has been collected from the data collection process, then analyzed. According to Sugiyono (2017) the steps in qualitative data analysis are carried out by: (1) data reduction, (2) data display (data presentation), and (3) conclusion drawing (drawing conclusions) .

1. Data Reduction

Reducing data selects main things, points to things that are important, looks for friends and patterns and discards what is not important. Data that has been reduced will provide better quality, and make it easier for researchers to provide a clear picture, and make it easier for researchers to collect further data, and search for it if needed.

2. Presentation of Data

The results of the data are reduced, then the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowchats, and the like. By displaying the data it will be eoasier to understand what happened, plan the next work based on what has been understood.

3. Withdrawal of conclusions

The expected conclusion in qualitative research is a new finding that had never existed before. The findings can be in the form of descriptions or descriptions of an object that was previously unclear, so that after being examined it becomes clear, it can be in the form of a crucial or interactive relationship, hypothesis or theory. To classify the reading interest that has been obtained from

the questionnaire data, this study used the Suherman (2010) scale which the researcher modified as follows;

Table 3.5. Reading Interest Criteria Scale Grids

Kriteria	Klasifikasi
Number 0-40%	Very low
Number 40-55%	Low
Number 55-75%	Moderate
Number 75-90%	Hight
Number 90-100%	Very Hight

Sumber//Dwi Novi Antari, 2016

The data measurement technique in this study is to use a Likert scale. According to Sugiyono (2017) the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about the conditions in a place, both social and educational. For each question or statement the respondent must support a questions to choose from. With a Likert scale, respondents choose answers from variables are broken down into part of indicator variables, respectively variable indicators have instruments that are used as benchmarks in a question or statement.

The table above is used to make it easier for researchers to assess the students 'reading interest criteria scale, the researcher will provide 10 questions for all second grade students, if it turns out that from the results of the quisener found the numbers 0-40% of students' reading interest, it will be classified as reading interest. students in these schools are very low. And if the results reach 90%, it will be classified as having a high interest in reading.

3.8   Brief Description of Research Location

The research was conducted at SMKN 1 Masjid Raya. It is a Vocational School under the Ministry of Education of the Republic of Indonesia. SMIK is its name until now which is still attached to the public towards the Vocational High School (SMK) Negeri 1 Mesjid Raya. Yes, at the beginning of its establishment it was called SMIK (Middle School for the Craft Industry) which was founded in 1992 and was inaugurated by the President of the Republic of Indonesia Soeharto. Located in Neuheun, Mesjid Raya District, Aceh Besar District. During the equivalence period of vocational schools throughout Indonesia by the government. SMIK Aceh changed its name to SMK N 1 Mesjid Raya, but there was no change in the field of expertise in the field of Fine Arts by adding the fields of Information Technology and Engineering Engineering. which is located on Jalan Malahayati, Neuhen Village, Aceh Besar.

SMKN 1 Mesjid Raya is currently led by Rosmanidar as the principal. This school has graduated hundreds of students. This school does not only focus on vocational science but also other general materials such as English. Accompanied by qualified and professional instructors.

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

4.1.1 The Analysis of Questionnaire Data

The questionnaire was distributed to the students to find out the data about their reading interests. The questionnaire was the main research instrument to collect data in this study.

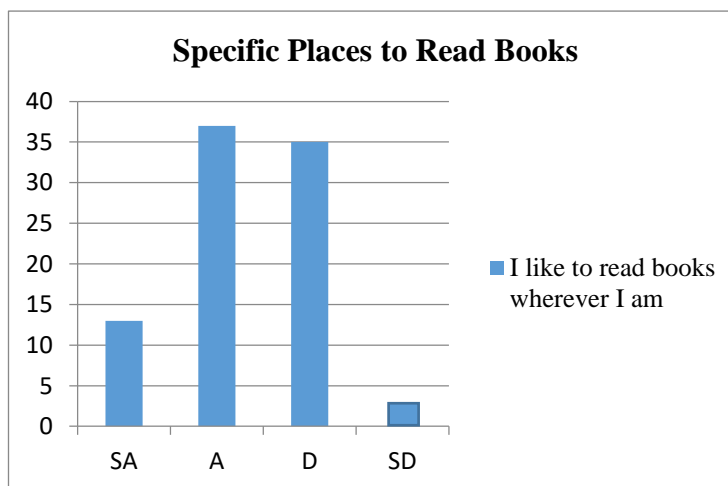### 4.1.1.1. Specific Places to Read Books

Figure 4.1. Specific places to Read books

The chart above shows the data of specific places to read books. The number of students that agreed and disagreed was almost the same. The students considering that reading activities could be done everywhere were 37 students, while the students that disagreed were 35 students. Moreover, only 13 students strongly agreed and 3 students disagreed with the statement. The chart above indicated that the students also considered the choice of places to be able to read books.

4.1.1.2. Laziness of Reading Books
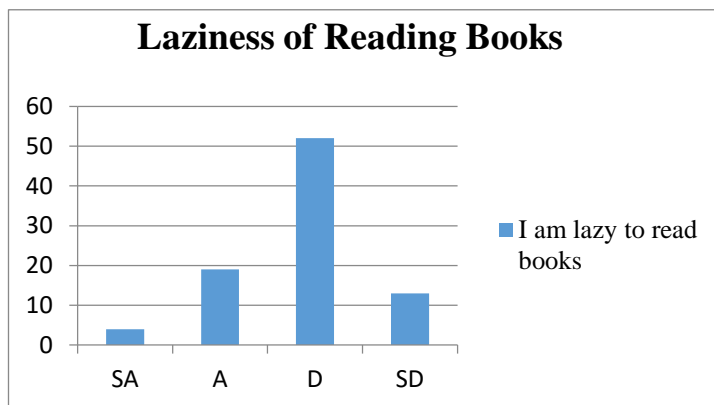

Laziness of Reading Books

Figure 4.2. Laziness of Reading Books

The bar chart above presents the data of students being lazy to read. Most of the students disagreed with the statement. 52 students disagreed and 13 students strongly disagreed that they were lazy to read. However, 19 students agreed and 4 students agreed that they were lazy to read. The data above shows that the majority of students did not think that laziness influenced them not to read books.

4.1.1.3. Getting Bored Quickly when Reading Books

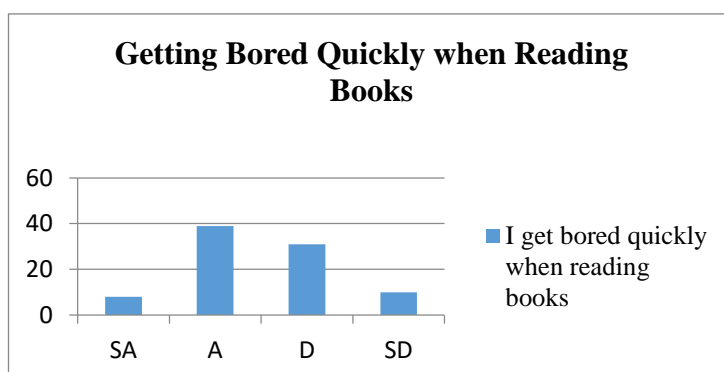**Getting Bored Quickly when Reading Books**

Figure 4.3. Getting bored quickly when reading books

The chart above indicates that the 39 students agreed that they got bored quickly when reading books. Nevertheless, the students not agreeing with the

statement were 31 students. The difference of numbers between students that agreed and disagreed was not significant. Furthermore, 8 students strongly agreed with the statement, while 10 students responded that they strongly disagreed. The chart shows the tendency that the students would be easily getting bored when reading books although some other students disagreed with the statement.

4.1.1.4. The Obligation to Read Books
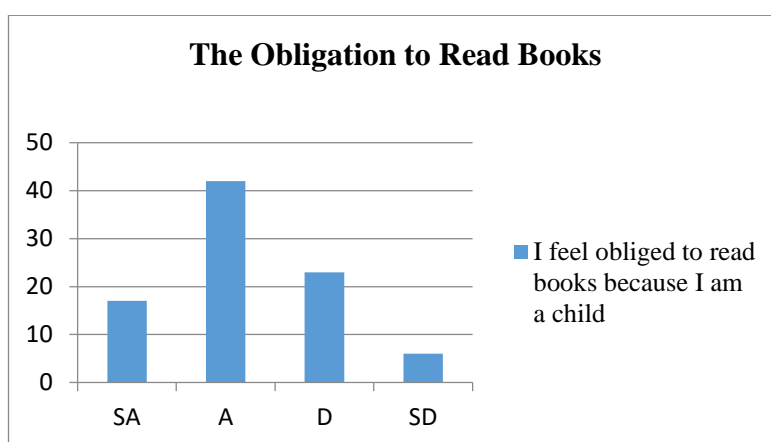
Figure 4.4. The obligation to read books

The chart shows that 42 students felt obliged to read books. The obligation may come from their parents, family members, teachers, and other people. It signifies that the students' had external motivation to read books. Because they were a child, they believe that certain people obliged them to do reading activities. On the contrary, 23 students had different views. They thought that there was no obligation for them to read books although they were in the childhood age. Furthermore, only 6 students strongly disagreed with the statement.

4.1.1.5. Students' Preference to Watch TV

Students' Preference to Watch TV
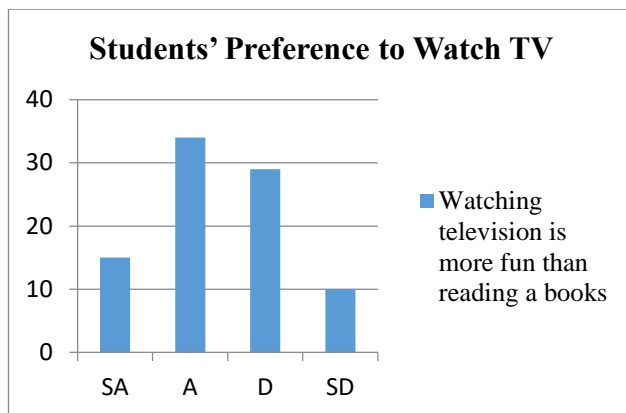
Figure 4.5. Students' Preference to Watch TV

The chart displays the data of students' preference to watch TV rather than reading books because TV provided them entertainment. 34 students agreed with that statement, they preferred watching TV. Moreover, 15 students strongly agreed that TV was more exciting than reading books. On the other hand, 29 students did not agree that watching TV was more enjoyable than reading books. Besides that, 10 students responded that they strongly opposed the statement that watching TV was more fun. However, the majority of students agreed that TV offered more entertainment.

4.1.1.6. Students' Preference of Playing and Reading

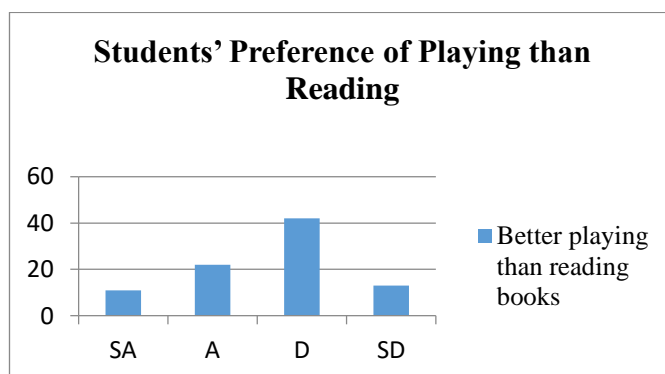**Students' Preference of Playing than Reading**

Figure 4. 6. Students' preference of playing over reading

The diagram above presents data on students' preference of playing than reading. 42 students responded that they disagreed that they preferred playing rather than reading books. Furthermore, 13 students strongly disagreed with the statement. Nonetheless, 22 students agreed that they preferred to play compared to reading books. The rest of the students strongly agreed that reading books was not better than playing.

4.1.1.7. Reading Books on Holiday
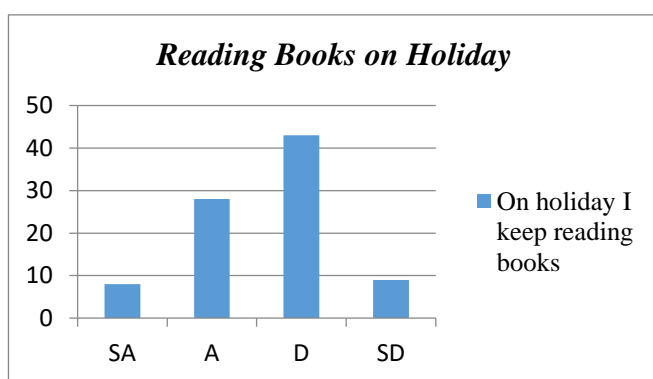
Figure 4.7. Reading Books on Holiday

The diagram presents data on students' reading activities on holiday. The majority of students disagreed with the statement. 43 students did not read books during the holiday. Besides that, 9 students had a strong disagreement with the statement. On the contrary, 28 students responded that they keep reading books while spending their holiday. Moreover, 8 students strongly agreed with that statement. That indicated that they keep having reading book activities during the holiday. Furthermore, it can be concluded that although the holiday is known as the time to have entertainment, the students set aside their time to read books.

4.1.1.8. The Students' Preference to read Story Books
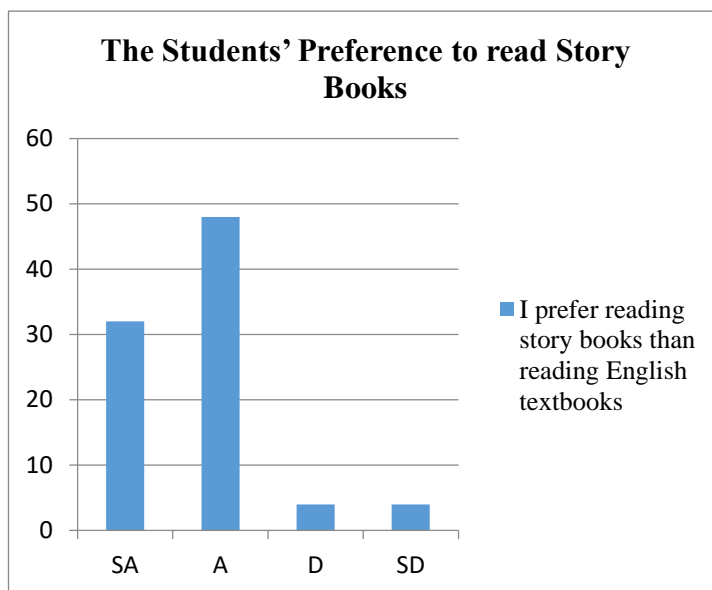
Figure 4.8. The Students' Preference to read Story Books

Most of the students agreed with the statement that they preferred reading storybooks rather than English textbooks. Besides that, 32 students strongly agreed with that statement. However, only 8 students did not prefer reading storybooks. They favored reading English books. It pointed out that the students disagreed with the statement aimed to improve their English language comprehension. Besides that, they were interested in English education books rather than books for entertainment.

4.1.1.9. Reading Books when Students Need to
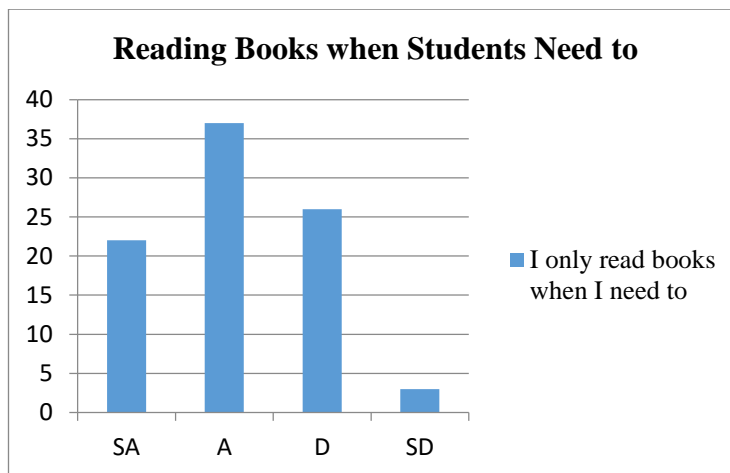
Figure 4.9. Reading books when students need to

The chart displays data on the students' time to read books. The diagram shows that 37 students agreed that with the statement that they only read book when they need to. Moreover, 22 students strongly agreed that they did not read book when they did not need to. Nevertheless, 26 students responded that they also read a book when they did not require reading it. Besides that, only 3 students strongly agreed with the statement.

4.1.1.10. Students' Interest in Books in the Library

Figure 4.10. Students' interest in books in the library

The figure above shows the data of students' interest in books in the library. 50 students responded that they were interested to read books in the library. Furthermore, 17 strongly agreed with the statement. However, some students did not agree with the statement. 14 students had no interest in books in the library. Besides that, only 7 students had a strong disagreement indicating that they also did not have any interest in books provided in the library around them.

4.1.2 The Analysis of Interview Data

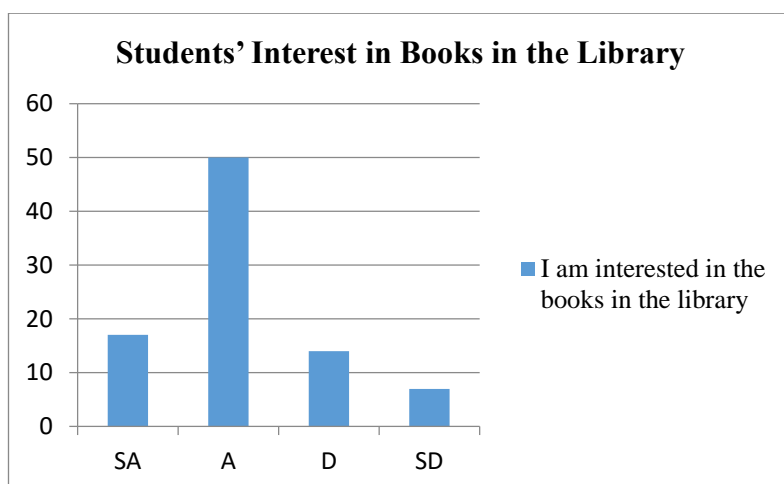The researcher asked 10 questions to an English teacher teaching at the school. The 10 questions were: the frequency of facilitating the students to make reading groups, giving motivations and suggestions to students to read books actively, the students' responses when being given assignment and asked to read books in the library, reading competitions, summary assignments, time allocation to read books before learning English, improving students' interests in reading books, the number of students interested in reading books, factors influencing students to have reading interests, the description of students' needs to read books in the classroom.

4.1.2.1 The frequency of facilitating the students to make reading groups

When asked about how frequently she facilitated her students to read in groups, she replied that she frequently provided the facility for her students to be in the reading groups. Not only did she help her students to build a reading habit in the classroom, but she also gave certain learning materials to the students. The students were provided with learning materials on monologue and dialogue reading activities. The teacher stated that "yes, it was almost in every meeting, I

facilitated my students to create reading group activities. Besides that, I also provided them certain English learning material such as on the topic of dialogue and monologue".

4.1.2.2 Giving motivations and suggestions to students to read books actively

The second question asked was whether the students were motivated and given suggestions to read actively. The teacher said that she frequently motivated students to read books in their daily activities in the classroom or outside of it. Moreover, she admitted that the students were also regularly stimulated to increase their enthusiasm. Furthermore, she added that the students were also encouraged to be able to compete in this era when technology becomes more sophisticated. She uttered that "the students were frequently motivated and stimulated to be more enthusiastic. Besides that I also encouraged them to be capable of competing in this era when technology is more advanced".

4.1.2.3 The students' responses when being given assignment and asked to read books in the library

The researcher asked the teacher about the students' responses when being given an assignment or asked to read books in the library. The teacher viewed that her students had difficulty in the process of learning English. The students were difficult to understand the English learning materials from the teacher. Therefore, when the students were asked to work on the assignment, many students did not perform well. So, the expected outcome was not achieved. The result of the assignment was not satisfactory. The teacher responded that "the students responded that they had a difficulty in comprehending the subject materials given. As a consequence, the result of the assignment was not good".

4.1.2.4 Reading competitions

The fourth question was about reading competitions. The researcher asked the teacher whether she had set a competition for her students related to the activity of reading. She told that the reading competition was frequently held. The students were divided into several groups to read and share their ideas on the reading topic with their classmates. The competition was done to provide an environment for the students to discuss actively. Types of reading competitions conducted were finding incorrect sentences from a question and analyzing a case from a story. The competition indicated that the teacher wanted her students to work in groups and solve the problem together. The teacher answered that "the usual activity of the competition was done in groups, so that the students could discuss on learning materials given, such as finding the wrong sentence from a question or investigating a case of a story".

4.1.2.5 Summary assignments

The next question asked was about assigning students to summarize books or other reading materials. The teacher told that she did not assign all students to summarize reading contents. She considered that it was not appropriate to give that kind of assignment to the students that had not known how to write a summary. Therefore, she only asked certain students to write the summary. The students were in the class that had been able to summarize reading materials. She responded that "there was a summary assignment given, but it was only for certain students".

4.1.2.6 Time allocation to read books before learning English

When being asked about time allocation provided for the students to read books or other reading materials, the teacher replied that she had implemented Gerakan Literasi Sekolah (School Literacy Movement), reading for 15 minutes before learning. However, the activity of reading was not successfully done. The reason was that the time was not enough for students to read because time allocation was shortened because of the Covid-19 Pandemic. Previously, the time allocation for learning was 120 minutes and now becomes 60 minutes. Consequently, there would be less time for students to learn the main content of the learning material if they spend 15 minutes having a reading activity. Besides that, the teacher acknowledged that the available books at school were considered not interesting for the students to read. As a consequence, sometimes the students were forced to read books. The teacher stated that:

> The successful implementation of Gerakan Literasi Sekolah or the activity of reading 15 minutes before learning has not been achieved yet. That was because of Covid-19 Pandemic that the time allocation for studying was reduced, from 120 minutes to 60 minutes. The other factor that resulted in the lack of students' interest in reading was the books in this school are not interesting for the students to read. Therefore, the students were sometimes forced to read.

4.1.2.7 Improving students' interests in reading books

The researcher asked the teacher about the program to improve the students' interest in reading. The teacher admitted that there was no specific treatment or program to increase the students' reading interest. However, the teacher responded that she had to give the best for her students. The teacher said

that "there was no specific program to improve or increase students' interests in reading. Nevertheless, as a teacher, I have to do the best for my students".

4.1.2.8 The number of students interested in reading books

The teacher admitted that not all students were interested in doing reading activities, especially when being asked to read English text. They got bored more easily when reading English text. Their reason was that they did not like English. They preferred to read text related to the subjects they like such as engineering, metal, and so on. The teacher replied that "there were not all students enthusiastic in reading, especially in reading English text. They got bored more easily. That was because they did not like English, but the preferred subjects such as engineering and metal".

4.1.2.9 Factors influencing students to have reading interests

According to the teacher, there were several factors increasing students' enthusiasm to read. First, the students preferred learning using audio-visual media. The second factor was the content of the books had to be included with pictures. Furthermore, the learning environment was also crucial in building students' reading interest. The teacher said that sometimes the learning activities were conducted outsides of the classroom, for example under the tree in the school environment. She responded that "from my experience, the students had a preference in learning by audio-visual media. Moreover, they also favored books that included pictures. Besides that, sometimes I conducted learning activities outside of the classrooms, under the trees in the school environment".

4.1.2.10   The description of students' needs to read books in the classroom

The last question was the teacher's view on the description of students' needs to read books in the classroom. The teacher stated that based on her observation, the student's interest in reading books was low. They had less enthusiasm for reading books, especially English books. The students would read if the teacher asked them to read books. The teacher admitted that she sometimes forced students to do reading activities. The teacher said that "the students were not interested in reading books, especially English books. I had to force them to read books". That was the description of students' need to read books in the classroom.

4.1.3   Documentation

The third instrument was students' school report cards. From the instrument, the researcher viewed that all the samples had good scores in English. It indicated that the students performed well in the process of learning and the evaluation. All students passed the minimum scores required in the knowledge and practical work sections. The data represented the real descriptions of the students' English language skills. From the assessment results, the researcher viewed that the students' scores were satisfactory. Moreover, it can be seen that there was no indication that the students had difficulties in the learning process. That because the students' scores were good enough to pass the obligatory score standard.

Besides that, it was clear that the students performed well in the assessment process. The data presented that the teachers were successful in improving their students' reading interest. The students' scores proved that their

interest in reading books was not low. However, it also could not be concluded that the students' reading interest were high because the majority of the students' scores were not bad and not very good. Most of the research samples' scores had good assessment results and the students had good reading interest, it could be seen from the assessment report that none of the students had bad performance during the learning process.

Furthermore, since the data was the samples of the students' scores, there were possibilities that the other students had low reading interests or did not have satisfactory performances during the learning and evaluation processes. Therefore, the researcher was difficult to conclude that all of the students at that school had good English academic achievement, English reading competences, and performances in other language aspects. Nevertheless, the researcher was convinced that the data obtained were valid to prove that although the students had obstacles in understanding English reading text, they had good academic scores in the subject.

4.2 Discussion

4.2.1 Questionnaire

The findings from the questionnaires were that the students agreed that the activities of reading could be done anywhere, they thought that they were not lazy to read, got bored quickly, felt obliged to read, preferred watching TV than reading, chose to play than to read, did not read books during the holiday, preferred to read storybooks, read books only when they needed to, interested in books in the library.

There were nearly the same numbers of students who agreed and disapproved with reading in anyplace. 37 students thought that reading activities could be performed anywhere, whereas 35 students disagreed. Furthermore, only 13 respondents strongly agreed while 3 students strongly disagreed. From the data, it can be concluded that most of the students did not consider certain places influencing them not to read books. Therefore, they could read books everywhere.

Besides that, 39 students agreed that they got bored quickly when reading books. Nevertheless, the students not agreeing with the statement were 31 students. The difference of numbers between students that agreed and disagreed was not significant. Furthermore, 8 students strongly agreed with the statement, while 10 students responded that they strongly disagreed. The data showed the tendency that the majority of the students would be easily getting bored when reading books although some other students disagreed with the statement.

Moreover, most of the students did not agree that they lazily read books. 52 students disagreed and 13 students were strongly disagreed to the statement. 19 people agreed, though, and 4 students strongly agreed that they had laziness to read books. The preceding data indicated that most of the students thought that laziness did not affect them to read books.

Besides that, 42 students felt forced to read books. Their parents, their families, instructors and others were responsible for forcing them. It indicated the external motivation of the students to read books. They thought that some people forced them to take academic activities because they were students. 23 students, on the other hand, had different ideas. They believed that, although they were

students, they had no responsibility to read books. In addition, only six students strongly disagreed with the statement. The data showed that most of the students felt forced to read books.

Furthermore, the majority of the students preferred not to read books, but to watch TV, because TV was entertaining. 34 students agreed, they preferred to watch TV. 50 students also strongly agreed that television was more fascinating than reading books. On the other hand, 29 students were not happy to watch TV than to read books. In addition, 10 students reacted by stating that watching TV is more amusing. But most of the students believed that TV was more entertaining than reading books.

Students preferred to play rather than read. 42 students replied in opposition to their preference for playing rather than reading books. Moreover, there was substantial disagreement between 13 respondents. Yet 22 students agreed that compared with reading books they would rather to play. The other students agreed firmly that reading books was not better than playing. The conclusion was that the students liked to play than to read books.

Most of the students disagreed with reading books on vacation. During the holiday 43 students were did not read books. Furthermore, nine students disagreed strongly with the statement. Instead, 28 students replied that while they were on holiday, they kept reading books. In addition, 8 students strongly agreed. It showed that during the holiday they continue to read book activities. Moreover, although holiday is recognized as entertainment times, students spend some time reading books.

Most students agreed that they preferred to read storybooks instead of English language textbooks. In addition, 32 students consistently supported the statement. But only 8 students had no choice but to read storybooks. They preferred to read English books. They were interested in English education books. 37 students agreed to read the book only if it was necessary. Furthermore, 22 students viewed that they did not have to read a book. However, 26 students also responded that they did not need to read a book. Furthermore, just 3 students strongly agreed with the statement.

50 students replied they were interested in reading books in the library. In addition, the statement was strongly agreed by 17 students. Some students, however, disagreed with this statement. 14 students had no interest in library books. Moreover, only seven students disagreed strongly that they had no interest in books from the library. It can be concluded that most of the students were interested in reading books in the library.

Based on the questionnaire data, the solutions to increase the students' reading interest were to provide entertaining environment for the students at schools. Moreover, the teacher can also conduct reading activities collaborated with games. So, the students will be more enthusiastic to read books or other learning materials. Furthermore, the students can also be more often taken to the library, because they were interested in the library book collection. Besides that, the teacher can facilitate the students to watch movies and then ask the students to read the synopsis and the review of the movies. The teaching activities above can be implemented to increase the students' reading interests.

4.2.2 Interview

From the interview instrument, the researcher found out that the teacher facilitated the students to make reading groups, gave motivation and suggestions to read books actively, conducted reading competitions, assigned the students to summarize reading materials, implemented Gerakan Literasi Sekolah (School Literacy Movement) or reading for 15 minutes before learning, and improved students' interest in reading books. Furthermore, the students' response when being asked to do the assignment was that they had a difficulty in understanding the learning materials. As a consequence, they did not perform well and achieve the expected outcomes.

When asked how often the teacher made it possible for her students to read in groups, she said that she often gave her students a way to read. In addition, to help her students develop reading habits in the classroom, he also gave the students some learning materials. Learning materials on monologs and dialog readings were provided to the students.

Moreover, the teacher stated she often encouraged students to read books in or outside the classroom in their everyday activities. In addition, she saw that students were also encouraged to boost their excitement consistently. She also said that students were motivated to compete when technology was more sophisticated in this age. The teacher saw that their students were struggling to learn English. The children could not understand the teacher's English learning materials. So, many students did not perform well when the students were asked

to work on the task. The desired result was therefore not reached. The assignment's outcome was insufficient.

She also said she often conducted reading competitions. The students were divided into various groups to read and share their opinions with peers. The competition was conducted in order to present the students with an opportunity for active discussion. Some types of lecture contests were held to detect false statements from a topic and to analyse a story. The contest revealed that the teacher wanted her students to work together and solve the challenge. Moreover, the teacher told that she did not assign all students to write a summary of the topic. She therefore requested just some students to write the summary.

The teacher also stated that she had implemented Gerakan Literasi Sekolah (School Literacy Movement) for 15 minutes for students to read books or other reading materials. The reading time was not adequate due of the Covid-19 pandemic. Earlier, the learning duration was 120 minutes and now 60 minutes. As a consequence, if students spent 15 minutes reading, they would have less time to learn the essential substance of the learning material.

In addition, the teacher recognized that the existing school books were not considered to be entertaining for students. As a result, students were occasionally obliged to read books. The teacher admitted that the reading interests of the students were not improved by any particular treatment or program. The teacher stated that she must give her students the best. The teacher recognized that not all children were interested in reading exercises, particularly when they were requested to read English. When they read English material, they were bored

much easier. They did not like English. They would rather read text about topics like engineering, metal etc. The teacher viewed that the student's interest in reading books was minimal, based on her observation. They were less excited to read books, particularly English books. If the teacher instructed them to read books, they read. The teacher stated sometimes that she pressured them to read.

The solutions proposed by the teacher to increase the students reading interest were to facilitate the students to have audio-visual learning. Furthermore, the teacher should also make sure the availability of the book content with photographs. In addition, the learning environment was important to enhance students' interest in reading. The teacher said that the teaching activities are occasionally carried out outside the classroom to encourage the students to have good enthusiasm in reading activities.

4.2.3   Documentation

The documentation of the students' academic report showed that the students in majority had good score in English. The samples from the students' report card revealed good results in the English course for the students. It showed that the pupils were successfully performed in the learning and assessment process. In the knowledge and practice parts, all pupils passed the minimal scores required. The statistics showed the true descriptions of the English skills of the students. The researchers considered the evaluation findings adequate for the students. Moreover, the student's challenges with the learning process were not indicated. That is because the student performs sufficiently well to meet the compulsory score.

Besides that, it was clear that the students performed well in the assessment process. The data presented that the teachers were successful in improving their students' reading interest. The students' scores proved that their interest in reading books was not low. However, it also could not be concluded that the students' reading interest were high because the majority of the students' scores were not bad and not very good. Most of the research samples' scores had good assessment results and the students had good reading interest, it could be seen from the assessment report that none of the students had bad performance during the learning process.

Furthermore, since the data was the samples of the students' scores, there were possibilities that the other students had low reading interests or did not have satisfactory performances during the learning and evaluation processes. Therefore, the researcher was difficult to conclude that all of the students at that school had good English academic achievement, English reading competences, and performances in other language aspects. Nevertheless, the researcher was convinced that the data obtained were valid to prove that although the students had obstacles in understanding English reading text, they had good academic scores in the subject.

The findings of this study correlated with the previous ones conducted on this topic Meniado (2016). The results of that study showed that the students preferred to read books related to humor or comics. The researcher also measured the students' reading comprehension performance. From the test, it was found that the students did not perform well. Their scores were below average. Besides that,

Amirian, Asgari & Ketabi (2019) revealed that specifying learning materials was significantly contributed to develop and enhance the students' reading interest.

Moreover, it was shown that the students' performance in L2 reading comprehension was improved. To improve students' performance, the researcher selected instructional materials that the students were interested in. Noviyanti (2018) also studied students' reading preferences and its implication. The findings of the study were the students had a reading interest in the topics of entertainment, lifestyle, arts, religion, education, history, politic, and sport. Therefore, she suggested that the teachers should consider the selection of learning materials. The learning materials would be better if related to the students' interests. Besides that, the students' reading motivation would be improved.

Furthermore, the result of this study was related to Honchell & Pittman's study (2014). The finding of the study indicated that the students enjoyed reading more when they were discussing the literature of the reading materials. Additionally, the students had a better understanding of the text when they related their lives to the text contents. The researcher found that the activity of discussing the literature aspect of a text had a positive influence on students' learning activities. Similarly, Maulidar (2018) also studied the students' reading interests.

The findings of the study were that the students viewed that reading as not their hobby. They only read when they had to work on their assignments. Besides that, the factors influencing students' reading interest were their view on the significance of reading, reading motivation, languages, library book availability, the frequency of reading, views, environment, internet, and system of learning.

The researcher suggested that the teachers should support the students by assigning the students to do tasks requiring them to read many references. The assignment that can be given is to summarize reading materials.

Moreover, the from the document of the students' report cards, it was found that In addition, the academic report documentation has shown that the majority of the students have an excellent mark in English. Samples from the report card of the pupils showed good outcomes for the students in the English courses. It proved that the students had been successfully taught and evaluated. All students passed the minimum scores required in the fields of knowledge and practice. The statistics reveal that the pupils' English skills are actually described. The students deemed the results of the evaluation to be sufficient. In addition, the obstacles of the learner were not indicated with the learning process. The reason was that the student did well enough to reach the required score.

The solutions to increase students' interest in reading are to implement effective methods to encourage the students in reading books. The encouragement activities can be done by providing reading materials that the students are interested in. The teachers need to find out the reading topics that most of the students like. After that, the teachers are required to select the learning material based on the preferences of the students. However, the teachers should also consider the teaching and learning purposes, not only to prioritize the reading topics based on the students' preference. Furthermore, the students can also be motivated to read books more by taking them to the library.

The correlations of findings from the questionnaires, interview, and documents were that the students agreed that the readings could be performed anywhere, thought they were not lazy to read, bored quickly, thought it necessary to read, chose to watch television instead of reading, chose to play rather than read, did not read books on holidays, had preferred to read storybooks, read books only if they were willing to read, and liked the books in the library. However, from the interview session, the researcher found different results. The findings were the teacher assisted the students' reading grouping, motivated and suggested that they read books actively, organized reading competitions, assigned pupils the ability to summarize reading materials, developed Gerakán Literasi sekolah (School Literacy Movement). In addition, when asked to execute the assignment, the student answered that it was difficult for them to understand the learning materials. As a result, the outcomes were not good and the desired results were not achieved.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

From the questionnaire instrument, the data showed that the students agreed the reading activities not only could be done in specific places. Besides that, the students perceived that they were not lazy to read. However, they thought that they got bored quickly when reading, felt obliged to do reading activities, had a preference for watching TV and playing than reading, did not read books during the holiday, preferred to read storybooks, read books only when they needed to, and interested in books in the library.

Moreover, from the interview instrument, it was revealed that the students were facilitated to make groups in reading, motivated and suggested to read books, participated in reading competition, summarized reading materials, and reading 15 minutes before learning in the School Literacy Program. Furthermore, the teacher also increased the students' reading enthusiasm. Besides that, the students also had a problem with reading comprehension. Consequently, they had poor performances in reading tests and did not achieve the expected outcomes.

In addition, the academic report documentation of the students showed that the majority of students had a good language score. The samples from the report card of the students showed the students good results in the English course. It has shown that the learners have been successfully taught and assessed. All children passed the requisite minimum marks in the knowledge and practice areas. The stats suggest that the students' English skills have been described properly. The researchers found the assessment results to be appropriate for the students. In

addition, the obstacles of the learner were not indicated with the learning process. That is because the student performs sufficiently well to meet the compulsory score. In addition, the students' performance in the evaluation procedure was evident. The statistics showed the students' interest in reading was improved successfully. The difficulties of the students demonstrated that they were not interested in reading books. However, it was not possible to assume, as the majority of the students not have a poor and very good results, that the reading interest was high.

Moreover, as data were samples of the students, there were options in the course of the learning and evaluation process for other students to have low reading interest or unsatisfactory performances. The researchers were therefore hard to conclude that all the students at that school had good academic achievement, English reading skills and other language performance. However, the researcher was certain that the collected data was valid to demonstrate that while the students had difficulties understanding the English material, they had good academic abilities.

5.2. Suggestion

The findings of the study indicated that the students' reading interest was low. The analysis of the data showed that the students preferred reading for entertainment only such as reading storybooks. Moreover, they were also more interested in watching TV and playing games than reading books. Therefore the teachers should apply appropriate strategies to increase the students' enthusiasm in reading books by giving reading materials related to the topics that most of the

students were interested in. However, the teachers should not only prioritize selecting the learning materials based on students' preferences, but the teacher should also consider the purpose of the learning.

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