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

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Abstract

This study aimed to find out the student's views on the school library as a learning resource for reading English, the involvement of English teachers in making the school library as a learning resource for students to read English and the availability of school library collections can be used as a learning resource for students to read English. This study used a descriptive qualitative method with the research subjects being students, an English teacher, and the head of the library at SMA Negeri 1 Lahewa. Data were collected through observation, interview, and documentation techniques. Data analysis was conducted through the stages of data reduction, data display, and verification or conclusion. The results showed that students of SMA Negeri 1 Lahewa have not fully utilized the school library as an English learning resource. From the available data, only 37.83% of students have used the library as a learning resource, while the others (62.16%) have not optimally utilized the facility. The main obstacles identified were the inadequate library opening schedule and the limited collection of English books. The involvement of the English teacher in making the school library a learning resource for students in reading English at SMA Negeri 1 Lahewa has played a quiet role, providing explanations about the library, inviting students to visit the library to learn together, sharing knowledge, look for book references for assignments and inviting students to make reading book reports containing summaries of books. Then, the availability of book collections at SMA Negeri 1 Lahewa library did not provide enough for the learning needs of students in reading English. It is supported by students' statements during interviews that most of them found the difficultness to get the appropriate English books.

Keywords: *Library, Learning Resource, Reading*

INTRODUCTION

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. From 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.

(Purba et al., 2021) Teaching English or reading is an important thing to 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 (Fathur Rizki Asani 2022). 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 by 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.

(Giarti, 2024) and Syahdan, et al (2021) state 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 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 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) 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.

The results of preliminary observations conducted by researchers at the SMA Negeri 1 Lahewa school library, show 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 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 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 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.

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

METHOD

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

Creswell further stated in (Fauzi et al 2022) 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 and qualitative. This means that researchers describe the condition of the school library and the use of the school library. The data sources in this research consist of two types of data sources, namely: primary data sources and secondary 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 (Dekanawati 2023). In this case, the primary/main data namely used the management or use of libraries as a learning resource for students in learning to read English at SMA Negeri 1 Lahewa. 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). 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.

FINDINGS

According to students' views, the school library has a very significant role, not only for students but also for teachers. Teachers use the library for teaching preparation while students use the library as a reference in learning, including in doing assignments from teachers (Nurnida Usholicchah, et al., 2024). Moreover, Prastowo, (2018) states that the library is perceived by students as a place where a collection of books and scientific materials are collected, organized, and provided to meet the information needs of learners. Therefore, schools must provide access to the sources of knowledge and references needed by students as a place to store various types of information in a variety of displays that also function as a learning resource.

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. 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. 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.

Table 1 Findings

No.	Data Information	Number of Students	Percentage
1.	Students Who Made Library as Learning Sources	14	37,83%
2.	Students Who Not Made Library as Learning Sources	23	62,16%

Based on the table above, the researcher found that there were 37,83 % of students used the library as a learning source, while 62,16% of the students did not use the library as a learning source. Based on the results of research conducted by the researchers for English teachers, the researcher collected data through structured interviews with one of the English teachers at SMA Negeri 1 Lahewa. 6 interview questions 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 results of research or interviews that have been conducted by researchers with students, regarding students' views on the school library as a learning resource to read English, it is concluded that only a small proportion of students have made the school library a learning resource 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 intentions (14 students) and the rest (23 students) based on teacher orders. Also, student visits to 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 were interested in the school library, this can be seen from the research results of the second indicator, namely "Interest in the Library." (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. 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.

The involvement of the English teacher 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.

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 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 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 to read English and also most students find it difficult to get the English books they need.

CONCLUSION

Students of SMA Negeri 1 Lahewa can be said to still not fully make the chool library as a source of 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 the students visit the school library based on their own intentions and the rest based on the teachers' orders, and also the students visit the school library only once a week by a small proportion and most of them visit once in two weeks. And also only a small proportion of students (37,83%) make the school library as a learning resource, especially in learning to read English and most (62,16%)do not make the school library as a learning resource to read English. This happens because there were 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.

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 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.

In addition, the role of the English teacher is very important in this case. Teacher should continue to play an active role and increase their role with students so that the school library can be an effective learning resource to read English. Teacher 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.

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