

THESIS

**READING PREFERENCES BETWEEN MALE AND FEMALE IN ENGLISH
STUDY PROGRAM OF UIMSYA (UNIVERSITAS KH. MUKHTAR SYAFA'AT)
IN ACADEMIC 2021/2022/2023**



By:

Ayu Mutmainnah

2011221032

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

APPROVAL SHEET

This is to certify that the thesis of Ayu Mutmainnah has been approved by the advisor for further approval by the board of examiners.

Banyuwangi, 15th December 2024

Advisor,



Dr. Zulfi Zumala Dwi Andriani, M.A

NIPY. 31507221218401

**AGREEMENT
EXAMINER APPROVAL SHEET**



Ridwan, M.Pd

NIPY. 3151009097401

Examiner 1



Faiqoturrizkiyah, M.Pd

NIPY. 3151710129201

Examiner 2



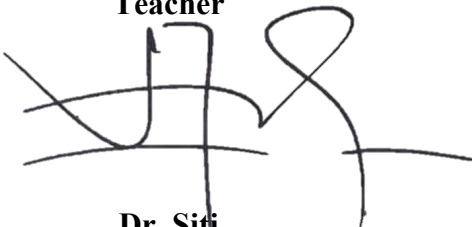
Dr. Zulfi Zumala Dwi Andriani,
M.A

NIPY. 315072212184

Examiner 3

Acknowledge
d by

**Dean of
Education and
Teacher**



**Dr. Siti
Aimah, S.Pd.
I., M.Si
M.A
NIPY.**

315080105800

1

**Head of English Education
Depar Department**



Abu Faruk, M.Pd

NIPY. 3151113058801

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim, Alhamdulillahirobb'ilalamin

Here with, I :

Name : Ayu Mutmainnah

NIM : 2011221032

Study program : English Education Department

Address : Banyuwangi, Jawa Timur

Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic year
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledge, the word of any person.
- 3) If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me.

Banyuwangi, 15th December 2024
Declarator,

Ayu Mutmainnah

Motto

Ojo mundur, tiwas kesrimpet. Wes to aman-aman!

DEDICATION

1. I dedicate this thesis to Allah SWT, who has bestowed upon us all grace, taufiq, and guidance.
2. For my sister Hanim Ulumiyah, my parents, Mr. Ansori, and Mrs. Mudayanah. You are more than the word itself, hence no lovely words need to be penned for you.
3. I would like to express my gratitude and my apologies to Mrs. Zulfi, my thesis supervisor, who has tolerated my grievances for 358 days and guided the thesis to completion.
4. I appreciate everyone who is ready to lend me money.
5. I apologize profusely to the English study program lecturers for my lack of etiquette during the studying process. Thank you.
6. For the twins, the Teletubies (Ulya, Mbak Ning A'la, Friska), there is only one quote: I'm so lucky to have you.
7. Then thanks for Mabes Gazin for all your attitude that always make me laugh.
8. I want to thank all of my best friends in TBIG 2020 Twentynizm who are enduring a lot while working on their theses and for the love and crazy times we have shared thus far. Wishing you luck and prosperity. Aamiin
9. Also extend our sincere gratitude to all of the participants in the ma'had kaum bangsawan (Ning Yuntil, Dinda, Friska) who consistently show enthusiasm for working together on skripsi. In addition to that, to For an ex-friends in the kitchen who's easy to squeeze and cry "Faiq, Tutus, Lutfi" to my friends (an-Nuriyah) and Rina thanks a lot of help.

ABSTRACT

Mutmainnah, Ayu. 2024. *Reading Preferences Between Male and Female In English Study Program of UIMSYA (Universitas Kh. Mukhtar Syafa'at) in Academic 2021/2022/2023*

Key word: Reading preference, male and female, English Study Program

The purpose of this research was to find out which books male and female students in the UIMSYA English program preferred to read for the academic years 2022–2023 and 2021–2022. Interviews, documentation, and observation with 30 students (15 males and 15 females), a lecture, and librarian were used to gather data using a qualitative methodology. The findings indicated that there was no discernible gender difference in reading preferences. Reading preferences were found to be more influenced by environmental and personal factors than by gender. A person's reading tastes are influenced by both their personal traits and their social surroundings. This study shows that reading preferences are more influenced by personal interests and contextual factors than by gender. Most students enjoy a variety of printed materials and genres. The significance of reading preferences between men and women is to consider the reading preference of male and female students in English language programs. It helps in curriculum development, improves library services, and advances comprehensive educational ideas.

ABSTRAK

Mutmainnah, Ayu. 2024. *Reading Preferences Between Male and Female In English Study Program of UIMSYA (Universitas Kh. Mukhtar Syafa'at) in Academic 2021/2022/2023*

Key word: Reading preference, male and female, English Study Program

Tujuan dari penelitian ini adalah untuk mengetahui buku apa yang lebih disukai oleh mahasiswa laki-laki dan perempuan di program Bahasa Inggris UIMSYA untuk tahun akademik 2022-2023 dan 2021-2022. Wawancara, dokumentasi, dan observasi dengan 30 mahasiswa (15 laki-laki dan 15 perempuan), dosen, dan pustakawan digunakan untuk mengumpulkan data dengan menggunakan metodologi kualitatif. Penelitian ini menunjukkan bahwa tidak ada perbedaan gender yang terlihat dalam preferensi membaca. Preferensi membaca ditemukan lebih dipengaruhi oleh faktor lingkungan dan pribadi daripada gender. Selera membaca seseorang dipengaruhi oleh sifat-sifat pribadi dan lingkungan sosialnya. Studi ini menunjukkan bahwa preferensi membaca lebih dipengaruhi oleh minat pribadi dan faktor kontekstual daripada gender. Sebagian besar siswa menikmati berbagai bahan cetak dan genre. Pentingnya preferensi membaca antara laki-laki dan perempuan adalah untuk mempertimbangkan preferensi membaca siswa laki-laki dan perempuan dalam program bahasa Inggris. Hal ini membantu dalam pengembangan kurikulum, meningkatkan layanan perpustakaan, dan memajukan ide-ide pendidikan yang komprehensif.

ACKNOWLEDGEMENTS

All gratitude belongs to Allah, the master of all creation. Through Allah's mercy and guidance, the writer has successfully completed her "Thesis" after dedicated and persistent effort. May peace, blessings, and prayers be upon the esteemed Prophet Muhammad, his family, descendants, and devoted followers of Islam. Acknowledgment and thanks are extended to:

1. Dr H. Ahmad Munib Syafa'at, LC, M.E.I. The Rector of Islamic Institute of Darussalam
2. Dr. Siti Aimah. S.Pd.i., M,Si. Dean of Faculty of Education and Teacher Training.
3. Ahmad Faruk, M.Pd. Head of Undergraduated Program in English Education Department.
4. Dr. Hj. Zulfi Zumala Dwi Andriani, MA as my advisor who has given me sincere advise and available guidance during the preparation and completion this thesis.

I do expect this thesis give advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my god blesses those mentioned above for all their sacrifices and effort that was be valuable and beneficial for them to get successful in the future life. Amin

Declator

Ayu Mutmainnah

Table of Contents

THESIS	i
ADVISOR APPROVAL SHEET	i
AGREEMENT	iii
EXAMINER APPROVAL SHEET	iii
DECLARATION OF AUTHORSHIP	v
Motto	vi
ABSTRACT	viii
ACKNOWLEDGEMENTS	x
CHAPTER I	1
INTRODUCTION	1
A. Research Background	1
B. Research Problem	2
C. Research Objective	3
D. Research Significances	3
E. Research Scope and Limitation	3
F. The Definition of Key Terms	3
1. Male and Female	3
2. Reading Preference	4
CHAPTER II	5
REVIEW OF RELATED LITERATURE	5
A. Research Design	5
B. Previous Studies	8
CHAPTER III	10
RESEACH METHODOLOGY	10
A. Research Designs	10
B. Reseach Setting	10
C. Research Subject	10
D. Data Sources	10
E. Procedure of Data Collection	11

F. Data Validity	12
G. Data Analyze	13
CHAPTER IV FINDING AND DISCUSSION	14
A. Finding of the research	14
B. Discussion of the Reseach	30
CONCLUSION	35
APPENDIXES	39

CHAPTER I INTRODUCTION

A. Research Background

Kyai Semar said, “*Memayu Hayuning Bawana, Ambrasta Dur Hangkara*” (Amalina, Djono, Sutimin, 2016) means, maintaining world peace, eradicating crime.

According to *sasanti* Kyai Semar, it can be interpreted that maintaining world peace and eradicating crime is everyone's duty, especially for students. Both of these things can be done by students as the nation's youth hope. The way that can be taken is to take many references in the contents of the book. However, the problem is that there is little traction to of reading interest has always been a hot issue that is always discussed every year. Many articles and journals roam the media pages discussing this.

That a myriad of efforts was made to significantly increase interest in reading. Interest in reading is a strong concern accompanied by feelings of pleasure towards a particular reading source, so that it can be said that someone who is interested in reading was continuous attention to reading activities. (Arnold, 2015). But it's still hard to change. Based on Rakuten Insight survey results, the majority or 83% of Indonesian respondents often read books via smartphones. The level of smartphone use as a reading medium is higher than respondents from other Asian countries, such as Vietnam (80%) and the Philippines (72%). Meanwhile, only 12% of Indonesian respondents read physical books more often. There is also 1% who usually read through tablet devices.

In a separate study entitled World's Most Literate Nations Ranked, which was painstakingly carried out by the prestigious Central Connecticut State University in March 2016, Indonesia was ranked a dismal 60th out of 61 countries, particularly in the reading interest category, placing it just below Thailand, which came in at 59th, and above Botswana, which regrettably came in at 61st. Regarding Indonesians' degree of interest in reading, this ranking revealed a fairly alarming tendency.

Despite this, it is important to note that Indonesia ranked above many European nations in terms of the infrastructure supporting reading, suggesting that although there may not be much interest in reading, the frameworks and resources needed to promote it were at least somewhat more advanced. It's interesting to note that social data from January 2017, barely a year later, showed a remarkably different element of Indonesian daily life: on average, Indonesians were staring at displays of computers, tablets, and cell phones for about nine hours every day. This prolonged use of screens not only shows a significant change towards

Therefore, reading is like an art that is processed to interpret the words printed and written on a book page. It is stated in the Qur'an *iqra'* (read), so it can be said that reading is important for students to analyze information in order to

gain knowledge to adjust in the world of technology which over time is always changing. Reading is a crucial subject that meets both the requirements of basic education and pleasure. (Mokasi, 2005). In the world of health based on (Gray; 2019) that reading books can optimize mental health. Regular reading is believed to reduce stress levels and train focus. Also (Levine; 2020) said that recreational reading is simple and cost-effective tool to help college student cope with mental health problems.

In Indonesia, to overcome the problem of reading in the country, the government creatively created a literacy program of 15 minutes of reading before the lesson starts. Any book, both fiction and non-fiction can be read. Precisely starting in 2017, this program runs even though there must always be encouragement from various groups, namely parents and teachers. The results of the 15-minute reading are written back in a special book as a review. Although it seems that there is coercion and adds to the burden on students, this should be appreciated. Because if there is no push, the habit of reading according to children's interests cannot grow.

According to Nurhidayati & Duryati (2020) several factors were found that affect children's reading abilities, ranging from intellectual, environmental, physiological, and psychological. Physiological factors include physical health, neurological considerations and gender. Differences in gender, men and women who are naturally different from each other lead to differences in abilities, but this is influenced by the upbringing given by parents. Even women prefer to read books than men. Platt (1986) reviewed numerous studies on adolescent reading preferences, and concluded that teenage like to read books, magazines and newspapers. For example, girls prefer to read novels with love themes, while boys prefer hero themes. There are differences of opinion from these experts, the researcher took the object of students who were studying at UIMSYA (KH Mukhtar Syafa'at University) which is based on pesantren. Almost all of them are *santri*. This research is like a challenge to study. Whether of them still have a high interest in reading preferences or not. Remembering their activities in boarding school are fully and busy. And understanding reading preferences of each student so that there is a high sense of interest in the reading itself.

Activities between men and female there is certainly a difference. So it can be understood that reading preferences actually vary greatly regardless of gender. Therefore, this research is expected to improve literacy and reading preferences as a whole, not just leaning towards one gender. Literacy and reading preferences as a whole, not just leaning towards one gender. In addition, this research is expected to help to find out whether there is an imbalance in the representation of in students' representation in various types of reading, especially in English

B. Research Problem

Based on the background above, namely “How is male and female reading preferences in English Study Program of UIMSYA (Universitas Mukhtar Syafa’at) in academic 2021/2022/2023?”

C. Research Objective

To find out male and female reading preferences in English Study Program of UIMSYA (Universitas Mukhtar Syafa’at) in academic 2021/2022/2023?”

D. Research Significances

For researcher, adding and expanding knowledge about the differences in reading preferences between men and women in English Study Program. In addition, for students, they are more aware of the differences in reading preferences that they are interested in between men and women. In addition, they was know more about their identity in the world of educational insight. As for, lecturers, a lecturer was care more about the quality of his students by assessing their reading references. More selective in improving student resources in the future. The researcher also hopes that can contribute ideas to the direction of policies taken to increase students' interest in reading in campus.

E. Research Scope and Limitation

To further focus the discussion in making learning applications, there are limitations in research:

the research subjects in this study were limited to English Study Program (Tadris Bahasa Inggris) UIMSYA classes of 2021, 2022 and 2023. The research is going to review the differences of reading preferences between men and women and the research is going to conducted during the class.

F. The Definition of Key Terms

The key terms to equate understanding between researchers and readers.

1. Male and Female

Male and female are also referred to as gender. Gender is a visible difference between men and women when viewed from values and behaviors. According to Hasples and Suriyasarn (2005), the definition of gender is a social variable to analyze differences between men and women related to roles, responsibilities and needs as well as opportunities and obstacles. So that in terms of reading interest is also different, especially regarding the choice of reading preferences

2. Reading Preference

Consistent with Johnson (2008:3), the definition of reading is the practice of the use of textual to create meaning.

Furthermore reading preference is a source of knowledge that a reader or consulter is directed to, such as a book or chapter. So in reading, a person is free to make his choice in reading to add insight. Readers or consultants' reading preferences are the source of information that directs them to a particular book or chapter. People can customize their reading experience to meet their needs and interests thanks to this freedom of choice, which enhances their understanding and insight. One can broaden their knowledge and develop a greater understanding of things by making certain reading preferences and exploring a variety of topics and views. Independence in reading support lifelong learning and personal development by making the quest for knowledge a more exciting and rewarding activity. Regardless of personal taste, a shared passion for reading unites us in our search for new concepts, perspectives, and worlds. Regardless of individual preferences, our collective love for reading brings us together as we explore new ideas, viewpoints, and realms.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Research Design

a. Reading Concept

The concept of reading is a ninja way for a person to open the maze of civilization in the world. Humans can understand the whole world by reading. Taringan (2015) states that reading is a manner undertaken and used by readers to acquire the message a method used to speak with yourself and sometimes others, which communicates the meaning contained or implied inside the written symbols.

As a result, reading is not a simple or straightforward task; rather, it is a complex and multifaceted endeavor that requires a complex combination of different cognitive processes, such as the ability to recall previously stored knowledge, apply reasoning and critical thinking, evaluate and assess information, imagine different possibilities or interpretations, organize ideas in a systematic way, apply learned concepts to new contexts, and constantly solve problems that help readers get past obstacles and ambiguities in the text. The process of decoding, internalizing, and conveying these messages goes beyond the act of reading alone, allowing the reader to engage in a richer dialogue with both the author's intended message and the larger intellectual, cultural, or social contexts in which the text exists. So, reading becomes an active and dynamic process that facilitates communication with oneself through deep reflection, insight, and personal connection to the material as well as, in many cases, with others.

b. Reading Strategy

Reading is an active skill that necessitates various cognitive abilities, including predicting, guessing, and analyzing, rather than being a passive ability to receive information. These mental processes help readers engage with the text deeper, enabling them to better understand and retain the information presented. As a result, language teachers play a crucial role in enhancing their students' reading skills by providing strategies and activities that encourage active engagement with the material. By fostering these abilities, the teachers can help students become more proficient readers who can critically interact with texts and effectively absorb new knowledge.

Saricoban (2002) posits that a reader's background knowledge, encompassing previously acquired information, is essential in the reading process. Schema theory indicates that text comprehension involves a complex interaction between the text and the reader's prior knowledge, underscoring the dynamic relationship between existing knowledge and new information presented in the text.

The theory is divided into two namely:

- a. Bottom-up process: The structure of pre-existing knowledge, referred to as schema, is organized hierarchically from the general at the top to the specific at the bottom, which is also known as "data-driven." To achieve this, teachers can shift learners' attention from grammar and vocabulary to the core of the message.
 - b. Top-down Process: Students are advised to have a general prediction first and then look for it in the text to support the message. To achieve this, a teacher can provide some ideas that help students form generalizations about the topic so that students stimulate themselves to process information.
2. Gender Equality

- a. Definition of Gender equality in the Perspective of Experts

The study of gender is always echoed and becomes a hot conversation every year. On the other hand, others believe that gender is a topic that is constantly echoed in academic, social, and cultural discussions, making it a subject of intense debate and a hot conversation every year. It is therefore not surprising that the interpretation of the term "gender" varies widely across different individuals, communities, and scholarly disciplines.

There is a wide range of opinions that reflect the complexity and diversity of understandings surrounding the concept of gender. Some contend that gender is a social construct, a fluid and evolving concept that is shaped by societal norms, cultural expectations, and historical contexts. As a result, they contend that gender is not fixed but rather a product of socialization and cultural influence.

According to Samovar (2007), gender refers to how certain cultures distinguish masculine and feminine social roles. In addition, Anantasa argues that gender is a social construct that is shaped and influenced by a society's cultural norms and values rather than a biologically predetermined characteristic. This illustrates how society actively shapes and determines an individual's characteristics, identity, and behavior through its social structures, expectations, and practices, ultimately showing how gender roles are not universal or fixed but rather flexible and subject to the interpretation and influence of social forces.

According to Faqih (1996), gender is a trait attached to men and women that is socially and culturally constructed. For example, in Javanese society, women "*wani ditata*" can be interpreted that women must be willing to be arranged. They must obey the orders of men. Women are often linked to traits such as meekness, motherhood, and emotionality, whereas men are traditionally regarded as the dominant figures within the

household. This perception has led to men being regarded as ideal leaders, as they are thought to possess qualities such as firmness, rationality, and strength. These gendered expectations continue to shape societal norms, reinforcing the idea that men are naturally suited to leadership roles, while women are more aligned with nurturing and emotional responsibilities.

Nafsi (2016: 21) Basically, it is the construction of society that underlies this assumption. Male hegemony over women is legitimized by social values, religion of law, and society. However, as many women nowadays are self-sufficient and independent, this viewpoint has grown progressively out of date. Women may succeed in a variety of spheres of life, demonstrating that strength and leadership are not exclusive to one gender. Furthermore, even though men are typically responsible for supporting their families, it is indisputable that they are also capable of being kind and acting as devoted fathers to their kids. This change highlights that both men and women can exhibit a variety of traits that go beyond what society expects of them, challenging established gender roles.

b. Gender in the Context of Reading Preference

In Zeynali's (2012) teaching and learning process, although not constantly, gender has a general influence on academic learning. This is due to the disparities that arise, such as aspects of interest, attitude, needs, beliefs, and motivation. Saidi (2012: 232) ensures that males and females have differences in the type of learning method. Where females use memory, cognitive, metacognitive, social, and compensatory strategies more often than males.

Meece et al (2006:367) state that "girls report showing more favorable motivational patterns in language arts and reading." Meece et al (2006:367) state that "...girls report more favorable motivational patterns in language arts and reading." Al-shumaimeri (2011:11) mentions that "schematic knowledge" is one of the factors that create diversity in reading comprehension between male and female students because text types that can cause proper activation of schematic knowledge will be better understood and comprehended by their readers.

Mellon (1990) conducted the amusement studying selecting of rural youth and determined that their motives for leisure reading were for amusement and information. Magazines and newspapers have been children's maximum preferred studying of reading materials. It has additionally been shown that reading for facts or information is the principal reason for a person reading and the maximum famous books are adventure, crime, social issues, novels, politics, and sports activities in rank order. Platt (1986) reviewe

a few decisions on children's or personal reading preferences and concluded that adolescents study to read a lot of books, magazines, and newspapers. The analysis conduct of graduate and undergraduate students is

barely different. Hall (1989) studied 285 newcomers at a large university in a large southern metropolis. More than 70% of colleges liked reading magazines and newspapers the most and disliked novels the least, and of the students, half read the sports activities, leisure, and front web page sections of newspapers frequently. Furthermore, ESL graduate students read academic literature more frequently than to undergraduate colleges students (Mokhtari & Sheorey, 1994).

B. Previous Studies

After searching for various studies related to reading preferences based on gender, several studies were found that are relevant to this topic. One of the studies that highlighted the differences in reading achievement between men and women was a study conducted by Putri, Melani (2021) with the title Comparison of Reading Comprehension Achievement of Male and Female Students at IAIN Bukittinggi. In her research, Putri revealed that gender differences have a considerable influence on reading preferences based on the statistics obtained. However, although there is a tendency for differences in reading comprehension achievement, other factors such as background knowledge, attitudes towards reading, and individual motivation levels also play an important role in determining the final result. Putri explained that although women generally show a higher interest in reading than men, this difference is not always significant when considering other aspects that affect text comprehension ability. In some cases, male students who have high motivation and strong educational backgrounds can have equal or even better reading achievement compared to female students. This shows that intrinsic and extrinsic factors both contribute to shaping one's reading preferences and abilities.

Research conducted by Maro, R.K., Gustdian R.I., and Safitri B.F. (2020) in Identifying English Language Education Department Students' Reading Preferences for Comprehension Skills seeks to analyze and understand students' preferences in choosing reading materials and how these choices affect their comprehension skills. The study aims to identify trends in the selection of reading materials as well as provide deeper insights into how these preferences shape students' learning processes and interactions with different types of texts. The results show that university students tend to select reading materials that match their personal interests and are relevant to their academic needs. In addition, factors such as the difficulty level of the text and the purpose of reading, as well as the academic environment, also play a role in determining their decision in choosing reading materials. This finding is in line with previous research which states that reading preferences are influenced by various factors, including motivation, attitude towards reading, and academic experience. By understanding this pattern, educators can design more suitable learning strategies to improve students' reading comprehension skills and enrich their interactions with different types of texts.

A descriptive research design was used to do this, enabling a thorough and in-depth examination of the subject. In order to gather rich and meaningful data, the study utilized two main instruments: a questionnaire and an interview guide. While the interview guide enabled in-depth qualitative insights and offered a more nuanced understanding of the causes underlying these preferences, the questionnaire yielded quantitative data on students' preferences. When combined, these resources allowed the study to present a comprehensive picture of students' reading habits and the importance they attach to different types of reading materials. So, research subjects of this study were 35 third semester students of English Education Department.

The last relevant study on reading preferences based on gender was conducted by Milal, A.D., Jannah, R., Sa'adah, S.I., and Fitria, A.A. (2021) titled *Reading Preferences across Genders of Undergraduate EFL Students in Indonesia*. This research aimed to analyze the differences in reading preferences between male and female undergraduate students studying English as a Foreign Language (EFL) in Indonesia. The findings revealed that female students exhibited a greater preference for reading compared to their male counterparts. This aligns with previous studies suggesting that women tend to engage more in reading activities, both academically and recreationally. Factors such as interest, motivation, and emotional involvement in reading are often linked to the tendency of female students to be more engaged in literacy activities. On the other hand, male students demonstrated lower enthusiasm for reading, particularly in academic settings. However, despite the differences in reading interest levels, the study also found that both male and female students shared similarities in their reading choices during leisure time. Both genders showed a strong preference for consuming content on social media rather than traditional reading materials such as books or academic journals. This indicates a shift in reading habits, where accessibility and digital formats play a crucial role in shaping students' reading preferences. These findings provide valuable insights for the education sector, particularly in developing more effective strategies to enhance students' reading engagement. By understanding gender-based reading preferences, educators can design more tailored approaches, such as incorporating digital reading materials or utilizing social media platforms as engaging learning tools. Additionally, this study highlights the need for innovative teaching methods to make reading more relevant and appealing to today's generation.

CHAPTER III

RESEACH METHODOLOGY

A. Research Designs

This research uses a qualitative approach because it aims to describe phenomena, events, and attitudes of a group. (Cresswell, 1994) states that qualitative generally focuses on social and human problems, multimethod, naturalistic, and interpretative. So from this understanding, researcher use a qualitative approach as a step in conducting research which is expected to find social reality.

B. Reseach Setting

The research was conducted at the UIMSYA (KH Mukhtar Syafa'at University). The majority of students here are santri. So, in addition to general knowledge, students also have a broad background of pesantren knowledge. This is because this university is part of the Darussalam Islamic Boarding School founded by KH Mukhtar Syafa'at Abdul Ghofur. Every day they are required to read or study religious and general knowledge.

Therefore, in this case the research was conducted precisely in three classes in one study program, namely the English study program. The total of students to be researched are 30. Each class (semester) are class taken 10 students. it's mean 5 women and 5 men. Because between men and women blend into one. The UIMSYA (KH Mukhtar Syafa'at University) which is located in Blokagung, Karangdoro, Tegalsari, Banyuwangi, East Java Province.

C. Research Subject

In qualitative research in determining the population, the nonprobability sampling method. The nonprobability sampling method is the determination of a sample population that is not based on probability, study findings on the sample, and generalization to the sample. As for determining the sample in this study using the purposive sampling method. The sample of reading preferences from the purposive sampling method is with maximum variation sampling. According to Creswell (2012), purposeful sampling means that to learn or understand the essential phenomenon, a researcher selects individuals and sites intentionally. This is because the small number of data sources has not been able to provide satisfactory data, so adding other people to be used as data sources.

In this study, the researcher was took three classes as a subject of study, namely second semester, fourth semester, and six semester of English education department tadaris. They are (30 students, 15 females and 15 males), one lecturer of English for Reading Comperhensen, and library officer

D. Data Sources

According to Creswell, the data source is divided into two categories: primary data and secondary data. Primary data is data directly collected relating to the subject of the research obtained from individuals or individuals through

interviews and secondary data is data obtained from official documents, in this study, obtained using primary data books related to the object of research. (Creswell, 2018). In this study, the data taken from primary data and secondary data. Primary data was obtained from observations and interviews regarding the types of reading they like, their views on gender-based reading preferences, etc. And the secondary data is taken from documentation, teaching media and teaching materials in English for everyday communication and picture.

E. Procedure of Data Collection

1. Observation

The observation technique is the process of using the researcher's five senses to observe events in the field, often with the help of tools or devices, and documenting the observations for scientific reasons (Cheswell, 2015). The goal is to gain more insight into the specific behaviors, interactions, or settings that are being observed. About the information gathered from this observation, a classroom review was conducted.

The observation steps taken start with determining the sample and subject, namely determining how many male and female students was observed in several semesters. The observation process was only brief because of the lack of time during the research. So the observation process was also carried out by questioning the lecturer of the comprehensive reading course. The observation was carried out to find out more about their activities in class and of course related to the reading preferences of students based on gender, such as the types of books that are often read and so on as listed in the attachment.

2. In-depth Interview

An in-depth interview is a data collection method in qualitative research that aims to gain an in-depth understanding of a person's views, experiences, attitudes, and perceptions on a particular topic or issue. These interviews are conducted face-to-face between researchers and respondents, with structured or semi-structured questions that allow respondents to explain in detail their views and experiences. According to Patton (1987) In-depth interviews, also known as unstructured interviews, are a type of interview that researchers use to obtain information to achieve a holistic understanding of the interviewee's point of view or situation; they can also be used to explore areas of interest for further investigation. This type of interview involves asking informants open-ended questions, and digging deeper if needed to obtain data that the researcher deems useful. As in-depth interviews often involve qualitative data, they are also called qualitative interviews.

During the interview process, the researcher asked questions that had been prepared. It's like reading habits and choices, including: a) choice of studying reading materials, b) motivation for reading, and etc.

Researcher also record the results of interviews by recording the results of interviews and using recording devices such as cellphones to facilitate researcher.

1. Documentation

In the literature study, Creswell (2015, p. 222) explains that several approaches in the literature study include writing notes during research, analyzing public documents, studying biographies, and so on. The documentation data collection method is used to track historical data. Documents about a person or group of people, events, or events in social situations are very useful in qualitative research. The documentation technique is to collect data through archives, letters, diaries, meeting results, sensors, and also image archives related to the researcher's problem. Documentation data can be used to explore information about what happened during the research. Researchers reviewed the learning in the classroom at a glance. because researchers asked more information about teaching from the lecturer teaching the course. So, researcher use documentation as supporting and complementary data from the evaluation results obtained through in-depth observation and interviews. The steps taken were to take pictures of students when being interviewed.

F. Data Validity

Data validity was further strengthened through a triangulation approach, "triangulation" is a research methodology that involves using multiple methods or data sources to enhance the credibility and reliability of findings. Combining in-depth interviews, participatory observation, and document analysis to get a holistic understanding of reading preferences. There are several kinds of data triangulation, namely:

1. Triangulation of sources (data), this triangulation compares and checks back the degree of trust in information obtained through different sources in a qualitative method.
2. Method triangulation. This triangulation tests the credibility of the data by checking data from the same source using different techniques.
3. Investigation triangulation, this triangulation by utilizing researchers or other observers for the purpose of re-checking the degree of confidence in the data. For example, comparing the results of an analyst's work with other analysts.
4. Theory Triangulation, this triangulation is based on the assumption that certain facts cannot be checked for the degree of confidence with one or more theories but it can be done, in this case it is called a comparative explanation.

In this case, the researcher was interview one lecturer of English for Reading Compherensen, and librarian/library officer. They can also use multiple sources to ensure that the data obtained is reliable. By obtaining different perspectives, researchers can obtain results that are close to the truth. In this particular research, source triangulation is used, which involves confirming the information obtained through interviews with other informants who are still connected to the subject.

G. Data Analyze

The data obtained in this study is qualitative data so that the descriptive qualitative data analysis is the method used. In this study, the data analysis approach refers to the analysis method of Miles and Huberman which consists of three steps, namely data reduction, data presentation, and conclusion drawing. Data reduction in this research is a process of selecting and simplifying data obtained from interviews, observations and documentation based on the focus of the problem, namely internal and external factors that cause inequality in reading preference between male and female students.

So after collecting the necessary data, the researcher was analyze the data in a qualitative descriptive manner, namely by explaining the events or objects studied with the research results obtained directly.

The data analysis technique in this case uses qualitative data analysis following the concept given by Miles & Huberman, where qualitative data analysis is carried out interactively and continuously at each stage of the research until it is complete, so that the data is saturated. Activities in data analysis include.

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appears in written field notes or transcriptions. Researchers process data by selecting the main things, focusing on things obtained from field data regarding gender-based reading preferences.

b. Data Display

A display is an organized and compressed collection of information that enables inference and action. Seeing the display helps us to understand what is going on and do something, be it analyzing in the future or taking action based on that understanding. After reducing the data, the researcher displays the data in the form of a brief description of reading preferences between male and female in english study program and a glimpse of how it is embedded in reading compherence learning in the classroom. By displaying the data, it was easier to understand what is happening and plan further work based on what has been understood.

c. Conclusion

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and was change if strong evidence is not found to support the next data collection stage. Conclusions in qualitative research may be able to answer the formulation of the problem that was formulated from the start, but maybe not, because the problems and problem formulation in qualitative research are still temporary and was develop after research in the field.

In this study the data that has been processed with the steps as above, then conclusions are drawn. These conclusions are then verified by looking back at the results of data reduction and display so that the conclusions drawn do not deviate from the research problem.

CHAPTER IV FINDING AND DISCUSSION

This chapter discusses the process of data analysis and discussion. The findings section explain how male and female reading preference in English Study Program of UIMSYA (Universitas Kh. Mukhtar Syafa'at). Findings and discussion are arranged to find the problem formulation in this study. To obtain the results of data collection using observation and in deep interview. The research has been conducted in the English Education Departement of KH. Mukhtar Syafa'at University in Blokagung, Tegalsari, Banyuwangi, East Java.

A. Finding of the research

a. Library of UIMSYA

Based on the researcher's observation at the UIMSYA library, it was evident that the number of female visitors or female students was noticeably higher compared to their male counterparts. This phenomenon can be attributed to several interconnected factors. One of the most prominent reasons is that female students tend to allocate more of their time to reading activities and to searching for academic references that support their coursework. In many cases, female students demonstrated a greater sense of responsibility and consistency in managing their academic tasks, which naturally encouraged them to spend more time within the library environment. The library thus became not only a place for completing assignments but also a space for personal growth, academic exploration, and the cultivation of study habits.

Furthermore, this higher frequency of library visits by female students may also reflect broader patterns of learning behavior. Female learners, as suggested in several studies on gender and education, often exhibit stronger levels of academic engagement and are more inclined to use institutional resources to support their studies. Within the context of UIMSYA, this translated into an observable pattern where female students sought out a wide range of materials—from textbooks and journals to novels and creative works—that could enrich both their academic and personal development. In contrast, male students were less frequently present in the library, and when they did visit, their activities were often limited to borrowing required course

materials rather than spending extended time for independent study or leisure reading.

In summary, the dominance of female students as library visitors reflects a combination of academic necessity, learning style, and personal preference. This tendency not only highlights the importance of gender dynamics in shaping reading behaviors but also underscores the role of the library as a critical academic hub that supports female students' pursuit of knowledge more consistently than it appears to do for their male peers..

In addition, the facilities provided by the UIMSYA library are also a special attraction for students. The library is equipped with good-quality Wi-Fi, making it easier for visitors to access information online. Comfortable reading areas are also available, providing a conducive environment for studying and reading. Fans installed in various corners of the room make the atmosphere cooler and more comfortable, even though the weather outside is hot. In addition, the library also provides plenty of power outlets, allowing visitors to charge their electronic devices while working on assignments or reading e-books.

Although the UIMSYA campus is universal and open to all, because the campus is pesantren-based, communication between women and men remains limited in the sense that interactions between female and male students in the campus environment are more strictly regulated in accordance with the values and rules adopted by the pesantren.

In addition, these communication restrictions within the pesantren-based campus environment can also exert a significant influence on students' reading preferences and the manner in which they access information. Since interactions between male and female students are more carefully regulated, the library becomes not just a place for academic purposes but also a space where social expectations and cultural boundaries are negotiated. Students who tend to visit the library more frequently for reading and reference materials, particularly female students, may feel more comfortable spending their time in an environment that is perceived as safe, structured, and consistent with pesantren norms. For them, the library does not merely function as a physical repository of knowledge but also as a socially acceptable arena to pursue academic enrichment without stepping outside of the values embedded in their daily life.

On the other hand, students—especially male students—who prefer to borrow course-related books, philosophical works, or texts that require critical thinking, may need to adapt their habits according to the institutional rules. Because such readings are often associated with longer hours of study and independent reflection, these students sometimes adjust their schedule, choosing specific times to visit the library when it is less crowded or when supervision is less strict. This adjustment allows them to comply with the rules while still fulfilling their academic needs. In some cases, male students might even opt to access alternative spaces for study, such as dormitory reading rooms or informal peer gatherings, to accommodate both their intellectual pursuits and the pesantren's cultural expectations.

Thus, it can be said that the unique restrictions in communication between genders within the pesantren context create differentiated patterns of library usage and reading behavior. While some students embrace the structured environment and integrate it into their academic routines, others develop adaptive strategies to maintain access to materials that are essential for their studies. This dynamic reflects not only the impact of institutional norms on students' reading habits but also their capacity to negotiate between personal academic goals and broader cultural values.

Researchers also noted that female students more often utilized the library to explore various genres of books, including novels and works related to creativity and creation. This contrasts with male students, who more often borrow course books, philosophy books, and readings related to critical thinking, such as Gus Dur works of thought. Male students tend to choose readings that challenge their minds and adrenaline.

However, despite the various facilities, the UIMSYA library still faces challenges in attracting visitors as a whole. Every year, the library endeavors to update its book references to keep them relevant and interesting for visitors. According to one academic reading lecturer, there are differences in reading preferences based on gender, which is subjective. Women may be more feminine or girly, tending to favor romantic reads, whereas men are born to be more thinking and favor challenging reads by nature.

The pesantren-based campus library at UIMSYA faces challenges in attracting students, especially from the English

program. The main problem is that the library is located on campus 2, while students from the main classes, including English classes, are on campus 1. Although transportation has been provided, many students feel too lazy to go to campus 2. In a survey of 10 respondents, semester students showed that most of them had never visited the library at all. Only a few semester 2 students have visited, while semester 6 students only visit when necessary to borrow books as part of assignments recommended by lecturers. This suggests that there is a need for more effective strategies for integrating the library as part of students' learning experiences, especially in terms of promoting the accessibility and value of library services across study programs, including English programs.

b. Reading in the class room

The lecturer introduced several scientific journals to the students during lecture sessions, providing not only access to important academic resources but also exposure to the culture of scholarly inquiry. At the beginning of these sessions, the lecturer emphasized the crucial role that journals play in higher education, particularly their function as credible and reliable sources of information that contribute to the advancement of knowledge in a given discipline. By doing so, the lecturer sought to instill in students an understanding that while textbooks offer foundational knowledge, journals represent the ongoing dialogue of scholars and researchers within the academic community. This distinction was highlighted as a key reason why students should learn to appreciate, consult, and eventually contribute to journal publications in their academic journey.

Each journal introduced was accompanied by a clear explanation of its major themes, scope of discussion, and relevance to the course being studied. For instance, when students in the English Education Department were directed toward journals focusing on linguistics, language teaching methodologies, or literacy studies, the lecturer carefully explained how these works connected to the concepts being taught in class. This practice not only helped students recognize the direct applicability of the journals to their coursework but also demonstrated how theories and research findings could be translated into practical insights for teaching and learning. By situating the journals within the students' own field of study, the

lecturer bridged the gap between abstract academic discourse and the students' real-world needs as future educators.

Furthermore, the process of introducing these journals was not limited to a mere listing of sources. The lecturer also modeled critical reading strategies by guiding students on how to analyze abstracts, evaluate research methodology, and identify key findings. Such guidance encouraged students to see journals not simply as additional references for assignments but as intellectual tools that could sharpen their critical thinking skills and broaden their academic horizons. In this way, the act of introducing journals served as both an instructional method and a form of academic mentoring, fostering habits that students could carry forward into more advanced stages of their education.

After introducing the journals, the lecturer proceeded to assign students the task of reading selected articles gradually over the course of the semester. This assignment was intentionally structured not as a one-time reading activity, but rather as a progressive learning exercise that unfolded step by step. By doing so, the lecturer aimed to give students sufficient time to adapt to the unique characteristics of academic journals, which often differ significantly from textbooks or popular reading materials. The dense language, technical terminology, and structured format of journal articles can be intimidating for undergraduate students, especially those who are just beginning to engage with scholarly publications. Therefore, the gradual approach allowed students to build confidence while simultaneously improving their reading comprehension skills.

The task was designed with several objectives in mind. First, it encouraged students to become familiar with the standardized format of academic writing, including the abstract, introduction, methodology, findings, and discussion sections that are typically present in scientific articles. Through repeated exposure, students began to recognize patterns in how scholars present arguments, cite previous research, and construct evidence-based conclusions. This recognition was important in shaping the students' academic literacy, preparing them not only to consume scholarly information but also to eventually produce their own research in the future.

Second, the assignment deepened the students' understanding of the course material by requiring them to engage directly with research that was relevant to the topics discussed in class.

Instead of passively listening to lectures, students were challenged to actively interpret how journal findings supported, contradicted, or expanded upon the theories and concepts introduced during lessons. This kind of engagement helped them connect theory with practice, bridging the gap between classroom instruction and the broader academic discourse taking place in the field of English education.

Lastly, the task also cultivated essential soft skills such as discipline, time management, and academic perseverance. Because journal reading is not an effortless task, students were expected to allocate specific study hours, develop strategies for note-taking, and discuss their insights with peers or lecturers. In this way, the reading assignments contributed not only to academic growth but also to the holistic development of students as independent learners and critical thinkers.

The lecturer recognized that this step required a slightly pushy approach so that students could adapt to the routine of reading journals. Therefore, the lecturer divided the reading task into several stages with clear deadlines and provided guidance on how to analyze and summarize the articles effectively.

Students are required to read and summarize one article per week, then discuss the content and findings of the article in class discussions. Lecturers also provide additional guidance sessions to help students understand terminology and concepts that may be difficult to grasp. With this approach, students are expected to develop the habit of reading scientific journals regularly and improve their analytical skills when reviewing academic literature.

According to one academic reading lecturer, there are subjective gender-based differences in reading preferences. The lecturer argued that women tend to favor more feminine or girly reading, such as romantic novels and stories that focus on emotional relationships. On the other hand, men are considered more interested in reading that challenges the mind and logic, such as philosophy books and critical thinking literature. The lecturer stated that these preferences are not only the result of social construction but are also influenced by the natural inclinations and natures of each gender.

1. The Result of Interview

a. Gender does not affect reading preferences

According to the results of the researcher's interview with the respondents, Twenty-one pupils didn't agree with this.. out of 30 respondents, most disagreed with the existence of reading preferences based on gender. according to HD, "No, I don't agree. I don't think reading preferences should vary based on gender. Everyone has their own tastes, no matter if they're male or female." In HD's view and that of most other respondents, taste in reading choices is influenced more by personal interests and individual experiences than gender. In other words, both men and women have the same freedom and right to choose what they like to read.

Ikr argues "I don't think there should be a difference in reading preferences based on gender. Everyone has different interests and preferences, but it's not because they are male or female. This difference comes more from individual thinking." According to Ikr, there should be no difference in reading preferences based on gender. To him, everyone has different interests and preferences, but this is not because they are male or female. Ikr believes that differences in reading preferences are influenced more by individual thoughts and interests than by gender.

AR stated "I disagree with the view that reading preferences should differ based on gender. In my opinion, interest in reading is more influenced by personal factors rather than external factors such as public views or one's gender. Everyone has unique interests, and they should be respected regardless of gender." Ar argues that reading preferences should not be differentiated by gender. For her, reading interests are influenced more by personal factors, such as individual interests and experiences, than by external factors such as public views or one's gender. Ar asserts that everyone has unique interests, and those interests should be valued regardless of gender. Although it is said that women are more feminist by nature and men are more manly, this is not related to one's reading preferences.

Rz also argued, "I disagree with the differences in reading preferences based on gender. For me, reading interests are influenced by personal factors and individual interests. A person's gender should not be the determining factor in determining the type of book or genre they prefer." Rz

emphatically states that she does not believe there are differences in reading preferences based on gender.

For Rz, a person's interest in reading is influenced more by personal factors and individual interests than by gender. In Rz views, one's gender should not be a determinant in determining the type of book or genre one prefers. Rz considers that everyone has the freedom to explore different topics and genres of books according to their interests without being limited by gender stereotypes. It's inclusive approach reflects the view that reading is a personal and universal activity that can be enjoyed by everyone, regardless of their gender identity.

Next to Is, Is says "I disagree with gender differences in reading preferences. I think reading interests are influenced more by personal and environmental factors than by one's gender. Everyone has the freedom to choose what they like to read without being associated with gender stereotypes."

Is firmly asserts that she does not believe that there are differences in reading preferences based on gender. For her, interest in reading is influenced more by personal and environmental factors than by one's gender identity. Is believes that every individual has the absolute freedom to choose their preferred reading without being limited by gender stereotypes that may exist in society. Her inclusive approach reflects her attitude that values freedom and diversity in reading interests and rejects irrelevant boundaries based on gender.

Here is a table summarizing the findings from the interviews regarding gender and reading preferences:

Student	Opinion on Gender and Reading Preferences	Explanation	Key Points
HD	Disagrees	Believes reading preferences are based on personal tastes, not gender	"Taste in reading choices is influenced more by personal interests and individual experiences than gender."

Student	Opinion on Gender and Reading Preferences	Explanation	Key Points
Ikr	Disagrees	Thinks preferences are influenced by individual thoughts, not gender	"Everyone has different interests, but it's not because they are male or female."
AR	Disagrees	Believes interest is more influenced by personal factors, not gender	"Reading interests are influenced by personal factors rather than external factors like gender."
Rz	Disagrees	Thinks gender doesn't affect reading preferences, personal factors do	"A person's gender should not determine the type of book or genre they prefer."
Is	Disagrees	Believes preferences are shaped by personal and environmental factors, not gender	"Reading interests are influenced more by personal and environmental factors than by one's gender."

b. Lack of interest in reading

From the interviews, the researchers found that students lack interest in reading. From 30 respondents They read only when they have free time and want to read. Five of the students enjoy reading, seven of the female students enjoy reading. And 10 are completely dissatisfied. They claimed that the rest was typical. According to Fi "Actually, I don't really like to read regularly. I only read if I'm in the mood or if the book has been reviewed well by people around me." Fi admits that she does not have a regular reading habit. For her, reading is only done when she feels in the mood or when the book has received good reviews from people around her. This shows that she relies more on other people's recommendations and reviews as the main motivation to read, rather than reading regularly on her own. In addition, other responden Ai, says "Ai emphatically stated that she had no interest in reading. It prefers to do other activities rather than reading, finding reading often tedious and time-consuming." This shows that he tends to seek entertainment or

other activities that are more in line with her interests and preferences.

In an other opinion, Sy stated, "I know that reading is important to gain knowledge and understand things. However, I prefer to learn through direct interaction or other media rather than reading books". Sy realizes the importance of reading as a way to increase knowledge and understanding of things. However, they are more inclined to learn through direct interaction or other media rather than reading books. They consider that learning from direct experience or other more interactive sources provides more effective or satisfying results for them than just focusing on reading books. As for HD, she said, "To be honest, I don't have a habit of reading, especially romance novels."

She honestly admitted that she does not have a habit of liking reading, especially romance novels. She revealed that she is rarely or never interested in reading books with love stories as generally found in romance novels. Other opinion from Is, Is said, "I like to read because I feel like I need books to broaden my horizons. I read on my own accord and can do so whenever I feel interested." Similarly, Zi said, "I have no interest in reading books if I have to. reading, I might be more interested in books that are practical or related to my interests. For example, when I have an assignment." Zi clearly stated that she did not have a strong interest in reading books. She admits that if she has to read, she tends to be more interested in books that are practical or relevant to her interests, especially if there are college assignments. This suggests that she prefers to read according to a specific need or purpose rather than reading voluntarily or regularly. And Fi says "I write more than I read. For example, writing motivational words on social media. I read depending on my mood and needs." Fi revealed that she writes more often than she reads. For example, she often writes motivational words on social media. Fi also stated that her reading activities are highly influenced by her mood and needs at the time. This shows that Fi is more active in expressing herself through writing, while her reading is more flexible and depends on the situation she is facing.

Here is a table summarizing the findings from the interviews regarding students' interest in reading:

Student	Reading Interest	Reason for Reading	Frequency of Reading	Additional Comments
Fi	Low	Mood or book reviews from others	Only when in the mood or recommended by others	Doesn't read regularly, more influenced by external recommendations
Ai	No interest	Prefers other activities	Rarely reads, finds reading tedious	Finds reading boring and prefers other forms of entertainment
Sy	Low	Prefers interactive learning	Reads occasionally, but prefers other media	Sees reading as important but prefers learning through direct interaction
HD	No interest	Dislikes reading, especially romance	Rarely reads	Doesn't enjoy reading, especially romance novels
Zi	Low	Practical or assignment-based reading	Reads mainly for assignments or specific needs	Prefers reading for practical purposes rather than for enjoyment
Fi (2)	Low	Mood and needs	Reads depending on mood and needs	Reads less than writes, influenced by mood and specific needs
Is	High	Need	More to read	Always enjoy for reading

c. Reading preference factor

From the interview results, the interviewees argued that reading preferences are influenced by two factors, namely the individual and the social environment. Social environments such as family and friends, as well as the surrounding culture, also play a role in shaping individual reading. As evidenced in the interview, I was "initially interested in reading books because I got recommendations from friends and also because of my own initiative." I was initially interested in reading books because he received recommendations from his friends. His friends often recommend interesting books that make him curious and want to try reading. In addition, his interest also arose from personal initiative, where he felt he wanted to broaden his horizons and seek entertainment through reading. It was this combination of friends' recommendations and personal initiative that encouraged me to start making reading a habit.

Another opinion from FI "Initially, I was not very interested in reading. However, there was one friend who always read interesting books and often told me about the contents of the books. From there, I became curious and started borrowing books from that friend. My environment and friends were very influential. They often discussed the books they had read, and that made me want to read them. Also, seeing my friends who enjoy reading makes me more motivated to make reading a habit." FI emphasized that she was not particularly interested in reading. However, there was one friend who always read interesting books and often shared stories about the contents of the books. My curiosity was triggered, so she started borrowing books from that friend. His neighborhood and friends were very influential. They often discussed the books they had read, which made Fi want to read those books too. In addition, seeing my friends who enjoyed reading so much motivated her to make reading a habit.

According to Is, "There are several factors that influence my reading habit, mainly self and environmental factors. At the cottage, for example, many of my friends like to read novels. That makes me interested in reading too. From my own side, I feel that reading is a good way to fill my spare time and broaden my horizons. When I find an interesting novel or book, I feel happy and excited to read more. So, my personal initiative is also very big." With this, it can be said that there are several factors that influence her reading habits, especially factors from

herself and the environment. At the cottage, for example, many of her friends like to read novels. They often bring interesting books and share stories about the contents of the books. Seeing their enthusiasm for reading, he became curious and interested in reading too. Frequent discussions about books among them also encouraged them to become more involved in literacy. In terms of self-motivation, she feels that reading is a good way to fill her free time with useful activities. In addition, reading helps her broaden her horizons, enrich her vocabulary, and exercise her imagination. When she finds an interesting novel or book, she feels excited and eager to dive into the new stories the book has to offer. The feeling of satisfaction after finishing a book is also a motivation for her to continue reading.

Her personal initiative is also very big in shaping her reading habit. She also actively seeks book recommendations, both from friends and from other sources such as book reviews. Because she belongs to the writing members of the pesantren media. So she also tried to take the time every day to read, even if it was only a few pages. In this way, Is can maintain consistency in reading and enjoy the benefits offered by her activities. According to Al, "I myself don't really like reading and even very rarely do it. But because of the environment and myself, I am a little bit inspired to read." It can be said that Al may feel that reading is not a very interesting activity for him, and even rarely done. But because he sees friends, he is a little bit inspired to read. This does not just happen, but rather due to the influence of the neighborhood and self-direction.

In her social circle, there may be friends who are avid readers or people in Ai's environment often appreciate the benefits of reading. Hearing inspiring stories about how reading can broaden horizons and open doors to a wider world, has aroused Ai's interest to explore literacy more.

Here's a table summarizing the key findings from the interview results regarding factors influencing reading preferences:

Student	Factors Influencing Reading	Reason for Reading Interest	Social Influence	Personal Initiative	Additional Comments
---------	-----------------------------	-----------------------------	------------------	---------------------	---------------------

Student	Factors Influencing Reading	Reason for Reading Interest	Social Influence	Personal Initiative	Additional Comments
A	Individual & Social	Friend recommendations and personal initiative	Friends recommend interesting books	Wanted to broaden horizons and seek entertainment	The combination of friends' recommendations and personal initiative encouraged reading
FI	Social & Individual	Curiosity sparked by a friend who frequently shared book content	Friends' discussions about books and their enjoyment	Borrowed books from friends and started reading	Motivated by friends' passion for reading and discussions about books
Is	Individual & Social	Friends' reading habits and personal enjoyment of reading	Friends' enthusiasm for novels and book discussions	Feels that reading fills spare time and broadens horizons	Actively seeks book recommendations and maintains consistency in reading
AI	Individual & Social	Influenced by environment and self	Friends' reading habits inspired a little interest	Some self-direction to read due to inspiration from others	Doesn't find reading very interesting but is slightly inspired by friends' habits
Ai	Individual & Social	Inspired by the environment and stories about reading benefits	Friends' stories about how reading broadens horizons	Inspired to explore literacy more	Inspired by others' stories about reading's benefits, but reading is not a strong habit

This table outlines how different factors such as personal initiative and social influences like friends and the environment impact students' interest in reading, alongside their personal motivations and habits.

d. Format and Genre

From the result interview, of 30 respondents, 24 students said they like printed books compared to digital. the genres they (male/female) like are also some that are liked by each other. TK says, "Print books give me a more enjoyable reading experience, especially when I enjoy romantic novels. Tk hereby states that

printed books give him a more enjoyable reading experience, especially when he enjoys romantic novels. Bs also said that, because I'm a boarding school student, so I prefer printed books. I'm more interested in novels, but I also like motivational books and biographies.” a print book. I'm more interested in novels, but I also like motivational books and biographies.”

In particular, she explained that as a santri, she tends to prefer printed books due to her limited use of digital devices. Nonetheless, her particular interest in novels does not prevent her from enjoying motivational books and biographies. Her love for literature reflects the diversity of her interests in the exploration of different genres and topics, suggesting that the experience of reading printed books gives her the opportunity to explore knowledge and entertainment in greater depth.

Other student, also said that “Although e-books look more practical, I can't stand looking at a cellphone/laptop screen. So it's more comfortable to use printed books. I also like comics, like Cona comics. They are widely available in the cottage library. Even before going to bed, I have to read a book to fall asleep quickly.” Although he realizes that e-books look more practical, he prefers using printed books because he feels uncomfortable if he has to constantly look at a cellphone or laptop screen, which could potentially cause eye health problems. In addition, his interest in comics, especially Conan comics which are widely available in the cottage library, is one of the things he enjoys. He considers reading comics as an activity that helps him relax before going to bed and helps him to fall asleep quickly at night.

Then Ik said, “My eyes are minus mbak, so I prefer printed books, in the cottage I can only access through printed books. Unless there is a journal assignment, then inevitably you have to open a laptop.”IK explained that because of his minus eye, he prefers using printed books rather than reading through a screen. At the cottage, she can only access information through printed books, unless there is a journal assignment that forces her to open her laptop. This shows that his preference for printed books is largely based on convenience and the health of his eyes that must be maintained.

Other student said, “I prefer printed books, and I like comic biographies, but if I'm told to read novels, I will. But it takes a long time to finish.” Fi explained that she tends to prefer

printed books as her first choice. Fi enjoys reading biographies in comic form, but also does not mind reading novels although she admits that it usually takes longer to finish them. This illustrates her varied interests in literature, with a particular preference towards the biographical comic genre which provides a more enjoyable reading experience for Fi.

Here's a table summarizing the findings from the interviews with 30 respondents:

Student	Gender	Preference for Book Type	Reasons for Preference	Genres/Interests	Additional Comments
TK	Unknown	Printed Books	More enjoyable reading experience	Romantic novels	Enjoys romantic novels more in printed form
Bs	Female	Printed Books	Boarding school student, limited use of digital devices	Novels, motivational books, biographies	Prefers printed books because of limited digital access
Unnamed Student 1	Male	Printed Books	Uncomfortable with screens, prefers printed books for relaxation	Comics (Conan), novels	Prefers printed books for eye comfort and relaxation, reads comics before bed
IK	Unknown	Printed Books	Eye health issue (minus eye), limited digital access	General interest in books	Prefers printed books for health reasons, only uses digital devices for

Student	Gender	Preference for Book Type	Reasons for Preference	Genres/Interests	Additional Comments
					assignments
Fi	Female	Printed Books	No strong preference, but prefers printed for ease	Comic biographies, novels	Prefers comic biographies, but can read novels if required (takes longer to finish)

This table outlines each student's book preference, the reasons behind their choices, and the types of genres they enjoy, as well as any additional comments related to their reading habits and preferences.

B. Discussion of the Research

This study was based on the observations of 30 respondents regarding the reading habits of male and female students. Out of all the participants, only five students agreed that gender has an influence on reading preferences. This suggests that the majority of respondents did not perceive a significant difference between male and female students in terms of reading interests. The findings highlight several important aspects related to the role of reading in education, particularly among students majoring in English. In an academic context, reading has been proven to play a crucial role in enhancing students' academic performance. It not only supports better comprehension of course materials but also broadens students' perspectives on various global, cultural, and interdisciplinary issues. Moreover, strong reading habits contribute to the development of critical thinking, analytical reasoning, and creative problem-solving skills—abilities that are essential both in academic and professional environments. The study concludes that both male and female students have equal opportunities to benefit from reading in ways that promote intellectual growth. This equality is vital in fostering an inclusive and fair educational environment where all students are encouraged to reach their full potential, free from gender-based assumptions or limitations. Therefore, it is important for

educational institutions to promote a reading culture that is accessible and encouraged among all students, regardless of gender.

However, an interesting and somewhat unexpected finding emerged concerning the reading interests of students majoring in English. Although one might assume that students in this field would be naturally inclined to read more books in English—both for academic purposes and personal enrichment—the results of this study suggest otherwise. Contrary to these expectations, it was observed that many English majors actually show a relatively low level of interest in reading English-language books. This finding stands in stark contrast to the general assumption that English students, due to the nature of their studies, would be highly motivated and even required to engage with a wide range of English texts on a regular basis. The discrepancy between what is expected and what was observed raises important questions about the factors influencing students' reading behaviors, even within disciplines that place a strong emphasis on language proficiency and literary engagement.

Furthermore, this study revealed several important insights related to the role of reading in education, particularly among students majoring in English. Reading is not only essential for improving language skills, but it also contributes significantly to students' overall academic performance, critical thinking abilities, and intellectual growth. The lack of enthusiasm for reading English books among English majors could potentially hinder their academic development and limit their exposure to broader perspectives. As such, this finding underscores the importance of cultivating a stronger reading culture within English departments, where students are encouraged and supported in developing consistent and meaningful reading habits. It also highlights the need for educators to explore new strategies to make reading more engaging and relevant to students' interests and academic goals.

The findings of this study also suggest that universities and higher education institutions need to take more strategic and proactive steps to foster an environment where students become more accustomed to using English, not only within academic contexts such as classrooms, presentations, and written assignments, but also in their everyday interactions on campus. Creating a campus culture that encourages the regular use of English in both formal and informal settings can significantly enhance students' confidence, fluency, and overall language competence.

Strengthening English literacy among students goes beyond improving their academic performance—it plays a crucial role in equipping them with essential communication skills that are highly valued in today's globalized workforce. As English continues to be the dominant language in international business, science, technology, and diplomacy, students who are proficient in reading, writing, and speaking English are more likely to have access to better career opportunities and professional growth in the future.

Given these far-reaching benefits, it is imperative that efforts to boost students' interest in reading English materials and to cultivate consistent reading habits are given high priority in the formulation of higher education policies. Institutions should consider implementing targeted programs, such as reading clubs, English immersion activities, and access to diverse and engaging English-language resources, to support and motivate students. By doing so, campuses can help bridge the gap between academic expectations and actual student practices, ultimately nurturing a generation of learners who are both linguistically competent and intellectually prepared to face global challenges.

The study's findings indicate that individual experiences and personal interests have a greater influence on reading preferences than gender. Put another way, boys and girls have an equal amount of freedom and liberty to select the books they enjoy reading. Everybody is unique, and their hobbies and preferences aren't influenced by their gender. Furthermore, in Santri, males also enjoy reading and like the same things as women do. So, that each student prefers, the genres they like, the rationale behind their selections, and any other remarks pertaining to their reading preferences and habits.

In the pesantren, where intellectual and religious instruction are prioritized, it is evident that male students are frequently drawn to the same reading materials that female students find interesting. Books on self-improvement, biographies of notable people, and religion, for instance, are equally beloved by male and female. This demonstrates that reading tastes are influenced more by personal experiences and interests than by gender, enabling everyone to appreciate literature in the context of their own interests. Therefore, the idea that gender influences reading preferences loses some of its significance in this situation. This study supports the notion that the ability to choose what

one reads is a fundamental human right that shouldn't be restricted by gender norms, providing chances for everyone to grow as a person via the books they enjoy.

Their reading tasks can also be used as a way to kill time or only when there are requirements. For instance, if the instructor assigns an assignment, This comes as a bit of a surprise because the responders should be occupied with school-related activities since they are students. Reading is not merely something they do to kill time; they are not idle or sluggish. In this instance, the goal ought to have been to enhance their perspectives, expertise, and abilities.

The second is that students are not interested in reading, according to the research findings. Male and female are not that different from one another. According to what the majority of them said, guys are not particularly interested in reading since, for example, after school, non-students who reside in *pesantren* prefer to play video games. Male students who reside in *pesantren* prefer to visit the stalls surrounding the *pesantren* rather than attend class. Despite the claims made by women that they were not very interested in reading, there are individual differences. I would rather spend my time in a school. Similar to viewing a movie. Even if you leave class early to buy some lunch.

However, the statements made by students are not the only reason for that. due to the library's remote position from the student body. Thus, they feel too indolent to travel too far. In terms of gender norms, this is also in line with Scott's (2019) assertion that "women belong in the home while men work and provide support." Thus, the findings of Milal, A.D., Jannah, R., Sa'adah, S.I., and Fitria, A.A. (Reading Preferences across Genders of Undergraduate EFL Students in Indonesia: 2021) do not align with the conclusions of this study. Results indicate that more female respondents than male respondents preferred reading. When it comes to leisure time, people of all genders typically choose to peruse social media.

The third factor is one's preference for reading. In terms of the reading element, the results indicate that even when they are merely interested in reading, the majority of respondents read purely for curiosity. There are internal and external elements that influence reading itself. The two are crucial to this investigation. "*moody*." These two objectives are distinct, but they can't always be separated. The findings indicate that the desire component in reading preferences is brought about by friends' support or recommendations, who frequently

suggest intriguing books that pique his interest and inspire him to give reading a try. Comparable to the results.

The final area of preference identified in this study relates to the format and genre of reading materials. Based on the results of interviews conducted with 30 respondents, a significant majority—24 students—expressed a clear preference for printed books over digital formats. This preference was consistent across both male and female students. Interestingly, the genres favored by male and female students were often similar, indicating that reading interests are shared regardless of gender. Most respondents stated that they preferred printed books primarily because they are more familiar and comfortable with them, having used physical books extensively throughout their academic lives.

A key factor influencing this preference is the students' background—many of them are Santri, or students with a traditional Islamic boarding school background. Due to the rules in such environments, these students are generally restricted from using mobile phones or other digital devices, except for limited use of laptops for academic purposes. This limited access to digital technology naturally leads to a stronger reliance on and familiarity with printed materials. Additionally, in many of their classroom settings, there is little to no internet access, further reinforcing their dependence on physical books for learning and personal reading.

This context explains why printed books remain the preferred medium among these students, despite the increasing availability and convenience of digital resources. It also highlights the importance of understanding students' backgrounds and learning environments when developing educational policies or designing reading programs. Recognizing these preferences and limitations allows institutions to better support students' learning needs and promote reading habits that are both accessible and effective within their specific context.

CHAPTER V

CONCLUSION

Based on the interviews with the respondents, the majority expressed disagreement that reading preferences are influenced by gender. Out of 30 respondents, 21 students disagreed with this statement. This approach allows for an in-depth understanding of individual reading preferences in social and academic contexts. The results showed that there was no significant difference between men and women in terms of reading preferences. This finding suggests that gender is not the main factor influencing one's reading choices.

Instead, reading preferences are more influenced by environmental and personal factors. For example, personal interests, inclinations towards certain types of reading, and the influence of social environments, such as friend groups or access to reading resources, appear to play a greater role. This illustrates that a person's reading tastes are heavily influenced by personal experiences and influences from the world around them, rather than solely by their gender identity.

The study emphasizes that contextual factors, such as social interactions with others who share similar interests and exposure to different types of reading materials, also contribute greatly to reading preferences. In this case, both men and women showed a tendency to make reading choices based on their personal interests and social circumstances, which outweighed the influence of gender differences.

To meet the varied reading preferences of both male and female pupils, a customized approach to education is necessary. Offering reading selections based on personal preferences and setting up areas for small-group reading discussions was inspire students to try out different genres. By motivating and exchanging opinions, this not only boosts their reading engagement but also enhances their literacy experience.

So in an educational context, a gender-based approach is not relevant when it comes to reading preferences. Instead, it is more important to understand the individual factors and social environments that influence students' reading interest. Therefore, educational policies should emphasize a personalized approach, provide a wide selection of reading formats, and build a social environment that supports literacy so that students' reading interests can develop optimally.

Furthermore, in the contemporary technology era, the incorporation of digital literacy programs into the classroom has gained significant relevance. Students can adapt to contemporary literacy advancements with the support of

programs that teach them how to read and analyze digital content, including blogs, e-books, and online articles. It is advised that future researchers make the most of the time spent on observation and data collection in order to produce more thorough research findings.

REFERENCES

- Milal, A.D., Jannah, R., Sa'adah, S.I., Fitria, A.A.. (2021). Reading Preferences across Genders of Undergraduate EFL Students in Indonesia. *Journal*. Surabaya: UIN Sunan Ampel Surabaya
- Maro, R. K, Gustdian R. I., Safitri B. F. (2020). Identifying English Language Education Departement Student's Reading Preferences For Comprehension Skill. *Journal*. Malang: University of Muhammadiyah Malang
- Widyastuti, M ega. 2007. Perbedaan Minat Baca Berdasarkan Jenis Kelamin Siswa SMA Negeri 16 Yogyakarta. *Skripsi*. Yogyakarta: Universitas Sunan Kalijaga
- Oktarosa, Urvia.2017. Hubungan Kesetaraan Gender Terhadap Minat Belajar Siswa Pada Proses Pembelajaran Aqidah Akhlak di MTs Ibnul Falaah Desa Bngsal Kecamatan Pampangan Kabupaten Oki. *Skripsi*. Palembang: UIN Raden Fatah.
- Noor, Azizah. (2011). *Reading Habits and Preferences of EFL Post Graduation a Case Study*. Indonesian Journal of Appllies Linguistics, 1(1).
- Syaputri, K.D, Trilestari, K..A *Survey of Readers' Reading Preference: Digital or Printed Reading Text*. Palembang: Bima Dharma and Taman Siswa University.
- Saidi, Ambu, Azhar. Al-Mahroqi, Rahma. 2012. Pengaruh Jenis Kelamin Terhadap Strategi, Pemahaman dan Motivasi Pembelajaran Bahasa Inggris Mahasiswa Oman. ISSN 2200-3452. Vol 1, No 4. 2461-0275. 4(2) 190-203
- Samovar, Larry A. dkk. 2007. Komunikasi Antar Budaya, Edisi Keenam. Kanada : Thomson Wadsworth Keshavarz,
- Mohammad Hossein. 2018. Hubungan antara Jenis Kelamin Pelajar EFL Iran dan Pemahaman Membaca dari Tiga Jenis Teks yang Berbeda. IJAL, Vol.11.
- Samovar, Larry A. dkk. 2007. Komunikasi Antar Budaya, Edisi Keenam. Kanada : Thomson Wadsworth Keshavarz,
- Mohammad Hossein. 2018. Hubungan antara Jenis Kelamin Pelajar EFL Iran dan Pemahaman Membaca
- Moleong, Lexy J.2004 *metodology Penelitian Kualitatif* Bandung: Remaja Rosadakarya.

Putri, Dezy Saifatul, and Melyan Melani. "The Comparison Between Male and Female Students' Reading Comprehension at IAIN Bukittinggi." *Indonesian Journal of Learning Studies (IJLS)* 2.1 (2022): 1-9.

Williams, Carrie. "Research methods." *Journal of Business & Economics Research (JBER)* 5.3 (2007).

Karyanto, Umum B. "FEMALE'S FINGERS MYTH (GENDER STUDY AND AL-QUR'ĀNPERSPECTIVE)." *UNIVERSITY-COMMUNITY ENGAGEMENT October 8-10, 2018* 3.2 (2018): 951.

APPENDIXES

1. Interview Foam Questions

Interviewer : The Researcher (Ayu Mutmainnah)

Interviewee : the student of second semester, fourth semester, and six semester of English education department tadris. They are (30 students, 15 females and 15 males).

No	Question
1	Apakah Anda bisa ceritakan sejenak mengenai yang anda ketahui tentang preferensi membaca? HD (Mahasiswi) “Kalau menurut saya, preferensi membaca itu adalah kecenderungan atau pilihan seseorang terhadap bacaan tertentu. Setiap orang pasti punya minat yang berbeda-beda, ada yang suka bacaan ringan, ada juga yang lebih suka bacaan berat seperti buku akademik atau filsafat. Jadi preferensi membaca ini lebih ke arah bagaimana seseorang merasa nyaman dan tertarik dengan bacaan yang dipilihnya. Menurut saya, hal ini bukan ditentukan oleh gender, tapi lebih ke selera pribadi dan pengalaman yang dimiliki masing-masing orang.” Fi (Mahasiswi) “Bagi saya, preferensi membaca bisa diartikan sebagai kebiasaan atau kecenderungan dalam memilih bacaan yang sesuai kebutuhan dan suasana hati. Saya, misalnya, tidak punya bacaan yang benar-benar spesifik harus dibaca. Kadang saya bisa tertarik pada buku motivasi, kadang juga komik atau novel, tergantung kondisi saya saat itu. Jadi menurut saya, preferensi membaca ini sifatnya fleksibel dan sangat dipengaruhi oleh mood atau juga rekomendasi dari orang-orang di sekitar.” Ikr (Mahasiswa) “Preferensi membaca itu pada dasarnya adalah pilihan bacaan yang kita sukai dan sesuai dengan apa yang ingin kita cari. Misalnya, ada orang yang suka novel, ada juga yang lebih suka bacaan nonfiksi atau buku motivasi. Saya pribadi melihat preferensi membaca sebagai sesuatu yang muncul dari dalam diri, bukan karena gender atau hal lain. Jadi lebih pada apa yang membuat kita merasa nyaman dan tertarik untuk terus membaca. Kalau saya sendiri lebih condong ke bacaan yang bisa menambah pengetahuan dan bermanfaat langsung untuk kuliah.” **Is (Mahasiswi) “Menurut saya, preferensi membaca adalah kecenderungan seseorang untuk memilih bacaan sesuai dengan minat, kebutuhan, dan pengalaman pribadinya. Misalnya, kalau seseorang memang punya hobi membaca novel, dia akan cenderung mencari novel dari berbagai genre. Tapi ada juga orang yang lebih

	memilih bacaan ilmiah untuk memperluas wawasan. Saya pribadi menganggap preferensi membaca ini penting, karena dari situ kita bisa tahu bacaan apa yang bisa membuat kita berkembang, baik secara pengetahuan maupun pengalaman hidup.” Zi (Mahasiswi) “Preferensi membaca itu lebih kepada bagaimana seseorang menentukan pilihan bacaan yang dianggap menarik atau dibutuhkan. Ada orang yang suka membaca untuk hiburan, ada yang membaca untuk kebutuhan akademik, dan ada juga yang sekadar membaca untuk mengisi waktu luang. Kalau saya sendiri biasanya lebih suka bacaan yang praktis, yang bisa langsung saya terapkan atau berguna untuk tugas-tugas kuliah. Jadi bagi saya, preferensi membaca itu juga sangat terkait dengan tujuan dari membaca itu sendiri.” Ai (Mahasiswa) “Menurut saya, preferensi membaca adalah tentang pilihan seseorang terhadap jenis bacaan tertentu, apakah itu novel, komik, atau buku pelajaran. Hanya saja, saya pribadi kurang memiliki minat besar dalam hal membaca. Jadi ketika membicarakan preferensi membaca, saya lebih melihatnya sebagai sesuatu yang dimiliki orang lain yang memang suka membaca. Kalau saya sendiri, lebih sering memilih aktivitas lain. Tapi saya paham bahwa orang yang suka membaca biasanya akan punya kecenderungan khusus terhadap genre tertentu yang mereka anggap menarik.” Sy (Mahasiswa) “Preferensi membaca bagi saya adalah kecenderungan atau selera seseorang dalam memilih jenis bacaan yang dia sukai. Jadi, ada orang yang merasa lebih nyaman dengan bacaan fiksi seperti novel atau cerita pendek, sementara ada juga yang lebih tertarik dengan bacaan nonfiksi seperti artikel ilmiah atau sejarah. Saya pribadi melihat membaca sebagai salah satu cara untuk menambah pengetahuan, meskipun harus diakui saya lebih senang belajar lewat interaksi langsung. Tapi tetap, saya menganggap bahwa preferensi membaca itu sangat penting karena bisa membantu kita mengenali jenis bacaan yang paling bermanfaat dan sesuai dengan diri kita.”
2	Apakah menurut Anda ada perbedaan dalam preferensi membaca antara laki-laki dan perempuan? HD (Mahasiswi) “Saya pribadi tidak setuju kalau preferensi membaca dibedakan berdasarkan gender. Menurut saya, selera orang terhadap bacaan itu sangat personal. Perempuan bisa saja suka buku filsafat, teknologi, atau politik, sementara laki-laki bisa saja menikmati novel romance atau cerita drama. Jadi menurut saya,

	perbedaan bacaan lebih dipengaruhi oleh minat pribadi daripada jenis kelamin.” Fi (Mahasiswi) “Kalau menurut saya, sebenarnya tidak ada perbedaan. Semua orang bebas memilih bacaan yang mereka sukai. Kadang malah saya lihat teman laki-laki lebih rajin baca novel daripada perempuan. Jadi menurut saya itu hanya stereotip saja, seolah laki-laki harus baca buku serius dan perempuan hanya baca novel. Faktanya tidak seperti itu.” Ikr (Mahasiswa) “Saya rasa tidak ada perbedaan. Semua orang punya selera masing-masing, dan selera itu tidak bisa diukur dengan gender. Saya percaya preferensi membaca muncul dari apa yang ada di kepala kita, bukan karena kita laki-laki atau perempuan. Jadi saya tidak setuju kalau ada pembagian berdasarkan gender.” Is (Mahasiswi) “Saya juga tidak setuju dengan adanya perbedaan gender dalam membaca. Menurut saya, laki-laki dan perempuan sama-sama punya kesempatan untuk memilih bacaan apa pun yang mereka sukai. Jadi seharusnya tidak perlu ada pembatasan berdasarkan gender. Yang lebih menentukan itu justru lingkungan dan kebiasaan.” Zi (Mahasiswi) “Menurut saya tidak ada perbedaan mendasar. Mungkin memang ada kecenderungan, misalnya lebih banyak perempuan baca novel, tapi bukan berarti laki-laki tidak boleh. Itu hanya pilihan masing-masing. Jadi saya pikir perbedaan gender tidak terlalu relevan untuk menentukan preferensi membaca.” Ai (Mahasiswa) “Kalau menurut saya pribadi, saya tidak melihat ada perbedaan. Kalau ada yang bilang laki-laki suka bacaan serius, itu kan cuma anggapan umum. Faktanya, saya punya teman laki-laki yang suka baca komik romantis. Jadi menurut saya preferensi itu soal individu, bukan gender.” Sy (Mahasiswa) “Saya juga sependapat, tidak ada perbedaan yang mutlak. Semua orang bisa memilih bacaan sesuai selera masing-masing. Jadi tidak bisa dibilang perempuan lebih suka ini, laki-laki lebih suka itu. Itu terlalu menyederhanakan kenyataan.”
3	Apakah menurut Anda perbedaan preferensi ini dipengaruhi oleh factor-faktor tertentu? HD “Menurut saya, iya, faktor pribadi sangat berpengaruh. Ada

	orang yang memang terbiasa dengan bacaan sejak kecil karena lingkungan keluarganya, ada juga yang tertarik membaca karena teman-temannya suka membaca. Jadi lebih ke pengalaman pribadi dan lingkungan sekitar yang membentuk kebiasaan itu.” Fi “Bagi saya, faktor terbesar datang dari lingkungan. Saya sendiri dulu tidak suka membaca, tapi karena sering mendengar teman cerita tentang isi buku yang mereka baca, saya jadi penasaran dan ikut membaca. Jadi menurut saya lingkungan sangat kuat pengaruhnya, meskipun faktor pribadi juga penting.” Ikr “Saya lebih percaya faktor utama itu ada dalam diri sendiri. Kalau kita punya motivasi dan minat, kita akan cari bacaan yang sesuai. Memang ada pengaruh dari teman atau lingkungan, tapi tidak akan berarti kalau dalam diri kita tidak ada niat membaca.” Is “Kalau menurut saya, faktor yang memengaruhi itu ada dua: diri sendiri dan lingkungan. Di pondok, saya sering lihat teman-teman bawa novel atau buku cerita, dari situ saya juga jadi tertarik. Tapi dorongan pribadi juga penting, karena tanpa kemauan dari dalam, kita tidak akan bertahan membaca.” Zi “Faktor yang paling memengaruhi saya biasanya kebutuhan. Kalau ada tugas, saya pasti membaca. Jadi lebih ke faktor praktis. Tapi saya akui, lingkungan juga bisa membuat saya penasaran dengan bacaan tertentu.” Ai “Kalau saya sih jujur lebih ke faktor lingkungan. Saya pribadi tidak minat, tapi kalau lingkungan mendukung, mungkin sedikit bisa terbawa. Tapi kalau dari diri saya sendiri, memang tidak terlalu ada dorongan.” *Sy “Menurut saya faktor pribadi sangat dominan. Kalau memang suka membaca, orang pasti mencari bacaan. Tapi ada juga yang lebih suka belajar lewat interaksi, seperti saya. Jadi akhirnya preferensi membaca saya terbentuk dari cara belajar saya sendiri.”
4	Seberapa sering Anda membaca? HD “Saya jarang membaca, jujur saja. Apalagi untuk bacaan ringan seperti novel romance, saya kurang suka. Kalau membaca pun biasanya karena kebutuhan, misalnya tugas kuliah.”

	Fi “Tidak rutin. Saya membaca hanya kalau sedang mood atau kalau ada buku yang direkomendasikan teman. Jadi tidak setiap hari.” ikr “Saya membaca kalau ada tugas saja. Kalau tidak ada tugas, jarang sekali saya membuka buku.” Is “Saya cukup sering membaca, apalagi kalau ada novel yang menarik atau buku yang bisa menambah wawasan. Saya membaca bukan hanya karena tugas, tapi juga untuk hiburan.” Zi “Saya termasuk jarang membaca. Biasanya hanya ketika ada tugas atau ada kebutuhan tertentu.” Ai “Saya hampir tidak pernah membaca. Saya lebih suka melakukan aktivitas lain yang menurut saya lebih menyenangkan.” Sy “Saya membaca sesekali, tapi tidak rutin. Kalau saya ingin belajar sesuatu, saya lebih suka berdiskusi atau belajar lewat praktik
5	Jenis dan Genre buku apa yang anda sukai? Novel, kitab kuning dll? E-book atau buku cetak HD “Kalau membaca, saya lebih suka buku cetak. E-book kurang nyaman untuk saya. Tapi jujur saya tidak punya genre khusus yang sering saya baca.” Fi “Saya suka buku cetak, terutama komik biografi. Novel juga saya baca, tapi biasanya butuh waktu lama untuk menyelesaikan.” Ikr “Saya lebih suka buku cetak karena mata saya minus, jadi tidak kuat menatap layar lama-lama. Genre yang saya pilih biasanya buku motivasi atau bacaan yang bermanfaat untuk kuliah.” Is “Saya suka membaca novel, terutama yang bisa memberi inspirasi. Formatnya lebih suka buku cetak, karena lebih nyaman dibaca.” Zi “Saya lebih suka buku cetak. Genre yang sering saya baca adalah biografi dan juga novel, meskipun jarang.” Ai “Kalau saya harus pilih, mungkin buku cetak. Tapi saya jarang sekali membaca, jadi tidak punya genre khusus.” Sy “Saya tidak punya genre tertentu yang benar-benar saya sukai. Kalau pun membaca, saya bisa baca buku motivasi atau artikel. Saya lebih nyaman dengan buku cetak.”

6	Menurut Anda, apakah buku B. Inggris di perpustakaan UIMSYA dapat menarik perhatian untuk selalu dibaca dan dijadikan rujukan untuk tugas dll? HD “Menurut saya, buku-buku Bahasa Inggris di perpustakaan kurang menarik. Saya juga jarang ke perpustakaan, jadi tidak terlalu familiar dengan koleksinya.” Fi “Kalau untuk tugas, saya lebih suka mencari referensi dari internet atau jurnal online. Buku di perpustakaan kadang kurang up-to-date.” Ikr “Buku di perpustakaan sebenarnya cukup, tapi saya sendiri jarang memanfaatkannya. Kalau memang ada tugas, baru saya cari di sana.” Is “Menurut saya koleksi buku Bahasa Inggris di perpustakaan lumayan, tapi saya lebih sering cari bacaan digital. Meskipun begitu, kadang saya tetap ke perpustakaan kalau ingin suasana berbeda.” Zi “Saya tidak terlalu sering membaca di perpustakaan. Kalau ada tugas, saya lebih suka cari sumber online karena lebih cepat.” Ai “Saya jarang ke perpustakaan, jadi menurut saya buku-bukunya kurang menarik. Saya lebih sering menghabiskan waktu dengan aktivitas lain.” Sy “Buku Bahasa Inggris di perpustakaan bisa saja dijadikan rujukan, tapi bagi saya pribadi kurang menarik. Saya lebih suka belajar lewat cara lain.”
---	---

2. Interview Foam Questation

Interviewer : The Researcher (Ayu Mutmainnah)

Interviewee : 1 lecturer UIMSYA

No	Question
1	Menurut pengamatan dan pengalaman Anda, apakah ada perbedaan dalam preferensi membaca antara mahasiswa laki-laki dan perempuan? “iya, contoh mahasiswa laki-laki Hasyim suka tentang buku kepemimpinan. Perempuannya Ayu, Nata suka novel dan sejarah yang membuat berpikir kritis”
2	Jika ada, Apakah perbedaan ini juga tercermin dalam partisipasi mereka dalam kegiatan membaca di kampus? “iya”
3	Apakah menurut Anda perbedaan ini dipengaruhi oleh faktor-faktor tertentu? “Secara subjektif, dalam gender perempuan mungkin lebih feminimgirly jadi suka romance. Sedangkan cowok dilahirkan untu lebih berpikir dibanding merasakan, jadi cowo suka yang menantang(adu argumen).”
4	Bagaimana cara meningkatkan minat baca di kalangan mahasiswa? “Karena ini masih awal perkuliahan, jadi caranya adalah dengan memaksa mereka membaca artikel secara bertahap agar terbiasa membaca. Selain itu juga dengan mengenalkan jurnal.”

Appendix 2 Research cover letter



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/004.17/UIMSYA/FTK.TBIG/A.1/III/2024
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ka. TBIG UIMSYA

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **AYU MUTMAINNAH**
TTL : **Banyuwangi, 25 September 1999**
NIM : **2011221032**
Fakultas : **Tarbiyah dan Keguruan (FTK)**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Kabat - Banyuwangi - Jawa Timur**
HP : **085790244409**
Dosen Pembimbing : **Dr. Zulfi Zumala Dwi Andriani, M.A.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Reading Preferences Between Male and Female in English Study Program of UIMSYA (Universitas KH. Mukhtar Syafa'at) in Academic 2021/2022/2023

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.
Wassalamu'alaikum warahmatullahi wabarokatuh.



Blokagung, 18 Maret 2024


Dr. Siti Ainiyah, S.Pd.I., M.Si.
NIM : 3150801058001

 Dipindai dengan CamScanner

ayutmainnah thesis.docx

ORIGINALITY REPORT

18%	17%	5%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.library-iaida.ac.id	2%
	Internet Source	
2	files.eric.ed.gov	1%
	Internet Source	
3	Submitted to School of Business and Management ITB	1%
	Student Paper	
4	www.researchgate.net	1%
	Internet Source	
5	123dok.com	1%
	Internet Source	
6	repository.unisbablitar.ac.id	1%
	Internet Source	
7	digilib.iain-palangkaraya.ac.id	1%
	Internet Source	
8	Submitted to Auckland University of Technology	<1%
	Student Paper	
9	ijsshr.in	
	Internet Source	
		<1%
10	repository.iainpare.ac.id	<1%
	Internet Source	
11	text-id.123dok.com	<1%
	Internet Source	

Appendix photo documentation



Wawancara dengan dosen prodi bahasa inggris





Wawancara dengan Mahasiswa semester 4 prodi bahasa inggris

THE RESEARCHER'S BIOGRAFI

Nama: Ayu Mutmainnah
Alamat: Blimbingsari, Banyuwangi
Nim: 2011221032
Prodi: English Education Department
Faculty: Education And Teacher Training

