



---

**Developing Of English Mini Library  
To Improve Student Reading Comprehension of SMP Negeri 1 Besulutu**

**Ikosusilowati, Sukmawati**

Universitas Lakidende Unaaha

[Ikosusilowati6@gmail.com](mailto:Ikosusilowati6@gmail.com)

---

***Abstract***

This research conducted based on background of research problem that English is very difficult for students especially at seven grade student of SMP Negeri 1 Besulutu. As we know, reading is very important thing for everyone, especially for students. Because if we wants to get information about something, we should be reading. Reading becomes a basic thing for students, because if students get difficult in reading, they will have trouble in learning process. To improve students reading comprehension, teacher should be finding out the way to apply the appropriate technique and have great idea to facilitate their reading activity in the school. Without a good technique and good facilitate, the students get boring to read a text especially English book.

Based on pre observation research, it found that there are many students of SMP Negeri 1 Besulutu cannot read English book as very well. It causes, there is not a good facilitate to improve their reading comprehension. Besides, there is no English library to improve students reading comprehension in the school so that, the researcher tried to collaborate with English teacher to developing of English mini library to improve student reading comprehension as a good media to learn English as very well.

The purpose of this research is to developing English mini library

Keywords :

English mini library,  
reading comprehension

to improve student reading comprehension to the students of SMP Negeri 1 Besulutu. With English mini library, the researcher knows how to develop and effectively to improve student reading comprehension as two main points in this research.

The sample of this research is all of the first year students of SMP Negeri 1 Besulutu who were registered in academic year of 2018/2019. The total populations are 85 students which were consisted of three parallel classes.

The researcher uses *Triangulation* (observation, interviewing, documentation) and Questionnaires by *Skala Likert* to see how to develop and effectively in English mini library to improve reading comprehension to the students of SMP Negeri 1 Besulutu.

The result shown that there are eight main problems in this research focus on their student reading comprehension. Namely; class condition, time managemnet, material, media, reading text, target of vocabularies, technique apply and student attention.

From the result after applied questionnaires, researcher found that there are 60 students answer most of them strongly agree (*sangat setuju*) get score 5, 15 students answer Agree (*setuju*) score 4, while 10 students uncertainly (*ragu*) get score 3. Noone choose disagree (*tidak setuju*) score 2, and Strongly Disagree (*sangat tidak setuju*) score 1.

### **Abstrak**

*Penelitian ini dilakukan berdasarkan latar belakang masalah penelitian bahwa Bahasa Inggris sangat sulit bagi siswa terutama pada siswa kelas tujuh SMP Negeri 1 Besulutu. Seperti kita ketahui, membaca adalah hal yang sangat penting bagi semua orang, terutama bagi siswa. Karena jika kita ingin mendapatkan informasi tentang sesuatu, kita harus membaca. Membaca menjadi hal dasar bagi siswa, karena jika siswa kesulitan membaca, mereka akan mengalami kesulitan dalam proses belajar. Untuk meningkatkan pemahaman membaca siswa, guru harus*

menemukan cara untuk menerapkan teknik yang sesuai dan memiliki ide bagus untuk memfasilitasi kegiatan membaca mereka di sekolah. Tanpa teknik dan fasilitasi yang baik, para siswa jadi bosan membaca teks terutama buku berbahasa Inggris. Berdasarkan penelitian pra pengamatan, ditemukan bahwa ada banyak siswa SMP Negeri 1 Besulutu yang tidak dapat membaca buku bahasa Inggris dengan baik. Hal itu menyebabkan, tidak ada fasilitasi yang baik untuk meningkatkan pemahaman bacaan mereka. Selain itu, tidak ada perpustakaan bahasa Inggris untuk meningkatkan pemahaman membaca siswa di sekolah sehingga, peneliti mencoba bekerja sama dengan guru bahasa Inggris untuk mengembangkan perpustakaan mini bahasa Inggris untuk meningkatkan pemahaman membaca siswa sebagai media yang baik untuk belajar bahasa Inggris dengan sangat baik.

Tujuan dari penelitian ini adalah mengembangkan perpustakaan mini Bahasa Inggris untuk meningkatkan pemahaman membaca siswa kepada siswa SMP Negeri 1 Besulutu. Dengan perpustakaan mini bahasa Inggris, peneliti tahu bagaimana mengembangkan dan secara efektif meningkatkan pemahaman membaca siswa sebagai dua poin utama dalam penelitian ini.

Sampel penelitian ini adalah semua siswa kelas satu SMP Negeri 1 Besulutu yang terdaftar pada tahun akademik 2018/2019. Total populasi adalah 85 siswa yang terdiri dari tiga kelas paralel. Peneliti menggunakan Triangulasi (observasi, wawancara, dokumentasi) dan Kuisioner oleh Skala Likert untuk melihat bagaimana mengembangkan dan secara efektif dalam perpustakaan mini bahasa Inggris untuk meningkatkan pemahaman membaca kepada siswa SMP Negeri 1 Besulutu.

Hasil penelitian menunjukkan bahwa ada delapan masalah utama dalam penelitian ini fokus pada pemahaman membaca siswa mereka. Yaitu; kondisi kelas, manajemen waktu, materi, media, teks bacaan, target kosakata, teknik yang diterapkan dan perhatian siswa.

*Dari hasil setelah menerapkan kuesioner, peneliti menemukan bahwa ada 60 siswa menjawab sebagian besar dari mereka sangat setuju (sangat setuju) mendapatkan skor 5, 15 siswa menjawab Setuju (setuju) skor 4, sedangkan 10 siswa tidak pasti (ragu) mendapatkan skor 3. Noone pilih disagree (tidak setuju) skor 2, dan Strongly Disagree (sangat tidak setuju) skor 1.*

## **Introduction**

Language is a system of arbitrary conventionalized vocal, written, gesture, and symbol that enable members of given community to communicate intelligibly with one another people can communicate each other by using language.

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. In a global era, people are expected to master English so that they can communicate with other who lives in other countries.

Learn language covers some aspect, there is one of the important aspects is linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on. Learners also need to master the skills of the language such as listening, writing, reading, and speaking.

Reading is very important thing for everyone, especially for students. As we know, reading becomes a basic thing for students, because if students get difficult in reading, they will have trouble in learning process.

To improve students reading comprehension, teacher should be finding out the way to apply the appropriate technique and have great idea to facilitate their reading activity in the school. Without a good technique and good facilitate, the students get boring to read a text especially English book.

Based on pre observation research, it found that there are many students of SMP Negeri 1 Besulutu cannot read English book as very well. It causes, there is not a good facilitate to improve their reading comprehension.

Besides, there is no English library to improve students reading comprehension in the school so that, the researcher tried to collaborate with English teacher to developing of English mini library to improve student reading comprehension as a good media to learn English as very well.

## Method

### 1. Place and Time of research

The researcher conducted this study at SMP Negeri 1 Besulutu. This study held on January to December 2019.

### 2. Population and Sample

#### a. Population

The populations of this study are all of the first year students of SMPN 1 Besulutu who were registered in academic year of 2018/2019. The total populations are 85 students which were consisted of three parallel classes.

#### b. Sample

The sample of this study taken by purposive sampling, because purposive sampling is a sampling where the researcher chooses a sample directly with specific purpose. The samples of this study are all of the first year students of SMPN 1 Besulutu.

### 3. Kinds and Technique of Data Collection

#### a. Kinds of the research

Kinds of the research is qualitative research which the researcher doing itself.

#### b. Technique of data collection

The researcher asked for approval from the headmaster of SMPN 1 Besulutu to conduct a research. The researcher then informed the English teacher from three of the classes that the researcher aims to conduct a research by giving questioners and interviewing to the students. The researcher then had faced a face to the students and then gave them questionnaire to be answered. After questionnaire being given, the researcher explained to the students about the aim of the questionnaire and they should answer the questionnaire hinges on their own because it related to their own reading comprehension and respond about English mini library.

**Table 3.1 Schedule of Conducting Research**

No	Target	Method	Instrument	Subject
1	Teaching Learning Process	Observation	Observation sheet	Students
2	Teacher Respond	Discussion	-	Teacher
3	Students Respond in developing English mini library	Interviewing	Interview Sheet	Students

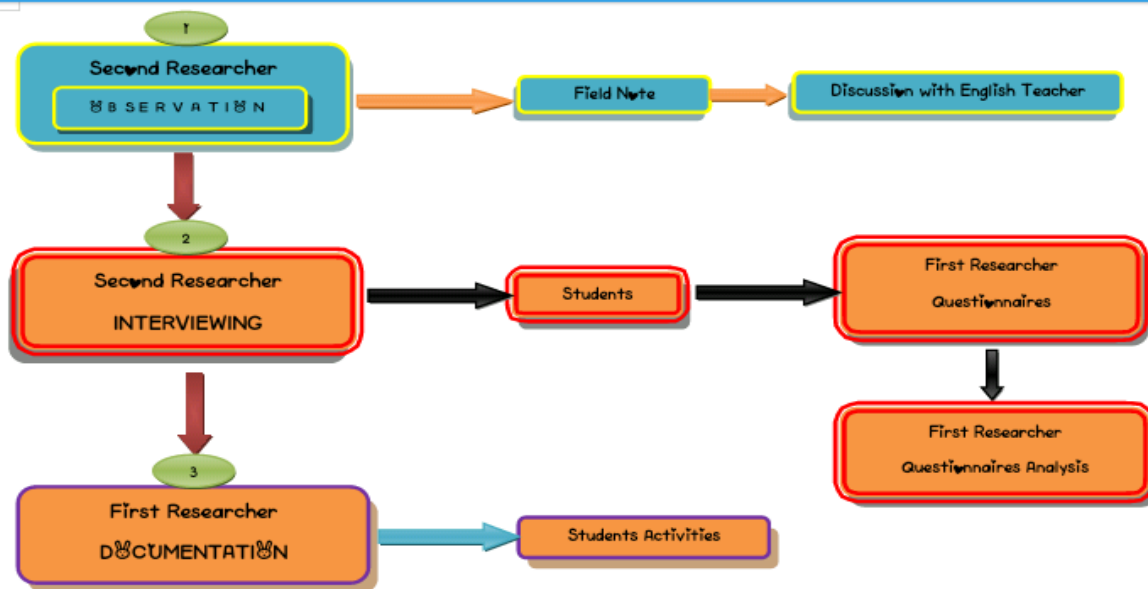
4	Students reading comprehension	Questionnaires	Questionnaire Sheet	Students
5	Students activities	Documentation	-	Students

#### 4. Technique of data analysis

a. Qualitative analysis: the researcher used Triangulation in technique of data analysis. According William W, in Sugiyono (2007:372);

”Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple data collection procedure”.

#### Research Schema



The step of research schema, as follows:

- 1) First step, the researcher was observe the condition of English activity in classroom, than do field note to support observation about this research and discussion with English teacher about some problem and collaborate to solve it.
- 2) Second step, the researcher interview some students and give questionnaires by using *skala Likert* to support this research than analyze it.
- 3) Last step is documentation focus on student activities in developing English mini library to improve their reading comprehension as main point in this research.

b. Quantitative analysis: The researcher use *skala likert* to apply questionnaires, the following classification of questionnaires, are :

<b>ITEMS:</b>	<b>SCORE:</b>
SS = sangat setuju (Strongly Agree)	5
S = setuju (Agree)	4
R = ragu (Uncertainly)	3
TS = tidak setuju (disagree)	2
STS = sangat tidak setuju (Strongly Disagree)	1

*Skala Likert*

## 5. Research Procedure

### a. Planning

- 1) Pre Observation
- 2) Licensing of research
- 3) preparing Questionnaires

### b. Conducting Research

- 1) Potential and Problems
- 2) Data Collection
- 3) Triangulation (Descriptive research)
- 4) Dept observation and field note
- 5) discussion with English teacher
- 6) Interviewing with students
- 7) Giving questionnaires by using *skala Likert*
- 8) Documentation (student activities) in developing English mini library

## 6. Researchers Schedule

<b>STEPS:</b>	<b>RESEARCHERS</b>
a. Observation Field Note	Sukmawati, S.Pd., M.Pd (Anggota)
b. Discussion with English teacher	Sukmawati, S.Pd., M.Pd (Anggota)
c. Students Interview	Sukmawati, S.Pd., M.Pd (Anggota)
d. Questionnaires	Ikosusilowati, S.Pd., M.Pd (Ketua)
e. Questionnaires Analysis	Ikosusilowati, S.Pd., M.Pd (Ketua)
f. Documentation	Ikosusilowati, S.Pd., M.Pd (Ketua)

## Result And Discussion

### 1. Data description

According to the research problem; 1) How to develop of English mini library to improve reading comprehension to the students of SMP Negeri 1 Besulutu and 2) Whether the English mini library is effectively used to improve reading comprehension to the students of SMP Negeri 1 Besulutu, researcher was used Triangulation technique and likert scale to anlyze developing English mini library to improve reading comprehension to the students of SMP Negeri 1 Besulutu. In triangulation technique have three steps, namely; Observation-Interviewing-Documentation.

Furthermore, Likert scale was used in questionnaires to know how and effectively in developing English mini library to improve reading comprehension to the students of SMP Negeri 1 Besulutu. The following classification of questionnaires, are; SS=sangat setuju ,(Strongly Agree) get score 5, S=setuju (Agree) get score 4, R= ragu (Uncertainly) get score 3, TS=tidak setuju (disagree) get score 2, and STS = sangat tidak setuju (Strongly Disagree) get score 1.

### 2. Result

#### a. Observation

Observation was conducted at SMP Negeri 1 Besulutu focus on first grade student who registered in 2018/2019. The total populations are 85 students which were consisted of three parallel classes. Researcher found that, teaching learning process in the classroom focus on English learning. There are many students have some problem to learn English very well. This case, researcher was to know students reading comprehension in classroom and how far effectively English mini library at junior high school focus on SMP Negeri 1 Besulutu . In observation, researcher used field note, discussed with English teacher and students interview. The result of observation it shown in the table bellow:

No	Problem Findings	Description
1	Class condition	In learning English in the seventh grade the researcher looked at the classroom conditions that were not directed when the teacher left the class briefly. So, some student have disrupted their attention.
2	Time	The teacher gives the material,sometimes is not in accordance



	management	with the learning design that has been arranged which is 2x 40 minutes. It cause, some unintentional conditions such as an impromptu meeting. So, the time management is not directed
3	Material	In teaching English process, the teacher was used material subject is appropriate with curriculum in the school. So that, the students sometimes get bored it.
4	Media	The use of media in the English class is still less where the teacher only uses existing textbooks and markers. Besides, the presence of infusions is sometimes not utilized to the maximum extent it causes time alocation was impossible.
5	Reading text	Some students do not understand the contents of the textbook and find it difficult to recite a few words from the textbook. Besides, students sometimes felt bored reading when getting a fairly long reading.
6	Target of vocabularies	The vocabulary mastered by students in the average class is a little so that, it is difficult to understand what is contained in the reading material. Then, teacher sometimes have difficulty in delivering material. This case, teacher should be dictionaries or interpret one by one so students can understood.
7		The technique used by the teacher in teaching is still far from the expectation of achieving the development of reading comprehension. This is because the teacher is still a teacher center where the lecture method is still used.
8	Student attention	Some of students have lack of attention it causes one of them get bored, lazy and spend their time to jokes each other.

From result of observation, it found that there are eight main poblems in this research focus on their student reading comprehension. Namely; class condition, time managemnet, material, media, reading text, target of vocabularies, technique apply and student attention.

b. Questionnaires using likert scale

To answer the eight problems based on research observation, researcher used questionnaires by likert scale to know how and effectivelly English mini library to improve student reading comprehension of SMP Negeri 1 Besulutu. Researcher was

used it in all seventh grade students which are 85 students. This questionnaire technique uses a closed questionnaire technique with 20 question items.

From the result after applied questionnaires, researcher found that there are 60 students answer most of them strongly agree (sangat setuju) get score 5, 15 students answer Agree (setuju) score 4, while 10 students uncertainly (ragu) get score 3. Noone choose disagree (tidak setuju) score 2, and Strongly Disagree (sangat tidak setuju) score 1. It can be seen in the appendix 2.

Based on questionnaires analysis, researcher conclude that most of student need appropriate technique, good facilitate, good method, good media to support their reading comprehension. Because, student in seventh grade was beginner lesson yet. So, the student need more focus and appropriate technique from the English teacher and also need good facilitate like English mini library.

#### c. Documentation

Documentation it was very important to support this research, because researcher need to shown students learning activity in classroom focus on their reading comprehension, teacher technique in reading skill. Besides, researcher used documentation to support how effectively to develop English mini library in the school.

### **Conclusion**

From result of observation, it found that there are eight main problems in this research focus on their student reading comprehension. Namely; class condition, time management, material, media, reading text, target of vocabularies, technique apply and student attention.

From the result after applied questionnaires, researcher found that there are 60 students answer most of them strongly agree (sangat setuju) get score 5, 15 students answer Agree (setuju) score 4, while 10 students uncertainly (ragu) get score 3. Noone choose disagree (tidak setuju) score 2, and Strongly Disagree (sangat tidak setuju) score 1

### **References**

- Blachowicz & Ogle. 2008. Reading Comprehension: strategies for independent learners. Third Edition
- Cynthia H. Kumah. 2015. A Comparative Study of use of the Library and the Internet as Sources of Information by Graduate Students in the University Of Ghana. Library

Dody Rusmono dan Santi Santika. 2011. Pengembangan bahan pustaka dan informasi. Jurnal Edulib, Vol 1. No.1 November 2011. ISSN:2089-6549

Fauziati, Endang. 2005. Teaching of English as a foreign language (TEFL). Surakarta: Muhammadiyah University Press

Fifin. 2007. Upaya meningkatkan keterampilan membaca pemahaman siswa. Unknown publish

Moreillon, Judi. 2007. Strategies for Teaching Reading Comprehension: Maximizing Your Impact. ALA Editions

Nation, I. S. P. 2009. Teaching ESL/IFL Reading in Writing. New York and London: Routledge Taylor and French Group

Pardo. 2004. Assessing Reading Comprehension. Unknown publish

Sugiyono. 2007. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta

Yee, Nikki. 2010. Understanding Reading Comprehension: Multiple and Focused strategy Interventions for struggling adolescent readers. Saskatchewan University

<https://en.m.wikipedia.org/wiki/Library> (10 Agustus 2018)

[http://notredamke2.rkc.si/english/minibook/MiniLibrary\\_index.htm](http://notredamke2.rkc.si/english/minibook/MiniLibrary_index.htm) (10 Agustus 2018)