

**ANALYSIS OF COMPLETENESS IN LIBRARY FACILITIES AND
INFRASTRUCTURE IN SUPPORTING STUDENT'S READING INTEREST AT
MTS AL-ITTIHAD AEKNABARA**

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ABSTRACT

This study focused on the facilities and infrastructure contained in the school library of MTS Al-Ittihad Aeknabara to see the effect of facilities and infrastructure in supporting students' reading interests. This study uses data collection techniques that are carried out by observation or direct observation to the location of observation. The findings show that the facilities and infrastructure in the MTS Al-Ittihad library room are quite complete which can support students' reading interest. The library room will be equipped with reading chairs and reading tables that make it easier for students to read books in the library. This study describes the analysis of the completeness of the facilities and infrastructure contained in the school library of the MTS Al-Ittihad.

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I. INTRODUCTION

Discuss the problem of reading this interesting and it never ends. It has been written extensively on both print and online media and is often discussed at seminar forums, symposiums, and other scientific discussions, but it is still a topic that interests us.

As Mustafa (suwati, 2016) has pointed out that in a recent 20-year study, Indonesia has suffered a decline in the habit of reading books. Some of the things suggested are low in the habit of reading in Indonesia are high book prices, the availability of inadequate infrastructure, poor libraries, difficult reading materials at access, undeveloped reading habits that parents fail to develop early on, And the vast amount of digital media that gives rise to the lack of interest in reading.

UNESCO's survey's data (2012) revealed that interest in reading the new Indonesian people was 0.001 percent. That is, in a thousand societies only one society has an interest in reading, so Indonesia is considered to be far behind other countries (ASEAN), while the average read rate index in developed countries ranges from 0.45-0.62 (www. republication a. Co. id). This data also shows that Indonesia's interest index is low. However, many liberationists still believe that Indonesia's interest in reading is high, with only limited access to and limited reading and books of quality, another factor resulting in low interest in reading. This presents a challenge to all levels of society, especially governments and institutions to provide access to good reading

and books to the farthest reaches of the country. Availability of printed material in well-quality books makes it possible for each individual or child to choose which reading material according to interest and interest.

Reading is an activity that should be appropriate for improvement in humans. Ghazali (2010) suggests that reading is a process of decoding written symbols since it starts with understanding the smallest segments (letters, syllables, words) in the text and is then built to include larger units. Reading is also the most important skill a participant must learn educated. This is understandable because the success of learners in learning is determined by their ability to read. It is also through reading that one can communicate by writing without having to face the author (syamsi etc., 2013).

Associated with reading, nurhadi (2010) says that there are some common reading problems and barriers to reading, as follows: 1) low levels of reading speed, 2) lack of understanding gained, 3) lack of reading, 4) a lack of knowledge of rapid and effective reading, and 5) the existence of an unconscious physical disorder inhibits pace. Thus, it can be said that reading is a set of mental activities that are carried on mindfully to grasp information through the sense of sight in a complex symbolical form, arranged in a way that gives meaning and meaning.

Generally, presetyono (2008) sets out several goals of reading activities, such as (1) reading as pleasure does not involve complex thought processes. These activities are usually devoted to leisure time. Included in this category is reading novels, newspapers, magazines, or comics, (2) reading to enhance knowledge and insight, such as reading textbooks or science books. , (3) reading to do some work or profession. For example, reading practical technical skills or common knowledge (popular science) books. Reading activities can also be said to be an activity or process of catching and understanding some messages or information in written form. So reading is the activity of the brain to digest and understand and discern symbols. This activity of reading can stimulate the brain to exercise thought to understand its meaning in a series of symbols (glyphs). The more one reads, the more challenging it is to continue thinking about what they read.

The lack of interest in this reading cannot be perpetuated because it will form a generation of slackers and close to foolishness. A culture of reading must be impressed upon Indonesian people to avoid bad risks such as lack of insight, information, and knowledge resulting from a lack of interest in the reading of Indonesian people. Building a culture, not only in the family must also begin in the school environment because school as an educational institution plays a crucial role in the development of human potential resources. But it must be acknowledged that in general reading and writing activities have not become a school tradition. Even in the school ward that is an academic community, reading and writing activities among both teachers and students are low.

Due to interest in reading, Ahuja (2010) formulated eight reasons a person reads. The reason is as follows: (1) to laugh; (2) to turn on return to everyday experiences; (3) to enjoy emotional life with others; (4) to satisfy curiosity, especially why people do things their way; (5) to enjoy dramatic situations as if to experience themselves; (6) to get information about the world we live in; (7) to feel the presence of people and enjoy places we have never seen; And (8) to find out how clever we guessed and solved the problem of authors.

Related to this, an in-depth study of the reading of people in general and more specifically the younger generation of school-age students in Gorontalo has been carried out. This is a concern for the low interest in reading people, especially in the Madrasah Tsanawiyah Al-Ittihad Aek Nabara.

II. METHODS

The method used in this research is the observation method or direct observation to the location with data collection methods. Observation means collecting data directly from the field

(Semiawan, 2010). Meanwhile, according to Zainal Arifin in the book (Kristanto, 2018) observation is a process that is preceded by observation and then systematic, logical, objective, and rational recording of various phenomena in actual situations, as well as artificial situations. According to Sugiyono (2013:27), the data collection method is Field Research, conducted by conducting a direct inspection of the agency that is the object of getting primary and secondary data. Sugiyono (2009:225) also explains that "in qualitative research data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are mostly on observation, interviews, and documentation.

In this research, the researchers use 2 technics, namely:

1. Observation

Researchers visited the research location directly, namely MTS Al-Ittihad to collect data. Morris (1973: 906) defines observation as an activity to record a symptom with the help of instruments and record it for scientific purposes or other purposes. Furthermore, it is said that observation is a collection of impressions about the surrounding world based on all the capabilities of the human senses.

2. Documentation

Riyanto's (2012:103) documentation method means how to collect data by recording existing data. In this case, the researchers recorded data on facilities and infrastructure contained in the school library of MTS Al-Ittihad.

III. RESULT AND DISCUSSION

Standards for Library Room Facilities and Infrastructure

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning the standard of school facilities and infrastructure, the standard of library room facilities and infrastructure in schools is as follows:

1. The library room functions as a place for activities for students and teachers to obtain information from various types of library materials by reading, observing, listening, and at the same time a place for officers to manage the library.
2. The minimum area of the library room is equal to the area of one classroom. The minimum width of the library space is 5 m.
3. The library room is equipped with windows to provide adequate lighting for reading books.
4. The library room is located in an easily accessible part of the school.
5. The library room is equipped with facilities as listed in the following table:

N	Type of Facility	Ratio	Description
1	Book		
1.1	Coursebook	1 copy/subject/ student, plus 2 copies/subject/ school	Included in the list of textbooks set by the Minister of National Education and the list of local content textbooks set by the Governor or Regent/Mayor
1.2	Teacher Guide Book	1 copy/subject/teacher of the subject concerned, plus 1 copy/subject/school	
1.3	Enrichment book	840 titles/school	Consists of 60% non-fiction and 40% fiction. The minimum

			number of copies/school: 1000 for 6 study groups, 1500 for 7-12 study groups, 2000 for 13-24 study groups.
1.4	Reference book	10 titles/school	At least include the Big Indonesian Dictionary, English dictionary, encyclopedias, regional statistics books, telephone books, books of laws and regulations, and scriptures.
1.5	Other learning resources	10 titles/school	At least include magazines, newspapers, globes, maps, pictures of national heroes, learning CDs, and mathematics teaching aids.
2	Furniture		
2.1	Newspaper rack	1 piece/school	Can accommodate the entire collection of newspapers. Allows students to reach newspaper collections easily.
2,2	reading table	10 piece/school	Strong, stable, and easily moved by students. The design allows students' feet to fit freely under the table.
2,3	reading chair	10 piece/school	Strong, stable, and easily moved by students. The design of the seat and back makes students comfortable in learning.
2.2	Office chair	1 piece/school	Strong and stable. Adequate size to work comfortably.
2,4	Workbench/circulation	1 piece/school	Strong, stable and easy to move. Adequate size to work comfortably.
2,5	Catalog cabinet	1 piece/school	Enough to store catalog cards. The catalog cabinet can be replaced with a table to place the catalog.
2.3	Cabinet	1 piece/school	Adequate size to accommodate all equipment for library management. Can be locked.
2,6	Bulletin board	1 piece/school	Minimum size 1 m2.
2,7	Multimedia desk	1 piece/school	Strong and stable. Adequate size to accommodate all multimedia equipment.
3	Educational Media		
3.1	Multimedia equipment	1 set/school	Consists of at least 1 set of computer (CPU, minimum 15 inch monitor, printer), TV, radio and VCD/DVD player.
4	Other Equipment		

4.1	Inventory book	1 piece/school	
4.2	trash can	1 piece/school	
4.3	power socket	1 piece/school	
4.4	Wall clock	1 piece/school	

Analysis of Completeness of Facilities and Infrastructure of the MTS Al-Ittihad Aeknabara Library

A comfortable environment and supportive facilities are very important things to build students' reading habits. This is where the role of the librarian is in fulfilling the library and running it well. Based on the results of observations that have been made at MTS Al-Ittihad, here are the results of the data on the facilities we obtained:

N	Facilities	Type of Facilities	Ratio	Description
1	Text books	Lesson Textbooks lesson	1 copy / subject / student. Plus 2 copies / subject /school.Such as Japanese subjects, and Arabic lessons subjects	Included in the list of textbooks set by the Ministry of National Education and the list of textbooks made by the school. Given to students of classes VII, VIII, and IX.
		Education guide book	1 copy/ subject/ teacher of the subject, plus 2 copies/subjects/schools .	1 subject book held by the teacher according to the subject that is taught.
		Reference book	20 title/school	At least it includes the Big Language dictionary Indonesian, English Dictionary, Story / Fairy Tale books, General Knowledge books, law, and regulation books.
		Other learning resources	10 sources/ school	Includes: Maps, Globes, Newspapers, Wall pictures, etc
2	Furniture	Bookcase	8 sets/ school	Can accommodate the entire collection of textbooks well.
		Reading table	5 pieces/school	Strong, stable, and easily moved by students. With a desk leaning against the wall of the library room nicely, and a U -shaped desk position layout model.
		Reading chair	18 pieces/ school	Strong, stable, and easily moved by students.
		Office chair	1 piece/officer	Strong and stable.Sufficient size for comfortable working.
		Work desk	1 piece/officer	Strong, stable, and easy to move. Sufficient size to work comfortably

		Cupboard	1 piece/school	Sufficient size to accommodate all equipment for library management and can also be locked.
		Announcement board	1 piece/school	The announcement board is the size of a blackboard in general because the library has been converted into a classroom.
		Multimedia desk	-	There is no multimedia desk in the library.
3	Education media	Multimedia equipment	-	There is no multimedia equipment in the library.
4	Equipment other	Inventory book	1 piece/school	To record data entry of books in the library.
		Trash bin	1 piece/room	Medium-sized, which is located a bit far beside the library door.
		Electricity socket	1 piece/room	Safe and does not endanger students and educators
		Wall clock	1 piece/room	Medium-sized so that it allows students to see the time.

If the data above is compared with the standard of facilities according to PERMENDIKBUD (2007), the condition of the MTS Al-Ittihad library room is sufficient to meet the standards. Some students can be seen borrowing and reading books in the library. However, even so, the reading interest of students at MTS Al-Ittihad can be said to be quite low.

In order to increase interest in reading in students, librarians must have a strategy. A library strategy, according to Rahma (2015) is an action that is planned based on the objectives to be achieved by the library that the library needs to survive and develop. According to Jahja (2006), "appropriate and targeted strategies are needed to overcome problems or obstacles from low reading interest". The strategy that librarians can do to foster student interest in reading is to introduce the facilities and all kinds of books in the library, provide an interesting collection of books, and prepare useful reading sources for student learning references. This way, students know what they will get if they come to the school library.

This is based on the indicators of reading interest mentioned by Sutarno (2006) and Muhibbin (2003). The indicators are Good Feelings towards reading, focusing, motivation to read, students' effort to read.

Other evidence that supports that library facilities are very influential in students' interest in learning is if seen from the research that has been done by Ratih Amelia (2018). She concluded that there was indeed an effect of library facilities on students' reading interest. The better the facilities in the library, the higher the reading interest of students at the school. This is something that librarians need to pay attention to, especially librarians who work in school libraries.

IV. SUGGESTION AND CONCLUSION

Activities for students and teachers to obtain information from various types of library materials by reading, observing, listening, and at the same time a place for officers to manage the library. The strategy that librarians can do to foster student interest in reading is to introduce

the facilities and all kinds of books in the library, provide an interesting collection of books, and prepare useful reading sources for student learning references.

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