THE REALITY OF MAKING LIBRARY AS A LEARNING RESOURCES FOR STUDENT IN LEARNING READING ENGLISH AT SMA NEGERI 1 LAHEWA IN 2023/2024

By Lisnayanti Gea

THE REALITY OF MAKING LIBRARY AS A LEARNING RESOURCES
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RESEARCH PROPOSAL
Proposed in:
Research Proposal Seminar Forum

By

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Gunungsitoli,   2024
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CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

English is an international language that is very important to master. English is also one of the languages used throughout the world. Realizing the reality of the importance of English in the future, learning English as early as possible must be implemented in schools. Learning English is integrated into four skills, namely listening, speaking, reading and writing, all of which must at least be implemented in learning activities that determine success in studying all fields of study. Of the four language skills, productive skills such as writing and speaking are often used as a reference in measuring someone's English language competence. However, it must be realized that good writing and speaking skills cannot be achieved without sufficient input, which is obtained from the activity of listening and reading English language material.

Teaching English or reading is an important thing teach in non-English departments or programs in the educational environment. Reading is an activity of problem-solving and meaning making which increases the power and flexibility when it is more practiced, Syahabuddin, et al in (Fathur Rizki Asani 2022:176). Providing teaching resources is an absolute requirement for successful English learning. The required textbooks must include material design, suitability of the material and how to present it. Unfortunately, access to English language materials or English learning media is still limited. Even though the internet can now be accessed easily, students do not necessarily get material that suits their needs and desires. Therefore, it is necessary to have a learning resource center that allows students to access learning materials and media for free and easily so that they can be more motivated to learn.

In Law Number 20 of 2003 concerning the National Education System in Article 45 paragraph 1, it is stated that each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical, intelligence, intellectual, social, emotional and potential. student psychology.

The presence of learning resources is the foundation for ongoing learning at school. The learning resources used can be obtained through the school environment. One type of learning resource in schools is the library.

Syahdan, et al (2021:49) states that the school library is an effective supporting tool in improving the teaching and learning process, as seen by the availability of various kinds of references or books, especially textbooks in schools. Therefore, libraries have a role in increasing knowledge so that the importance of libraries in the world of education in schools will be seen. Ideally, school libraries can be used by teachers to carry out learning activities so that they can foster interest in reading in students. This library is a place of learning where teachers and students use the library as a media and learning resource, one of which is as a learning resource for students in learning to read English. So by utilizing the school library as a learning resource, students' interest and reading habits will be increased.

This school library also serves students by providing information materials in various formats to meet various needs and encourage students' desire to read. As an educational facility, the library functions as a supporting resource in the English learning process. However, in terms of library facilities and infrastructure, there are still many things that need to be improved from various angles. This is in line with Yandini's opinion in (Cahyani, et al 2023: 137) that the existence of libraries in Indonesia in several regions is still very disappointing, both in terms of less than optimal service and lack of community empowerment. and library functions have not been utilized optimally, thus becoming an inhibiting factor that makes Indonesian libraries lag far behind other developing countries.

SMA Negeri 1 Lahewa is a public high school institution that has been accredited B, whose address is on Jl. Arah Onozalukhu, Lahewa District, North Nias Regency, North Sumatra Province. SMA Negeri 1 Lahewa has a library as one of the supporting learning activities, whose room is quite adequate and good.

From the results of preliminary observations conducted by researchers at the SMA Negeri 1 Lahewa school library, it shows that the school library at

SMA Negeri 1 Lahewa is still not maximally utilized. Requiring students to come to the library and making the library a source of support for the learning process has not been fully implemented. So that there are still few students who use the school library as a learning resource and teachers who use the school library as one of the supporting learning activities are also still relatively few. Because only some teachers require students to complete information needs in completing the assignments given. Some teachers make the school library a learning resource by giving assignments that require students to look for supporting materials for assignments in the library. But that applies to some teachers. The students themselves make the library a source for the purposes of assignments given by the teacher, some of the students come to the library just to fill spare time when their teacher is absent from class. They mostly use the internet facilities and are satisfied with the teacher's explanation.

Therefore, the researcher is interested in examining the extent to which SMA Negeri 1 Lahewa students make the school library a Learning Resource and the extent of the teachers' involvement in making the school library a Learning Resource and how the collection of English textbooks at SMA Negeri 1 Lahewa which causes the utilization of the school library is not optimal, the lack of student interest in reading so that the utilization of the book collection is less than optimal.

Understanding these problems, the researcher was encouraged to solve these problems by conducting a research activity entitled "**The Reality of Making Library as a Learning Resources for Student in Learning Reading English at SMA Negeri 1 Lahewa In 2023/2024"**

1.2 Focus of the Research

From the research background above, there are several research focuses, namely:

1. To analyze how students use the school library as a learning resource for learning to read English
2. To find out how English teachers are involved in making the school library a learning resource for students to learn to read English
3. To find out the availability of collections provided by the school library which can be used as a learning resource for students to learn to read English

1.3 The Formulation of the Problem

Based on the background of the problem explained above, the problem formulation in this research is:

1. How students use the school library as a learning resource for learning to read English?
2. How is the involvement of English teachers in making the school library a learning resource for students to learn to read English?
3. How the availability of collections provided by the school library can be a learning resource for students to learn to read English?

1.4 The Objective of the Research

The purpose of this research is to find out students' views about the school library as a learning resource for learning to read English and also to find out the involvement of English teachers in making the school library a learning resource for students to learn to read English and to find out the availability of the school library collection. can be used as a learning resource for students to learn to read English.

5.1 The Significances of the Research

The significance of this research is:

a. Theoretically

      Theoretically, this research is expected to provide knowledge to develop abilities and skills in the field of research and education and provide information related to the reality of making libraries a learning resource for students to learn to read English.

b. Practically

      Practically, this research is useful for teachers, students and schools. For more details, it can be described as follows:

1. Benefits for Teachers

      English teachers can improve school library services to be used as a learning resource for students to learn to read English

2. For students

      It is hoped that this research can increase students' knowledge, reading interest and activities in making the library a learning resource for learning to read English

3. For schools

      It can be used as a consideration to further improve library services so that students prefer the library as a learning resource for learning to read English

4. For other researchers

      Can be used as a reference if conducting research related to reality, making the library a learning resource for students to learn to read English

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

  2.1.1 Library

    2.1.1.1 Definition of Library

        Library comes from the basic word library which means book. So when most people hear the word library, what comes to mind is a row of books neatly arranged on shelves in a building or building. Therefore, the term library is interpreted as a room, part of a building or the building itself which is used to store books and other publications which are usually stored according to a certain arrangement for use by readers, not for sale, Sulistyo-Basuki in (Sarwono, 2020:219).

        According to Republic of Indonesia Law Number 43 of 2007, a library is an institution that manages collections of written works, printed works and recorded works in a professional manner with a standard system to meet the educational, research, preservation, information and recreation needs of its users. Thus it can be concluded that the library includes many things, including institutions, institutional managers (librarians), collections, management systems, library functions and users.

    2.1.1.2 Types of Libraries

        Libraries are divided into several types. Republic of Indonesia Law Number 43 of 2007 concerning Libraries in Chapter VII article 20 in (Sarwono 2020:220) states the types of libraries. The types of libraries are:

    a. National Library

        The National Library is a non-departmental government institution (LPND) which carries out government duties in the library sector which functions as a supervisory library, reference library, deposit library, research library, preservation library and library network center and is located in the nation's capital.

    b. Public Library

Public libraries are libraries intended for the wider community as a means of lifelong learning without distinction between age, gender, ethnicity, race, religion and socio-economic status. Public libraries are organized by the government, provincial government, district/city, sub-district and village governments, and can be organized by the community.

c. School/Madrasah Library

Benediktus in (Sarwono 2020:220) states a special definition for school libraries, namely that a school library is a work unit of a school that manages library materials, both in the form of books and non-book materials which are arranged systematically according to certain rules so that it can be used as a source of information by every user within the school. Rahayuningsih in (Sarwono 2020:220) also conveys the meaning of a school library as a library that serves students, teachers and employees of a particular school.

d. College Library

A college library is a library that serves students, lecturers and employees of a particular college. College libraries were established to support the achievement of the objectives of the college concerned in implementing the Tri Dharma of Higher Education.

e. Special Library

A special library is a library that is intended on a limited basis for users within government institutions, community institutions, religious educational institutions, places of worship, or other organizations. However, this does not rule out the possibility of serving users outside the agency or outside the organization.

2.1.1.3 School Library

2.1.1.3.1 Definition of School Library

Before the author explains the definition of a school library, the author first wants to explain the definition of a library in general, so that understanding of school libraries is more focused. Because the school library is one type of library from the various types of libraries that already exist. According to Fatimah (Cahyani and Fitri 2022: 87) In general, the definition of a library is a work unit in the form of a place to collect, store and maintain library collections, both books and other reading materials, which are arranged, organized and administered in a certain way to provide convenience and use effectively continuously by the user as information.

Furthermore, to be more focused in this research, the researcher wants to explain the definition of a school library. According to Mulyasa (Komara and Angga 2023:144) the school library is an important part of a school which is tasked with providing learning resources for students and teachers, as well as being a gathering place for the school community to study and join in educational activities. There is also another opinion, according to Ardiansah et al (Komara and Angga 2023:144), the school library is one of the educational facilities to support student learning activities.

From the definitions above, the author can conclude that a school library is a work unit within the school environment, which has collections that can support teaching and learning activities which are managed by professional librarians with the aim of helping to achieve the educational goals held. by the school where the school library is housed.

2.1.1.3.2 Purpose of School Libraries

The aim of establishing a school library is to help the school achieve its goals in accordance with the school policies where the school library is based, Hasnidar and Yuli (2023:30). Every school library must have goals that support the implementation of the teaching and learning

process. According to Yusuf (Hasnidar and Yuli 2023:30) the aim of establishing a school library cannot be separated from the aim of holding school education, namely to provide students with basic skills and prepare them for secondary education. In line with this, the objectives of school libraries according to Yusuf (Hasnidar and Yuli 2023:30) are:

5.2 Encourage the process of mastering reading techniques
5.3 Helps with creative writing
5.4 Develop interest and reading habits
5.5 Provide various sources of information
5.6 Encourage interest in reading
5.7 Enrich your experience by reading books provided by the library
5.8 Fill your free time through reading activities.

From the explanation above, the author concludes that the purpose of the school library is to foster and develop students' and teachers' interests and talents in reading and writing, as well as supporting the process of teaching and learning activities in order to achieve school education goals.

2.1.1.3.3 Functions of the School Library

The school library is a place to store collections of library materials which are systematically arranged by librarians and used as sources of information. According to Novriliam and Yunaldi in (Firmansyah 2022:281) the school library serves four broad functions :

1) The educational functions, in which all facilities, and infrastructure of the school library, particularly collections, can assist students in the learning process
2) The informative function of the school library is to provide collections that are informative on matters relating to the interests of teachers and students
3) The function of creation is not the main function, but its position is very important in the effort to increase intellectual and inspiration
4) The research function creates collections in the school library to be used as research material or for simple research

The specific functions of school libraries according to Septiyantono (Sarwono 2020:221) are:

1) As a source of teaching and learning activities, namely helping educational and teaching programs in accordance with the objectives contained in the curriculum
2) Helping students to clarify and expand their knowledge in each field of study
3) Develop an interest and culture of reading that leads to independent learning habits
4) Helping students develop their talents, interests and hobbies
5) Get students used to looking for information in the library
6) Is a place to get healthy recreation materials through reading books that are appropriate to the age and intelligence level of students
7) Expand students' learning opportunities

According to Riyanto (Hasnidar and Yuli 2023:31), school libraries have the following functions:

1) As a center for teaching and learning activities for education as stated in the school curriculum
2) As a simple research center that allows students to develop their creativity and imagination
3) As a center for reading books that are recreational and fill free time (entertainment books).

From the explanation above, the author can conclude that the function of the school library is as a teaching and learning resource and can also develop interest and a reading culture that leads to independent learning habits.

2.1.1.3.4 Benefits of School Libraries

The school library is one of the learning resources needed by students and teachers at school in teaching and learning activities. Every school library has various benefits for students and teachers in carrying out teaching and learning activities in the classroom. In detail, the benefits of school libraries, whether organized in primary schools or secondary schools, as stated by Bafadal (Hasnidar and Yuli 2023:30), are that school libraries can:

1) Arouse students' love of reading
2) Enrich students' learning experience
3) Train students towards responsibility
4) Speed up the process of mastering reading techniques
5) Helps develop language skills
6) Make it easier for students to complete school assignments
7) Instill independent learning habits
8) Help teachers find teaching resources

According to Putri (2022:53) the benefits of the existence of a school library are that it stimulates interest in reading in both teachers and students, is the closest source of literature, the library is a central source of information and a source of learning to write.

From the several benefits of school libraries above, the author can conclude that the benefits of school libraries are that they create students' love for the culture of interest in reading, enrich learning experiences other than in the classroom and can also instill independent

learning habits and accelerate mastery of the subject matter presented by the teacher.

2.1.1.3.5 Elements of a School Library

The school library is a work unit of a school. The elements of a school library are library management, facilities and infrastructure, collections, library services and budget, Sarwono (2020:222).

2.1.2. Reading in English
2.1.2.1 Definition of Reading

In teaching English, there are four main skills as focus to achieve by students. One of them is Reading. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. According to William in (Nur Mufidah, et al, 2022:2), he defines reading as a process whereby one looks at and understands what has been written. According to Dewi et al, dalam (Yuli Cahyani, et al, 2023:115) Reading is an activity which apply some of abilities to process reading text in order to comprehend the content of reading. Therefore, reading can be defined as an activity that involves receiving information or a message in written form. Hermida et al, in (Yuli Cahayani, et al, 2022:115) states that reading is one of the important aspects that need to be mastered because reading is the foundation of learning cross disciplinary subjects, where the ability in reading skill has an important role in improving individual life, abilities in school, and improving the development of a country.

According to Astuti and Puspita in (Firmansyah 2022:279), reading is a sequence of actions that can help a person's cognitive skills improve by allowing them to produce, identify, and analyze information offered in writing. Reading according to this concept, is a process of comprehension. Of course, understanding the substance of the reading will provide us with information and knowledge. Reading is essential in everyday life, especially for students seeking to acquire and improve their knowledge.

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2.1.2.2 The Process in Reading

According to Burns (Nur Mufidah, et al 2022:3) there are four processes in reading. One of them:

1. Sensory Process means perceives the printed symbol visually.
2. Perceptual Process means interpret what they see as symbols or words
3. Sequential Process means follow the linear, logical, and grammatical patterns of the written words.
4. Experiential Process means relate words back to direct experiences to give the words meaning.

From the explanation above, it can be concluded that reading involves interactions between our senses, thinking abilities, and the knowledge we already have.

2.1.1.3 Purpose of Reading

The purpose of reading is implemented into the development of different reading types. Types and purposes of reading cannot be separated from comprehension. Each type will determine what to achieve during or after reading.

According to Novary in (Nur Mufidah 2022:4) in general, there are four types of reading and thus purposes of reading namely :

1. skimming (in order to obtain the general idea of the author).
2. scanning (in order to obtain specific fact or piece of information).
3. intensive or thorough reading (in order to obtain a comprehensive understanding of a reading text, in this case, reading for detail).
4. critical reading (in order to evaluate information to determine where it fits into one's own system of beliefs).

From the explanation above, it can be concluded that there are four types of reading that have different purposes. The first type of reading is skimming, to get a general idea of what the author is saying. Second scanning, to find certain facts or information. Third Intensive or thorough reading, to get a complete understanding of the reading, in this case reading to understand details. Fourthly critical reading, to evaluate information to determine whether the information is in accordance with the reader's belief system. So, in other words, choosing the type of reading depends on your goals.

2.1.1.4 Kinds of Reading

There are several kinds of reading according to Irmayani in (Nur Mufidah 2022:4) classifies reading into four kinds, namely:

1. Reading aloud

    Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2. Silent reading

    Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is write to discuss something write to means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

3. Speed reading

    This kind of reading is used to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific material.

4. Oral reading

    In oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress and intonation. In oral reading the students will get experience in producing the sound which should be practice as many times as possible.

2.2 Conceptual Framework

According to Maxwell dalam (Mensa Osei, et al 2020:55) defined a conceptual framework as a tentative theory about the phenomena being studied that informs entirety of the study's design, noting that this may also be called a "theoretical framework".

This research discusses the reality of making the library a learning resource for students in learning to read English. This research was conducted at SMA Negeri 1 Lahewa with the research subjects being students, English teachers and the head of the library. In this study, prospective researchers used qualitative research with data collection techniques consisting of observation, interviews and documentation. Then the prospective researchers used three data analysis techniques to obtain the results of the research to be carried out, namely data reduction, data presentation and conclusions or verification.

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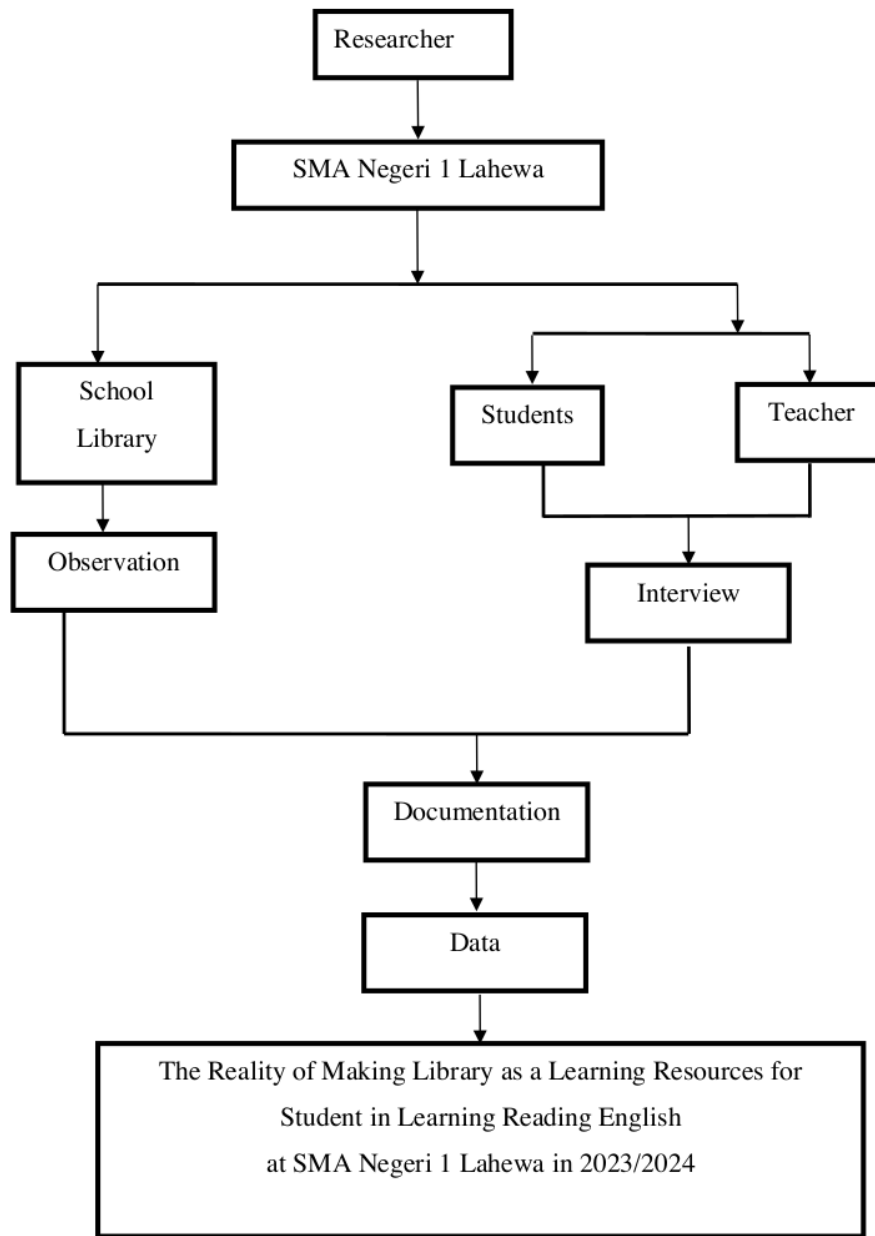
Figure 2.1: Design of the Conceptual Framework of the Research

CHAPTER III
RESEARCH METHODS

3.1 Approach and Types of the Research

This research is a qualitative descriptive research. Qualitative research according to Anderson, in (Fauzi et al 2022:13) includes collecting, analyzing and interpreting data that cannot easily be reduced to numbers. Ali and Yusof in (Fauzi et al 2022:13) added that any research that does not use statistical procedures is called "qualitative".

Creswell further stated in (Fauzi et al 2022:13) that qualitative research is an approach to exploring and understanding the meaning of individuals or groups related to social or human problems. This means that research is intended to understand the phenomena experienced by research subjects, producing descriptive data in the form of written or spoken words from people and observed behavior. Thus, it can be said that this research is descriptive qualitative in nature. This means that researchers describe the condition of the school library and the use of the school library.

3.2 Variables of the Research

Sugiyono in (Dekanawati 2023:161) defines a research variable as an attribute or trait or value of a person, object or activity that has certain variations determined by the researcher to be studied and conclusions drawn. Meanwhile, according to Ridha in (Dekanawati 2023:161) a variable is an object in any form determined by the researcher with the aim of obtaining information so that a conclusion can be drawn. The variables in this research consist of independent variables and dependent variables.

Independent variables are variables that influence or variables that are the cause of changes or emergence of the dependent variable S. Sugiyono, in (Dekanawati 2023:161). The independent variable is also called the independent variable which is denoted by X. Therefore, the independent variable in this research is the library as a student learning resource.

Meanwhile, the dependent variable is a variable that is influenced or is a result of the existence of an independent variable, so that a dependent

variable is a variable that is influenced by an independent variable. Ridha in (Dekanawati 2023:161) stated that every time there is a change in the independent variable so many units, it is hoped that it will cause the dependent variable to change by so many units, conversely if there is a change in the independent variable which decreases by many units then it is expected that there will be a change in the dependent variable which also decreases by many units. . The dependent variable is also called the dependent variable, often denoted by Y. Therefore, the dependent variable in this research is Reading in English.

3.3 Setting and Schedule of the Research

This research will be conducted at SMA Negeri 1 Lahewa which is located on Jl. Direction Onozalukhu, Afia Village, Lahewa District, North Nias Regency. The research schedule will be carried out in June 2024.

3.4 Source of Data

The data source referred to in this research is the subject from which the data was obtained. The data sources in this research consist of two types of data sources, namely: primary data sources and secondary data sources.

1. Primary data sources

Primary data is data that comes from original or first sources, so this data must be sought through sources, either direct interviews or through questionnaires, Audi et al in (Dekanawati 2023:163). In this case, the primary/main data source will be the management or use of libraries as a learning resource for students in learning to read English at SMA Negeri 1 Lahewa.

2. Secondary data sources

Secondary data is a source of research data obtained by researchers indirectly through intermediary media or obtained and recorded by other parties, Astriawati, in (Dekanawati 2023:164). So, this secondary data source is a complementary data source that functions to complete the data required by primary data/main data. This can include books, papers, archives, personal documents and official documents, as well as other supporting elements to complement the primary data above.

3.5 Instrument of the Research

According to Arikunto in (Murdiyanto 2020:84), research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more careful, complete and systematic, so that they are easy to process. So the existence of data collection instruments in a research is very necessary and really determines the success of a research. This is because answering a research problem formulation is very much determined by the type of instrument used. The success of a research is largely determined by the instruments used, because the data needed to answer research questions (research problem formulation) is obtained through instruments.

1. Observation Guidelines

   Observation guidelines include research instruments, and research that utilizes observation methods requires tools. This is because humans in essence, especially writers, are very limited in their abilities. In connection with the statement above, in the research the author only used photography equipment in the form of a cellphone camera when making observations at SMA Negeri 1 Lahewa.

2. Interview Format

   The interview format is an instrument in research, because the author uses the interview method. This instrument is intended as an effort to strengthen the data to be obtained from the results of observations. Because without interviews, the data obtained from observations will be less accurate.

3. Document checklist

   The instrument is in the form of data documents obtained from notes or archives as a source of data related to the research object. The documentation intended in this research is that the author obtains data and information originating from school documents and archives as a complement to the data. necessary, such as; history of the school's founding, vision and mission, condition of the library, educators, facilities and infrastructure, as well as data in the library. Therefore, in this research

the author uses documentation tools, such as; camera photos in the form of cellphones, and several notebooks to copy any data needed. What researchers use is to collect data from schools, libraries, and photos.

3.6 Data Collection Techniques

Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data. Data collection can be done in various sources and in various ways. In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and more data collection techniques than participant observation as well as in-depth interviews and documentation, Sugiyono in (Hazni et al 2023:4).

In this study, researchers used data collection techniques using observation, interviews and documentation techniques.

1. Observation Technique

Observation is a data collection technique that involves direct observation of participants and the context involved in the research phenomenon. Qualitative observations can be carried out in real situations or in environments that have been specifically designed for research. Observation provides researchers with the opportunity to observe social interactions, behavior and contexts that are relevant to the phenomenon being studied, Bogdan and Biklen in (Ardiansyah et al 2023:4). In other words, observation is a data collection technique obtained from observations of phenomena (events) that are observed and investigated and then recorded. Meanwhile, for the observation process, the researcher conducted interviews with library guards.

2. Interview Techniques

Interviews are a data collection technique that involves direct interaction between researchers and research participants. Qualitative interviews aim 5 gain an in-depth understanding of individual experiences, views and perspectives regarding the phenomenon under study. Interviews can be conducted structured, semi-structured, or unstructured, depending on the level of framework that has been

determined previously, Creswell in (Ardiansyah et al 2023:4). This method is also a direct interview with the respondent as the party providing information. Therefore, in this study, researchers conducted interviews with library guards regarding the processing or use of the library as a learning resource for students in learning to read English at SMA Negeri 1 Lahewa.

3. Documentation Techniques

Documentation involves collecting data from documents, archives, or other written materials related to the research phenomenon. The documents used can be notes, reports, letters, books, or other official documents. Documentary studies provide insight into the historical context, policies, events and developments relevant to the phenomenon under study, Creswell in (Ardiansyah et al 2023:4). The documentation described in this research includes things that can support and complement data related to the state of the school library at SMA Negeri 1 Lahewa.

3.7 Data Analysis Technique

Data Analysis Techniques are techniques or ways to convert data into information to form data that has character so that the resulting data is easier to understand and process so that it can be used to find solutions to research problems, Dr. Didin Fatihudin, SE in (Fauzi et al 2022:95). Data analysis can also be intended as a process for changing data resulting from a research process into information that can be used to make decisions and conclusions, Solimun, Armanu in (Fauzi et al 2022:95).

Because this research does not use numbers, the method used is descriptive qualitative, where descriptive analysis seeks to describe, present and interpret the research results in detail or comprehensively according to the data that has been obtained and collected from the results of observations, interviews and documentation. Describing qualitative data is "by compiling and grouping existing data, so as to provide a real picture of the respondents. Qualitative research methods do not rely on evidence based on mathematical logic, numerical principles, or statistical methods."

The analysis process carried out by researchers is as follows:

1. Data Reduction

Data reduction is a process of improvement, both reducing data that is deemed unnecessary and irrelevant and adding data that is deemed lacking. Data reduction means summarizing, selecting important things, looking for themes and patterns, so that the data that will be reduced provides a clearer picture, and makes it easier for researchers to carry out gatherings and then search for them if necessary, Sugiono in (Hazni et al 2023:7). Data obtained from the field is immediately written down in detail and systematically after each data collection. These reports need to be reduced, namely by selecting the main things that are in accordance with the research focus so that it is easy to conclude. Data reduction is carried out to make it easier for researchers to retrieve the data obtained if necessary and to help in assigning codes to certain aspects.

2. Data display

After data reduction, the next step is data presentation, data presentation is carried out with the aim of making the data organized and arranged in a relationship pattern so that it is easier to understand. The most frequently used presentation of qualitative data is presentation in the form of narrative text, data in the form of interviews, observation, and documentation, Sugiono in (Hazni et al 2023:7). This is done for the reason that researchers can master the data and not be stuck with piles of data, as well as making it easier for researchers to plan further actions.

3. Verification (conclusion/verifying)

The final step in the data analysis technique is data verification carried out if the initial conclusions put forward are still temporary, and there will be changes if they are not accompanied by strong supporting evidence to support the next stage of data collection, if the conclusions put forward at the initial stage are supported by the evidence is strong and valid in the field, then the conclusions put forward are reliable conclusions, Sugiyono in (Hazni et al 2023:7). Therefore, it is a good idea to review a conclusion by re-verifying notes during research and

looking for patterns, themes, models, relationships and similarities to draw a conclusion.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Research Results

4.1.1 General Description of SMA Negeri 1 Lahewa

SMA Negeri 1 Lahewa is an accredited B school located at Jl. Arah Onozalukhu, Lahewa District, North Nias Regency, North Sumatra Province.

The Vision and Mission of SMA Negeri 1 Lahewa, as follows:

a) Vision of SMA Negeri 1 Lahewa

Realizing a generation of excellence and achievement, faith, and devotion as well as a pioneer in the development of cultural preservation.

b) Mission of SMA Negeri 1 Lahewa

1. Improve the quality of graduates
2. Creating a fun and conducive learning process
3. Empowering all existing potential in improving creative and quality learning
4. Improving the quality of security and devotion through various aspects of learning activities
5. Creating a generation that is aware of as well as being a pioneer, development and preservation of culture as the nation's identity through planned and sustainable learning activities.

As for the facilities and infrastructure of SMA Negeri 1 Lahewa, it is adequate judging from the facilities available at the school. For more details on the facilities and infrastructure of SMA Negeri 1 Lahewa can be seen in the following table:

Table 4.1.1: State of facilities and infrastructure of SMA Negeri 1 Lahewa

The Number	Name of Facilities and Infrastructure	Total	Description
1.	Principal's room	1	In good condition
2.	Administration room	1	In good condition
3.	Teacher's room	1	In good condition
4.	Classroom	26	In good condition
5.	Library	1	In good condition
6.	WC/Bathroom	12	In good condition
7.	Picket room	1	In good condition
8.	School health unit room	1	In good condition
9.	Hall/Multipurpose building	1	In good condition
10.	Security post room	2	In good condition
11.	Computer laboratory room	1	In good condition
12.	Biology laboratory room	1	In good condition
13.	Physics laboratoryroom	1	In good condition
14.	Chemistry laboratory room	1	In good condition

4.1.2 The Library of the SMA Negeri 1 Lahewa

The library at SMA Negeri 1 Lahewa is an information and knowledge center that provides a wide collection of books, and other learning resources to support teaching and learning activities at the school.

Based on the results of the obesrvasion conducted by researchers at the SMA Negeri 1 Lahewa library, the researchers described the condition of the SMA Negeri 1 Lahewa library in the following table.

Table 4.1.2 Condition of SMA Negeri 1 Lahewa library

The Number	Things observed	Available	Not available
1.	Vision and Mission of the school library	√	
2.	Room facilities and infrastructure	√	
3.	Chairs	√	
4.	Table	√	
5.	Bookshelves	√	
6.	Cleaning tools	√	
7.	Collection of library materials	√	
8.	School library rules	√	

For more details, the researcher will describe in detail that the Vision and Mission of the SMA Negeri 1 Lahewa Library are:

a. Vision of SMA Negeri 1 Lahewa library

Making the school library an information center, science center, and learning resource center with friendly, effective, fast and easy services so that it can support the success of the teaching and learning process at school.

b. Mission of SMA Negeri 1 Lahewa library

1. Realizing a quality, high quality, innovative and up-to-date school library
2. Increase the reading interest of school community
3. Providing information and knowledge services that can support the learning process at school
4. Organizing library services that are complete in collection, excellent in service and easy in access
5. Carry out library services that are attractive to students, teachers and education personnel
6. Making the library the heart of school education to create superior quality education.

In addition to the Vision and Mission of the library, SMA Negeri 1 Lahewa also has good library facilities and infrastructure. The existence of chairs, tables, bookshelves, cleaning tools and a collection of library materials in good condition indicates that the library has provided adequate facilities for learning and reading activities. This good condition will enhance users' experience in accessing resources and expanding their knowledge in a supportive environment. So, it can be concluded that the SMA Negeri 1 Lahewa library looks very good and is suitable for use and comfortable to visit.

SMA Negeri 1 Lahewa library also has library rules, where these rules are important to maintain order and comfort of visitors as well as operational effectiveness. The library rules include various rules designed to improve services and maintain order in the library. The following are the library rules of SMA Negeri 1 Lahewa:

The SMA Negeri 1 Lahewa library is open on Monday, Wednesday and Friday from 8am to 12pm.

1. Dress modestly and neatly
2. Library visitors are expected to report to the library staff
3. Bags and jackets are not allowed in the library.
4. Library visitors are expected to maintain order and politeness so as not to disturb other visitors who are reading or studying.
5. After using the library, visitors are expected to return the library collection to its original place.
6. Borrowers must return borrowed books according to the specified time library visitors / borrowers are expected to maintain / maintain the library collection so that it is not damaged or dirty
7. If the library collection is damaged or lost, please immediately report to the library staff
8. Borrowed books must be returned no later than 3 (three) days starting from the date of borrowing.

9. Every borrower who has a borrowed book and has passed the borrowing time limit is not allowed to borrow another book before the book is returned.

4.1.3 Students' views on the school library as a learning resource in learning English reading

In accordance with the first objective, namely students' views on the school library as a learning resource in learning to read English. The researcher wanted to know several things, including: frequency of visits and motivation, interest in the library, utilization of the library to learn English, the role of teachers and recommendations and finally constraints and obstacles.

The following are the results of research on the first indicator, namely "Frequency of Visits and Motivation". All students have visited the school library. However, most students visited the library because of teacher's orders (23 students), while 14 students visited it based on their own intentions. The frequency of visits varied, with most students (22 out of 37) visiting the library 1 time in two weeks, while 15 students visited it 1 time in a week.

Furthermore, the results of research on the second indicator, namely "Interest in the Library". Only 14 students felt that the SMA Negeri 1 Lahewa library was interesting, while 23 students felt otherwise or that the school library was not interesting to them. Nevertheless, all students feel comfortable in the library and consider the existence of the library important.

Then, the research results on the third indicator, namely "Library Utilization for Learning English". Most students (23 out of 37) have not made the library their main learning resource for English. Furthermore, 37 students felt that the school library had not been helpful enough in fulfilling their information needs for learning to read English. And the activities they usually do in the school library are studying and looking for reference books for assignments and asking for help and guidance from English teachers to help them fulfill their learning information

needs in learning to read English. And also the collection of English books is considered incomplete by all students, and only 12 students find it easy to find English books, while 25 students find it difficult.

And then the results of research on the fourth indicator, namely "The Role of Teachers and Recommendations." English teachers are considered quite instrumental in utilizing the library for teaching and learning activities, and all students claimed that their teachers recommend the library as one of the learning resources and also invite them to study together in the library 1 to 2 times a month, considering that English lessons are only two lessons a week. However, the collection of English books in the library is still considered incomplete although relevant to current needs.

Finally, the research results on the fifth indicator, namely "Obstacles and Barriers." Students experienced obstacles related to the library's inadequate opening schedule and limited collection of English books. Students also claimed to often get help from librarians in finding English books.

For more details about students' views on the school library as a learning resource in learning to read English, the researcher will describe in the following table students who have made the school library a learning resource in learning to read English and students who still have not made the school library a learning resource in learning to read English.

Table 4.1.3 data on students who have and who have not made the school library a learning resource in learning to read English

No	Data	Already	Not yet
1.	Abel Jasman Zalukhu (C1)	✓	
2.	Bella Safira A. Tanjung (C2)	✓	
3.	Linuster Tafona'o (C3)		✓
4.	Ainun Hafiz Baeha (C4)		✓
5.	of Berianus Dawolo (C5)		✓
6.	Ferdiaman Harefa (C6)		✓
7.	Adi Rahman Nazara (C7)	✓	
8.	Anas Tasia P. Tanjung (C8)	✓	

No.	Name		
9.	Ramadhani Nazara (C9)	✓	
10.	Desmon I. Zalukhu (10)	✓	
11.	Hafshah S. Muko-muko (C11)	✓	
12.	Carles Bastian Zalukhu (C12)		✓
13.	Desnita Nazara (C13)	✓	
14.	Hesti Nurani Zebua (C14)	✓	
15.	Marcellius Lase (C15)		✓
16.	Raih Danial Lase (C16)		✓
17.	Raihan R. Zalukhu (C17)		✓
18.	Linda Wahyuni Caniago (C18)		✓
19.	Nelda Hijriah Waruwu (C19)		✓
20.	Rizky Rahman Gea (C20)		✓
21.	Wulan Nazara (C21)		✓
22.	Saputra Siregar (C22)		✓
23.	Kurnia Kasih Lase (C23)		✓
24.	Irwandi Syarif Zalukhu (C24)		✓
25.	Juang Noversah Lase (C25)	✓	
26.	Arian Zebua (C26)		✓
27.	Elvin Indah Dawolo (C27)		✓
28.	Cut Nur Chalista Aceh (C28)	✓	
29.	Yolanda Liesciana Gea (C29)	✓	
30.	Grace Enoni Lase (C30)		✓
31.	Intan Hiqmah Gea (C31)		✓
32.	Nur A. Telaumbanua (C32)	✓	
33.	Iqbal Faiz Telaumbanua (C33)		✓
34.	Mazfida V.S Nazara (C34)		✓
35.	Wahyu Gea (C35)	✓	
36.	Muhammad Addib Gulo (C36)		✓
37.	Muhammad S. Harefa (C37)		✓
	Total	**14**	**23**

From the data in the table above, we can find out that (14 students) have made the school library a learning resource in learning to read English and (23 students) still have not made the school library a learning resource in learning to read English.

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4.1.4 The role of English teachers towards the school library as a learning resource for students in learning to read English

Then in accordance with the second objective, the researcher wants to know how the involvement of English teachers in making the school library a learning resource for students in learning to read English. Based on the results of research conducted by researchers on English teachers, researchers collected data through structured interviews with one of the English teachers at SMA Negeri 1 Lahewa. There are 7 interview questions that have been given by the researcher to the English teacher. The questions were designed to get an overview of how an English teacher at SMA Negeri 1 Lahewa utilizes the school library as one of the learning resources that support their students' learning activities in developing English reading skills.

Based on the interview with Mr. Agustinus Gea, S.Pd., M.Pd., the English teacher, the following is information regarding his involvement with the school library:

"Mr. Agustinus Gea S.Pd., M.Pd., once recommended the school library as one of the learning resources to his students. He also utilizes and invites students to visit the school library and study together. This activity is carried out one to two times a month, considering that English lessons are only available twice a week, or according to student needs. In the library, activities that are usually carried out with students include learning, sharing, and looking for reference books for assignments to increase students' knowledge. And also to know that students have made good use of the library to fulfill their learning information about reading, it can be seen or proven by the student reading report book. This report book records the books they have read, provides a summary, analysis or reflection on the contents of the book."

4.1.5 Availability of collections in supporting student learning resources in learning to read English

Furthermore, in the third objective, namely the availability of collections, researchers want to know how the availability of library collections in supporting student learning resources in learning to read English. Based on the results of research conducted by researchers on librarians, researchers collected data through structured interviews with school library managers or library heads of SMA Negeri 1 Lahewa with the assistance of previous library managers. The 8 interview questions that have been given by researchers to the library manager or head of the SMA Negeri 1 Lahewa library. The questions were designed to gather comprehensive information about the availability and utilization of library collections in supporting student learning in learning to read English. With the information obtained from these questions, the school can identify the strengths and weaknesses of the library, and plan improvements to enhance the library's role in supporting student learning in learning to read English.

Based on interviews with "Mrs. Nelly Niasta Sembiring, M.Pd.K" as the head of the SMA Negeri 1 Lahewa library with the assistance of the previous library manager "Mr. Supre Berkat Nazara, S.Ip., the following is information regarding the availability of library collections in supporting students' learning resources in learning to read English:

"Mrs. Nelly Niasta Sembiring, M.Pd.K" and "Mr. Supre Berkat Nazara, S.Ip., stated that the condition of the library at SMA Negeri 1 Lahewa is good and also the books in the school library include fiction and non-fiction textbooks. English books consist of grade 10 English books (independent curriculum) as many as 100 pieces, grade 11 English books (curriculum 13) as many as 250 pieces and grade 12 English books (curriculum 13) as many as 250 pieces. then the results of library utilization in this school, have been running well and usually there are approximately 30 students who visit the library every library opening schedule. And the opening schedule of SMA Negeri 1 Lahewa Library is

on Monday, Wednesday and Friday starting from 8 am to 12 noon and everyone who borrows books in the library is required to fill out a book borrower list. They also stated that during their tenure as library managers, there were always English teachers who gave assignments to their students to visit the library.

4.2 Discussion

After the researcher obtained information related to how students' views on the school library as a learning resource in learning to read English, and how the English teacher's involvement in the school library as a learning resource for students in learning to read English and finally how the availability of collections in supporting students' learning resources in learning to read English, the researcher will discuss it one by one as follows:

4.2.1 Students' Views on the School Library as a Learning Resource in Learning English Reading

Based on the results of research or interviews that have been conducted by researchers to students, regarding students' views on the school library as a learning resource in learning to read English, it is concluded that, only a small proportion of students have made the school library a learning resource in learning to read English. It can be seen from the research results of the first indicator, namely "Frequency of Visits and Motivation." All respondents have visited the school library, but in this case only a small proportion of students visit the school library based on their own intentions (14 students) and the rest (23 students) based on teacher orders. And also student visits in the school library are only done by a small portion (15 people) once a week and most of them (22 students) visit once in two weeks.

Then only a small proportion of students are interested in the school library, this can be seen from the research results of the second indicator, namely "Interest in the Library." That (14 students) who feel that the SMA Negeri 1 Lahewa library is interesting, while (23 students) feel otherwise or that the school library is not interesting to them because the collection of books is less varied or inadequate, so they find it difficult

to find the books they want. Nevertheless, all students feel comfortable in the library, where the services provided by librarians to library visitors are good and help visitors in finding the books they want to find or what library visitors want and the library conditions are good, clean and tidy which makes students feel comfortable in it. And also students consider the existence of the library important for them, because the existence of a school library can help them find reference books for their learning materials and references for their assignments so that they can increase their insight and knowledge about the lessons or material they are studying.

And also SMA Negeri 1 Lahewa students, class X-1 totaling 37 students still have not fully made the school library a learning resource, especially in learning to read English, this can be seen from the results of the third indicator research, namely "Library Utilization for Learning English." Where only a small proportion (14 students) have made the school library a learning resource in learning to read English and 23 students still have not made the school library their learning resource, because students feel that the school library is not enough to help them meet their learning needs. Where only a small portion (14 students) have made the school library a learning resource in learning to read English and 23 students still have not made the school library their learning resource, because students feel that the school library is not enough to help them meet their learning information needs in learning to read English. And also the collection of English books is considered incomplete by all students. And only 12 students find it easy to find English books while 25 more students find it difficult. This is in line with Ibrahim's statement in (Usholicchah, N. et al 2024: 617) that the school library will function as a source of information and an effective learning tool if it has an adequate collection. With a complete collection of library materials, students can study and find the information they need. Conversely, a school library that lacks library materials or is rarely updated will become obsolete, and students will visit it less and less. And

the activities that students usually do in the school library are studying and looking for reference books for assignments and asking for help and guidance from English teachers to help them meet their learning information needs.

And SMA Negeri 1 Lahewa students also stated that their English teachers were quite instrumental in utilizing the library for teaching and learning activities, this can be seen from the results of the fourth indicator research namely "The Role of Teachers and Recommendations." All students said that their teachers recommend the library as one of the learning resources and also invite them to study together in the library 1 to 2 times a month, considering that English lessons are only two lessons a week. However, the collection of English books in the library is still considered incomplete although relevant to current needs.

In addition, SMA Negeri 1 Lahewa students also experience obstacles in utilizing the school library as their learning resource, this can be seen from the research results of the fifth indicator, namely "Obstacles and Barriers." Students experienced obstacles related to the library's inadequate opening schedule and limited collection of English books. However, they often get help from librarians in finding the books they need such as English books. This is in line with Nurjannah's statement 2021:44, that conventionally the definition of a librarian that develops in society in general is a person who manages a collection of books and other information materials whose job is also to help users to inform the existence of the book.

Based on the information obtained from the data, the researcher can conclude that students at SMA Negeri 1 Lahewa still do not fully use the school library as their learning resource in learning to read English. This happens because there are several obstacles or barriers faced by students, including an inadequate library opening schedule and a limited collection of English books, so that it does not meet their information needs in learning activities, especially in learning to read English.

4.2.2 The role of English teachers towards the school library as a learning resource for students in learning to read English.

The role of teachers in making the school library a learning resource for students in learning to read English is also very important, teachers need to provide motivation to students so that students want to take advantage of library materials provided by the school library to fulfill their learning needs.

The involvement of English teachers at SMA Negeri 1 Lahewa in making the school library a learning resource for students is quite significant. It can be seen from the students' answers obtained from the interview results, namely students said their teachers had invited them to visit the library and had given an understanding of the existence of the school library, then the teacher was also willing to recommend students to look for materials for their assignments in the library. Teachers have also invited students to do learning activities in the library, the most frequent activities are studying, joint discussions and looking for reference books for assignments. Learning activities are also carried out one to two times a month since English lessons are only two lessons a week.

Teachers can also see that students have made good use of the library to increase their insight and knowledge about reading, as evidenced by the students' reading report book. This report book records the books they have read, providing a summary, analysis or reflection on the contents of the book. This student reading report book can be seen in the attachment.

4.2.3 Availability of collections in supporting student learning resources in learning to read English

The availability of the SMA Negeri 1 Lahewa library collection in order to become a learning resource for students in learning to read English, from the results of interviews that have been obtained from the library manager that the collection of English books in the school library

totals 600 pieces consisting of grade 10 English books (independent curriculum) as many as 100 pieces, grade 11 English books (curriculum 13) as many as 250 pieces and grade 12 English books (curriculum 13) as many as 250 pieces. Therefore, from the results of interviews that researchers have conducted with students, namely students mostly state that the collection of English books they are looking for in the school library is difficult to find and each is lacking in meeting their learning information needs in learning to read English, but a small number of students also state that the collection of English books in the school library is easy to find, but still lacking in meeting their learning information needs in learning to read English.

Based on this, the researcher can conclude that the collection of English books at SMA Negeri 1 Lahewa is still not fully meeting the learning information needs of students in learning to read English, this is evident from all student statements which state that the collection of English books in the SMA Negeri 1 Lahewa library is still lacking in meeting their learning information needs in learning to read English and also most students find it difficult to get the English books they need.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

From the results of research conducted at the SMA Negeri 1 Lahewa Library, the following conclusions can be drawn:

1. Students of SMA Negeri 1 Lahewa can be said to still not fully make the school library a source of learning in learning to read English. This can be seen from all respondents who have visited the school library, but in this case only a small proportion of students visit the school library based on their own intentions and the rest based on teacher orders. and also student visits in the school library are only done by a small proportion once a week and most of them visit once in two weeks. And also only a small proportion of students make the school library a learning resource, especially in learning to read English and most do not make the school library a learning resource in learning to read English. This happens because there are several obstacles or barriers faced by students, including an inadequate library opening schedule and a limited collection of English books, so that it does not meet their information needs in learning activities, especially in learning to read English.

2. The involvement of English teachers in making the school library a learning resource for students in learning to read English at SMA Negeri 1 Lahewa has played a role. This is evidenced by English teachers who are willing to invite their students to visit the school library one to two times a month since English lessons are only two lessons a week. And also the English teacher has explained the existence of the library and invited students to look for learning materials in the library. The activities that students and teachers do in the school library are usually studying, discussing together and looking for reference books for assignments.

3. The availability of collections in the SMA Negeri 1 Lahewa library in supporting students' learning activities in learning to read English is still

not enough to meet their learning information needs in learning to read English. This is in accordance with all students' answers or statements during interviews and also most students find it difficult to get the English books they need.

5.2 Suggestions

From the research that the researchers conducted, there are several suggestions that can be given based on the results of data analysis, including the following:

1. It would be nice if the library collection at SMA Negeri 1 Lahewa, especially the collection of English books, is improved and adjusted to the applicable curriculum. This is important so that students can meet their learning information needs in learning to read English. With a more varied and relevant book collection, students will be more motivated to learn and improve their English skills. In addition, the addition of reference books and appropriate literature can also help students in doing assignments and deepening their understanding of the material taught in class.

2. In addition, the role of the English teacher is very important in this case. Teachers are expected to continue to play an active role and increase their role towards students, so that the school library can be an effective learning resource in learning to read English. Teachers can provide motivation and encouragement to students to visit the library regularly. Thus, students will intend to go to the library without feeling forced or only because of orders from the teacher.

3. It would be nice if the library manager scheduled the library to open every day, not just three times a week. Thus, students will not feel constrained in visiting the library because of the inadequate schedule. A library that is always open will make it easier for students to access learning resources whenever they need them.

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