

**STUDENTS' PERCEPTION TOWARD READING MATERIALS
AT SMA NEGERI 1 PALANGKA RAYA**

THESIS

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGES AND ARTS EDUCATION
STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
2026**

**STUDENTS' PERCEPTION TOWARD READING MATERIALS
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THESIS

Presented to
Faculty of Teacher Training and Education
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In partial fulfillment of the requirements
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Sarjana Pendidikan

BY

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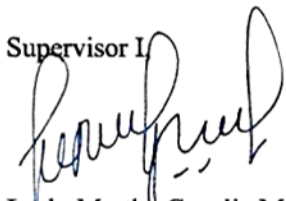
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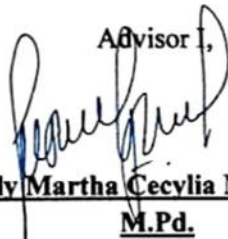
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ABSTRACT

Natalia, Christina Ceelsy. 2026. Students' Perception Toward Reading Materials at SMA Negeri 1 Palangka Raya. Thesis. Study Program of English Language Education, Department of Languages and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. **Supervisor I:** Lesly Martha Cecylia Meka S.S., M. Pd, **Supervisor II:** Tutik Haryani, M.Pd., B.I.

Key Words: Perception, Reading Materials

Reading is an essential skill in English language learning, offering students access to new vocabulary, information, and broader perspectives on the world. The success of any reading activity, however, is not shaped by the quality of the text alone it is equally determined by how students perceive the materials placed before them. This study aims to describe students' perceptions of reading materials at SMA Negeri 1 Palangka Raya.

This study employed a qualitative descriptive approach with 21 students of class XI-11 as the research subjects. Data were collected through semi-structured interviews and analysed using the Miles and Huberman interactive model. Students' perceptions were examined through four factors proposed by Bernstein and Nash (1999), experience, interest, environment, and motivation.

The findings indicate that students' perceptions of reading materials were shaped distinctly by each of the four factors examined. Experience built the perceptual foundation meaningful encounters outside the classroom fostered favourable views, while repeated difficulty with vocabulary and text length created barriers that persisted into new reading situations. Interest emerged as the most dominant factor, with genre preference, format inclination, and personal curiosity consistently determining whether students engaged with or withdrew from a given material. The environment factor revealed that classroom noise disrupted focus for several students, while digital platforms had become significant voluntary reading spaces beyond school. motivation, operating in both intrinsic and extrinsic forms, further shaped how persistently students engaged with materials over time. Collectively, these four factors confirm that students' perceptions are personal, layered, and continually reshaped by each reading encounter.

ABSTRAK

Natalia, Christina Ceelsy. 2026. Students' Perception Toward Reading Materials at SMA Negeri 1 Palangka Raya. Skripsi. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya. **Pembimbing I:** Lesly Martha Cecylia Meka, S.S., M.Pd., **Pembimbing II:** Tutik Haryani, M.Pd., B.I.

Kata Kunci: Persepsi, Materi Bacaan

Membaca merupakan keterampilan penting dalam pembelajaran bahasa Inggris yang memberikan siswa akses terhadap kosakata baru, informasi, dan wawasan yang lebih luas. Namun, keberhasilan kegiatan membaca tidak semata-mata ditentukan oleh kualitas teks itu sendiri, melainkan juga oleh bagaimana siswa mempersepsi materi bacaan yang diberikan kepada mereka. Penelitian ini bertujuan mendeskripsikan persepsi siswa terhadap reading materials di SMA Negeri 1 Palangka Raya.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek 21 siswa kelas XI-11. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan model interaktif Miles dan Huberman. Persepsi siswa dikaji berdasarkan empat faktor yang dikemukakan oleh Bernstein dan Nash (1999), yaitu pengalaman, minat, lingkungan, dan motivasi.

Hasil penelitian menunjukkan bahwa persepsi siswa terhadap reading materials dibentuk secara berbeda oleh masing-masing faktor yang diteliti. Pengalaman menjadi fondasi persepsi interaksi dengan teks yang bermakna di luar kelas membentuk pandangan yang lebih positif, sementara kesulitan berulang dengan kosakata asing dan teks yang terlalu panjang menciptakan hambatan yang bertahan ke situasi membaca berikutnya. Minat terbukti menjadi faktor paling dominan, di mana preferensi genre, kecenderungan terhadap format tertentu, dan rasa ingin tahu pribadi secara konsisten menentukan apakah siswa terlibat atau justru menarik diri dari suatu materi bacaan. Faktor lingkungan mengungkapkan bahwa kebisingan kelas mengganggu fokus bagi sebagian siswa, sementara platform digital telah menjadi ruang membaca mandiri yang signifikan di luar sekolah. motivasi, yang beroperasi dalam bentuk intrinsik maupun ekstrinsik, turut membentuk seberapa tekun siswa terlibat dengan materi dari waktu ke waktu. Secara keseluruhan, keempat faktor ini menegaskan bahwa persepsi siswa bersifat personal, berlapis, dan terus dibentuk ulang oleh setiap pengalaman membaca.

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This thesis is written and intended to fulfill one of the requirements for obtaining the Sarjana Degree in English Language Education at the Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. The title of this thesis is “Students’ Perception Toward Reading Materials at SMA Negeri 1 Palangka Raya.”

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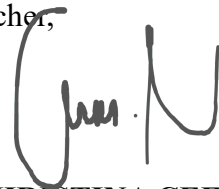
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The writer realizes that this thesis is still far from perfect and may contain some limitations and shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis. Finally, the writer hopes that this thesis will be useful and provide valuable information for readers, especially for students and future researchers who are interested in similar topics.

Palangka Raya, 25 June 2026

Researcher,

A handwritten signature in black ink, appearing to read 'Christina Ceelsy Natalia', written over a horizontal line.

CHRISTINA CEELSY

NATALIA

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