STUDENTS' PERCEPTION OF THE CORRELATION BETWEEN INTERACTION WITH CLASSROOM LIBRARY CORNER AND READING COMPREHENSION

(A Quantitative-Descriptive study of the Eleven Grades of SMA Islam Sultan Agung 1 Semarang in the Academic Year 2020/2021)

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements for the Bachelor Degree

(SarjanaPendidikan in English Education

written by:

Ma'ruf Syamsul Arifin

31801600617

ENGLISH EDUCATION PROGRAM

COLLEGE OF LANGUAGES AND COMMUNICATION SCIENCE

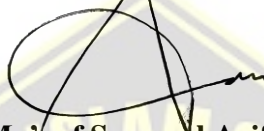**SULTAN AGUNG ISLAMIC UNIVERSITY SEMARANG**

2021

APPROVAL

A Bachelor Degree *(Sarjana Pendidikan)* Final Project on

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VALIDATION

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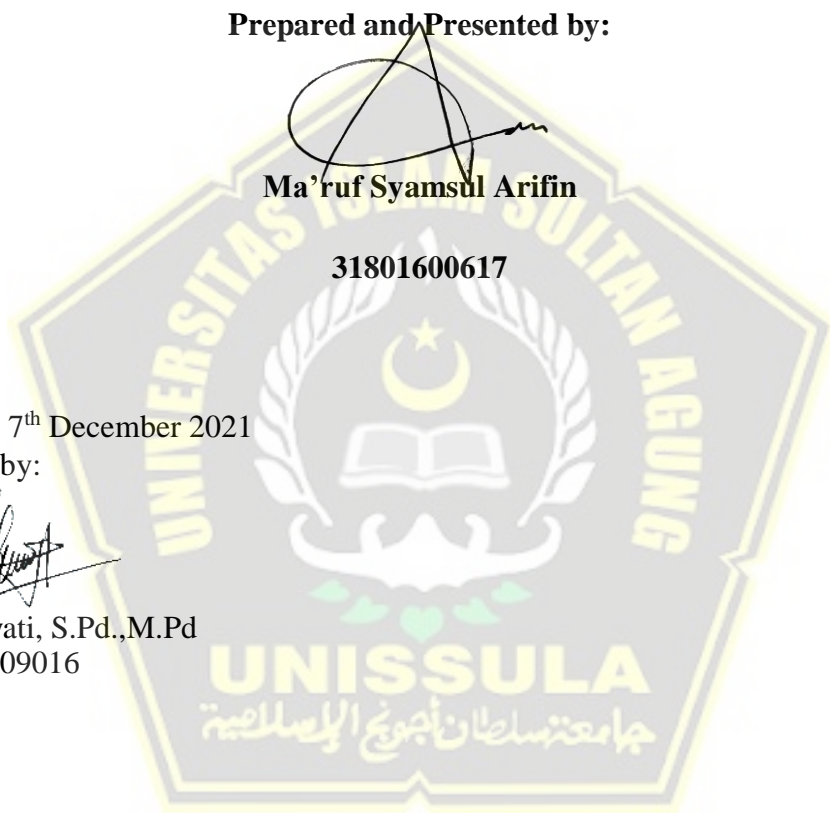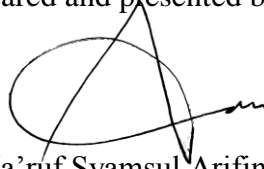
Prepared and presented by :

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Defended before the Board of Examiners
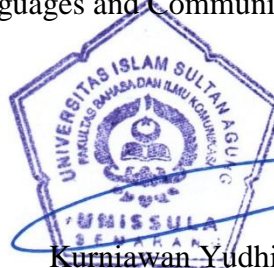
On December 28th 2021

and Declared Acceptable

Board of Examiners

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Semarang, December 28th 2021
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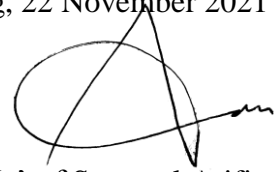
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works on part of the works of other people, expect those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and my degree obtained from the paper.

Semarang, 22 November 2021

Ma'ruf Syamsul Arifin
NIM.31801600617

MOTTO

"Construct your own knowledge to be credible"

A Greek philosopher once said that the best fate is not to be born, the second to be born but die young, and the unluckiest is old"

-Soe Hok Gie-

"Teachers who can't stand criticism can go in trash. The teacher is not god and is always right, and the disciple is not buffalo"

-Soe Hok Gie-

DEDICATION

This my final project is dedicated with affection, love, and gratitude to :

➢ My beloved father; H. Atho'illah Sudarto, who has a heroic soul who used to motivate me about the importance of a useful in life

➢ My beloved mom's; H. Masyfu'atun, a woman who is lenient to accept all the complaints of her child

➢ My old brother   ; Arif Ubaidillah, a man who never complains when asked to be loyal in terms of finances

ACKNOWLEDGEMENT

Assalamu'alakumWr. Wb.
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Semarang, December 2021

Ma'ruf Syamsul Arifin

ABSTRACT

Arifin, Ma'ruf Syamsul. (2021). *Students' Perception of the Correlation Between Interaction with Classroom Library Corner and Reading Comprehension (A Quantitative-Descriptive study of theEleven Grades of SMA Islam Sultan Agung 1 Semarang in the Academic Year 2020/2021).*A Final Project. English Education Study Program, Language and Communication Science Faculty, Sultan Agung Islamic University. Advisor: Nani Hidayati, S.Pd., M.Pd.

Library is one of facilities where we can process and improve our knowledge as a mandatory ritual for reading habit and reading activity. Even someone said"I have always imagined that paradise will be kind of library", that's is one of proverbs that describes how special and important the library is as a facility to store physical books as a source of literacy and cultural resourcesfor now and in the future. The objective of the study is to find out whether or not there is correlation between students direct interaction with classroom library corner and their improvement in reading comprehension at the XI Grade Students of Sultan Agung Islamic Senior High School 1 Semarang in academic year2020/2021. The method of this research was quantitative descriptive. The population of this research is all of eleven graders of SMA Islam Sultan Agung 1 Semarang. From the entire population, three classes were chosen as the samples. The technique of collecting data used questionnaire. The results of this research is perception of correlation between classroom library corner is one of textbook media to exploring their knowledge especially in English vocabulary, and the second result is that there exists a specific library such as a classroom library can motivate student for improving vocabulary in English lesson session even though for mastery in English language still to far and so long, or upgrading students understanding from their English lesson textbooks. Based on the research results, it can be concluded that the students' perceptions about classroom library corner are positive and they agree that the library corner has a significant influence to reading comprehension.

Keywords: Classroom Library Corner, Descriptive Text, Reading Comprehension

INTISARI

Arifin, Ma'rufSyamsul. (2021). *Persepsi Siswa tentang Hubungan Interaksi dengan Pojok Perpustakaan Kelas dan Pemahaman Membaca (Studi Kuantitatif-Deskriptif Siswa Kelas Sebelas SMA Islam Sultan Agung 1 Semarang Tahun Ajaran 2020/2021).*Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Nani Hidayati, S.Pd.,M.Pd.

Perpustakaan merupakan salah satu sarana dimana kita dapat mengolah dan meningkatkan pengetahuan kita sebagai ritual wajib untuk kebiasaan membaca dan kegiatan membaca. Bahkan ada yang mengatakan "Saya selalu membayangkan surga akan menjadi semacam perpustakaan", itulah salah satu peribahasa yang menggambarkan betapa istimewa dan pentingnya perpustakaan sebagai sarana untuk menyimpan buku-buku fisik sebagai sumber literasi maupun budaya untuk saat ini dan masa yang akan datang. Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan interaksi langsung siswa dengan pojok perpustakaan kelas dengan peningkatan pemahaman membaca siswa kelas XI SMA Islam Sultan Agung 1 Semarang tahun ajaran 2020/2021. Metodologi penelitian ini adalah deskriptif kuantitatif. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMA Islam Sultan Agung 1 Semarang. Dari seluruh populasi dipilih tiga kelas sebagai sampel. Teknik pengumpulan data menggunakan angket. Hasil dari penelitian ini adalah persepsi siswa mengenai hubungan interaksi dengan pojok perpustakaan kelas merupakan salah satu fasilitas sebagai media belajar yang dapat mengasah pengetahuan mereka terutama dalam kosa kata bahasa Inggris, dan hasil kedua adalah adanya perpustakaan khusus seperti pojok perpustakaan kelas dapat memotivasi siswa untuk meningkatkan kosa kata dalam bahasa Inggris ketika pelajaran Bahasa Inggris sedang berlangsung. Berdasarkan hasil penelitian dapat disimpulkan bahwa persepsi siswa sangat positif tentang pojok perpustakaan kelas dan memiliki pengaruh yang signifikan terhadap kemampuan membaca mereka.

Kata kunci: Pojok Perpustakaan Kelas, TeksDeskriptif, Membaca Komprehensif

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CHAPTER I

INTRODUCTION

This chapter is developed into several parts. They are Background of the Study, Reason for Choosing the Topic, Problem Formulation, Objective of the Study, Hypotheses, Significance of the Study, Limitation of the Study, Definition of Key Terms and Outline of the Study.

1.1. Background of the Study

Indonesia's ranking has dropped in the evaluation of the Program for International Student Assessment (PISA). The PISA test is atest for 15-year-old school children in various countries. The newly released ranking is the results of the 2019 test. Indonesia" s current Minister of Education was Anwar Nadiem Makarim.In total there were 600 thousand students from all over the world. Based on the PISA report that was just released, Tuesday 3 December 2019, Indonesia" s reading score was ranked 62 out of 77 countries. At the time, Indonesia" s reading score was ranked 62. Among Southeast Asian countries, which ranks last in reading and scores before last in two other fields. That ability is defined as the capacity of students to understand, use, evaluate, reflect on, and use texts to achieve goals, develop knowledge and potential, and participate in society.

Research from the 2011 PIRLS or Progress International Student Reading Literacy Study that evaluates the reading ability of class IV students revealed that Indonesia ranked 45th out of 48 countries with an average score

of 500. A person who has the ability of scientific literacy has the will to engage in reasoning discourse on science and technology, which requires competence to explain phenomena scientifically, evaluate and design scientific examinations, and interpret data and evidence scientifically.

Interest is a description of the nature and attitude of wanting to have a high tendency towards something, passion, desire (KBBI Online, 2019). Darmono (2007) states interest in reading is the tendency of the soul to encourage someone to do something about reading. So the interest in reading is indicated by a strong desire to carry out reading activities.

Growing a strong desire to read to school students, is a challenge because reading has not become a habit. The culture of reading is still low, the influence of television shows, supporting facilities such as books that are not yet a priority, and the ability and economic status of families to provide reading material (Kholianti, 2011) are some of the challenges, which can optimize the role of libraries in each school needed.

The library can play a role in developing students' interest in reading. The management of school libraries is proven to have an influence in increasing students' interest in reading (Mu'inah, 2017). The availability of books that are free to read and various supporting facilities such as comfortable room and alert staff, can be a plus point for libraries to participate in fostering students" interest in reading. Therefore, in this research entitle research on library corners or mini-libraries is more aimed at developing insights in adding and developing vocabulary, improving and fixing the level of accuracy in

grammar in developing English language skills, of course. And if possible can increase proficiency in English. I would like to find out whether or not a library corner is beneficial for students' improvement in reading skill.

1.2. Reasons for Choosing the Topic

There are some reasons for conducting this research as follows:

1. Low interest in reading affect a little or a lot of student knowledge, and also affected at their literacy.

2. It is important to figure out about whether or not there a correlation between students" direct interaction with library corner and their improvement of reading comprehension. If direct interaction with Library corner in every class it proven effective then it must be encouraged to be held in all class.

1.3. Problem Formulation

Based on the above presentation, the problem of the study is formulated as follows : "Is there any correlation between direct interaction with library corner and improvement of reading comprehension at XI grade of Sultan Agung Islamic Senior high school Semarang in academic year 2020/2021?"

1.4. Objective of Study

The objective of study is to findout whether or not there is correlation between students direct interaction with library corner and their improvement in reading comprehension at grade XI of Sultan Agung Islamic Senior High School 1 Semarang in academic year 2020/2021.

1.5. Hypotheses

There are two hypotheses for the study they null hypotheses (Ho) and alternative hypotheses. (Ha) : They are as follows :

Ho : There is no correlation between XI grade students' library corner with their improvement in reading comprehension at Sultan Agung Islamic High School 1 Semarang in academic year 2020/2021 based on students' perception .

Ha : There is a correlation between XI grade students" library corner with their improvement in reading comprehension at Sultan Agung Islamic High School 1 Semarang in academic year 2020/2021 based on students' perception .

1.6. Significance of the Study

This study brings significance pedagogically and

practically.

 a. Pedagogical significance.

- For students : It is expected by knowing the correlation students will know the importance of library corner for their improvement in reading comprehension so they can use it daily.

- For teachers : Hopefully after finding out the result of this study, teachers will build the habit of reading by asking students to read from library
corner in every classroom.

b. Practical significance

- For students : Hopefully by knowing the correlation , it can encourage students to maximize the function of library corner in every

classroom.

- For teachers : It is expected that teachers can always motivate students to keep bringing books they like to be stored at library corner and motivate them to read more.

- For schools : It is hoped that by knowing the correlation, the school can facilitate more books which can be stored in every classroom library corner so it can encourage students to improve further their reading comprehension and further their literacy.

1.7. Limitation of the study

This study limited itself on the effects and influence of students" direct interaction with library corner and their improvement in reading comprehension. It will also apply on limited respondents, therefore, the conclusion shall not be generalized.

1.8. Definition of Key Terms

In order to understand this research, there are some definitions that are be provided such as :

1. Students' Perception

A Kosmos Sarkol (2016) says that perception generally consist of an observation on certain situation or environment. It can be mental image, concept or awareness of environment's elements through physical sensation interpreted in the light of experience and capacity for comprehension.

2. Library corner

The library corner according to Snuggs, Carla(2014) is an area usually

placed in the corner of the classroom with a variety of books and comfortable

seating to improve students' literacy and critical thinking skills and to promote

creativity and

 social development.

1.9. Outline of the Study

   Chapter I is the introduction. It consist of the Background of the Study,

the reason for Choosing the Topic, the Problem Formulation, the Objectives of

the Study, the Limitation of the Study, the Definition of Key Terms, and the

Outline of Study.

   Chapter II is the Review of Related Literatures. It consist the

Importance of Library, the Concept of Reading, Students" Achievement,

Students" Perception, and the Review of Previous Studies.

   Chapter III it consist of Method of Study, Subject of the Study,

Population and Sample, Variable of the Study, Instrument for Collecting Data,

 Method for collecting

Data and Method of Analyzing Data.

   Chapter IV is about Data Analysis and Discussion. It discusses about the

finding of the study. On this chapter, it consists The Validity and Reliability, The

Normality and Homogeneity, The T-test, The Comparison of Data, and Discussion

of The Study.

   Chapter V is about Conclusion and Suggestion. It explains about the

conclusion of the study's finding. Then, the suggestion explains about the writer's

suggestion about the study. Last part consists of References and Appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literatures. It consists of the Concept of Library, the Concept of Reading, Students' Achievement, Students' Perception, and the Review of Previous Studies.

2.1. The Library Concept

This subchapter includes the Definition of Library, Types of Library, the Importance of Library, and Classroom Library.

2.1.1 The Definition of Library

Issa (2009) mention the library is a place of reading and studying; where examination-writing candidates make their second homes to read their textbooks and notebooks in preparation. This explains why many libraries have seasonal uses as their patrons have a well-known pattern of visits and usage, which are at the designated examination periods. Only a few others conceive of the library as an organization of information resources meant for use.

The other definition of the library according to Issa (2009) definitions in several ways demands that they are all taken together in the following ways:

a) A library is a social instrument created to form a link in the communication system that is to any society or culture. In other words, communication should be seen as so indispensable that without it, there can hardly be a society.

b) Even more so is that without some form of graphic records and a means for their preservation, no culture can possibly endure.

c) In conclusion, it becomes apparent that from time to time, the library may assume certain marginal functions, even though its basic purpose remain generically the same, which is, serving as a link in the communication chain that is concerned with the custody of recorded knowledge.

2.1.2 The Types of Library

Because no single library can contain the information sought by every potential user, different types of libraries exist to serve different needs. Libraries fall into basic categories according to Issa (2009):

a) Public Libraries

Public library, by preserving and transmitting from generation to generation the recorded human experience on which all future activities are to be based, plays a very important role in development. Public library system is an integrated nationwide network of public libraries giving free library and information services to one and all the citizens-literate or illiterate, rich or poor, rural or urban. Most public librarians provide reference and research help to the general public, usually at a reference desk but can often be done by telephone interview Depending on the size of the library, there may be more than one desk; at some smaller libraries all transactions may occur at one desk, while large urban public libraries may employ subject-specialist librarians with the ability to staff multiple reference or information desks to answer queries about particular topics at any time of the day or night. Often, the children's section in a public library has its own reference desk.

b) School Libraries

School libraries serve elementary schools, middle schools, junior high schools, and high schools. The main function of a school library is to support various educational programs and to develop students' skills in locating and using information. Teachers use school libraries to access information needed to develop and support their classroom instructions. Students use the materials in school libraries to perform their class work. School librarians typically should have credentials in teaching as well as in library science. This allows them to participate in school administration and curriculum development in addition to

managing their library duties. Students at each educational level have unique needs and interests. Accordingly, libraries that serve different school levels maintain different types of collections and offer a different range of services.

c) The Academic Library

As a result, college and university libraries-also called academic libraries-are often considered the most important resource of an institution of higher education. Because students and faculty at these institutions may wish to conduct research within any conceivable academic discipline, the collections of academic libraries usually reflect a vast range of interests and formats. Academic libraries range in size from the modest collections found in small liberal arts colleges to the immense collections found at research universities. Research universities maintain some of the largest libraries in the world. Many academic libraries open their collections to the public, although borrowing privileges are often limited for users not affiliated with the college or university. Universities may also divide their libraries into undergraduate and graduate divisions. Undergraduate libraries typically offer relatively general materials needed to support study toward a four years, undergraduate degree. Graduate libraries contain materials for more specialized study toward an advanced, graduate degree. Some academic libraries also have separate buildings for rare books, handwritten manuscripts, maps, and other specialized collections.

d) Research Libraries

Research libraries contain collections of unique materials to support the needs of advanced and highly specialized scholarship. These collections may include rare manuscripts and books, scientific documents, important printings of literary works, regional histories, genealogies, original musical scores, or other distinctive scholarly resources. Because these collections may contain many rare and valuable materials, their use is typically confined to the library buildings.

Research libraries often publish scholarly studies of the materials in their collections, sponsor lectures and colloquia, and arrange exhibitions of their most important holdings. Most colleges and universities have rare books or special collections departments in their libraries, and many maintain research libraries devoted. Many important research libraries are unaffiliated with a college or university. entirely to such collections.

2.1.3 The Importance of Library

Hearing the word library, surely in our minds is a room filled with rows of books neatly arranged on the shelves. It was true that the image was spontaneously correct, but it was not that simple because the books that were sold in stores were also neatly arranged, and it was not a library (Adelina Romauli Holoho, 2008).

Saddang Hussein (2015) the library is one of the scientific institutions, namely an institution its main fields and duties are related to science, education, research and development, with the scope of managing, preserving and disseminate information. Existence, roles, duties and functions as well use of Saddang husein (2015). The library is one of the scientific institutions, namely libraries as information centers and educational institutions is one of the characteristics of the information society.

While the library corner in the classroom is a physical source of knowledge that aims to hone and increase students' knowledge in general, moreover if possible it can be used as a means and infrastructure to support students in mastering foreign languages, especially in English, which every year is sure to be need, whether for economic purposes, work and especially to make it easier for schools abroad.

However, this library often changes its function as it should not, such as being left blank, or just filled with religious books, the lack of general knowledge books, especially books about foreign languages, especially English. Therefore, here the research tries to unlock the potential or explore how the library corner can be used as a good source of insight and knowledge in the field of general knowledge,

especially for improving English language skills for reading comprehension.

2.1.4 The Classroom Library

The classroom library is one important aspect of providing a literacy-rich environment. They offer opportunities to engage with texts that reflect their interests by including range topics and genres, and to read more by having easy and equitable access to texts located not only on a bookshelf but displayed throughout the classroom. Fountas & Pinnell as cited in Capano et al. (2009) says that classroom libraries should include a variety of texts of various formats, genres, and types, including texts that can be applied to study in a range of content areas. Narrative and expository texts on a range of topics should be plentiful, and environmental print should be included to appeal to a range of interests and to expose students to different text formats and types of print. Availability of selections for students reading at, above, or below grade level is critical, including many books easy enough for students to ―sail through‖ independently. Miller as cited in Bennington (2016) talks about how the classroom library is used in her literacy instruction. She lets her students sort the books in her library by genre and it is a way for her to talk about different genre characteristics. She believes that having a large and diverse classroom library can be the key to this success. She also uses the classroom library to start the conversation about taking care of books and right away makes books valued in her classroom community.

Direktorat Pembinaan Sekolah Dasar as cited in Hayati et al. (2017) claims that the classroom library implemented is categorized into two, namely the reading area and the reading corner. The reading angle is an angle in the class that is equipped with a collection of interestingly arranged books to foster students' interest in reading. While the reading area covers the school environment in the form of a porch and corridor which is equipped with a collection of books to facilitate reading activities of students and school residents.

b) Characteristic of classroom library

As cited Neuman (2001) there are certain characteristics and design features strongly influence whether or not classroom libraries may be used to their full potential to improve children's reading performance:

1) A large supply of books

   Classroom libraries should include about 300 titles, single and multiple copies, as part of a permanent collection, with supplements from a well-stocked school library.

2) A wide variety of books, replenished

   Classroom libraries need to include a wide variety of books that span a significant range of difficulty. Some of the books should be relatively easy, and some should be challenging for all children. These books may be divided into a core collection and a revolving collection.

3) Variety of genres

   Children also need to be exposed to a range of language, topics, genres, and perspectives. They need books that reflect the diverse, multicultural nature of our society, books where they can learn about themselves and others. The literature selection should include traditional stories, fantasy, realistic fiction, historical fiction, biographies, and information.

4) High-quality books

   To spark children's interest and enthusiasm about reading, books must catch children's attention, captivate their imaginations, and make them want to return to their pages again and again. Only high-quality books will achieve these goals.

5) An attractive setting

   Students are more likely to visit classroom libraries and actively participate in them when they are physically attractive. A number of design features have been identified partitions, ample space, comfortable furnishings,

open-faced and traditional bookshelves, literacy displays and props.

6) Conversation about books

Found that children develop more complex understandings of stories by talking about their books with others.

c) The impact of classroom library

Hayati et al. (2017) state that classroom libraries have a diverse impact on students, including:

1) Student interest in reading increases with the presence of a classroom library. This is supported by a statement from the Principal namely with the existence of a classroom library, students often use their time.

2) Student creativity increases because they often read literature related to arts and skills, as well as other knowledge books available in the class library. This is evidenced by the variety of students' works on display in both wall magazines and on display cabinets.

3) Student talent develops. This is supported by a statement from the Principal, namely many talents found in students through a reading culture developed at school.

4) Based on thr impact above , the classroom library we can see that the classroom library increases students' interest, ability and achievement in reading, especially reading comprehension. The existence of classroom library makes students use their time with reading several pages of the book.

d. The Implementation of Classroom Library

Nadia (2012) mention that classroom Library has an important role in learning English independently. The services provided are classroom library which includes lending and reference services that enable students to access learning materials. English Classroom Library as a media that apply in the classroom. This media contains books in English with various types of books.

2.2. The Concept of Reading

According to Palani (2012) reading is an essential and important aspect for creating the literate society in this world. It shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. The best way to be a better reader is reading a lot. The best reader is someone lies to read and read usually. It can be seen by of reading. The reading means that how usually the reader read the total number of words. By reading regularly or usually which we do in the school or t home will be useful for the readers.

Reading comprehension research has a long and rich history. There is much that we can say about nature of reading comprehension as a process and about effective reading comprehension instruction. Why have we been able to make so much progress so fast? We believe that part of the reason behind this steep learning curve has been the lack of controversy about teaching comprehension. As it should be, much work on the process of reading comprehension has been grounded in studies of good readers.

It can be concluded that reading is considered as the most important in a learning language. It is impossible for the students to write and speak a foreign language without having enough knowledge of the reading. Learning the new information of reading does not only mean memorizing the form of the word but also understand its meaning because it needed by the students to comprehend the word or text.

2.3. Students Achievement

According to M Farid Adi Susilo (2016) student achievement is influenced by many factors, both from him (internal) and from outside (external). The learning achievement achieved by students is essentially the result of the interaction between these various factors. Therefore, the introduction of teachers to the factors that can affect student achievement is very important in order to help students achieve optimal

achievement with their respective abilities. The learning achievement obtained is determined by many factors, including:

(1) Internal factors consist of physiological factors (physical and spiritual health), and psychological factors (intelligence, attention, interests, talents, motives, independence, maturity, readiness).

(2) External factors, namely factors from outside the students, including: learning environment at school, family and community, teachers and their teaching methods, and infrastructure used in learning.

2.4. Students' Perception

According to Noraini Mustafi'ah (2017) Perception is one of the most influential factors that have a great impact on learning. Like any others characteristic; perception deffers from one individual to another. Perception is very complex mental process and at the same time it s of a great help to the individual interact with his external world (Ghania, 2013). It means that people perception is different from each other. For example, when the teacher gives the instruction in the classroom, the students will perceive differently. This indicates that each individual learners will interpret or understand the instruction depending on his own cognitive capacities. Some will find it difficult. While others will find it difficult.

According to Umul Fikiyah (2019) that every person uses senses for survival. It affects stimulation. According to Lindgren (198), perception is viewed as the mediating processes that are initiated by sensation. There are attention, awareness comparison, and contrast, together with other cognitive operations that enable the use of interpreting in meaning of sensation. Perception commonly called "literal". It primarily dependents on stimulation rather than on meaning or mental elaboration whereas sensation depends only on immediate stimulation, however, Perception depends on also on past stimulation or memory. Sensation is supposed to be the raw material of human experience and perceptions. Sensations is only about colors,

sounds, touches, out ours, and taste; objects and space depend upon perception (Gibson, 1950). It can be concluded that producing perception is a process that is began through senses continuing to stimulations.

2.5. Review of Previous Studies

There were some previous researches dealing with classroom library or library corner. The first research come from Mendez (2014) entitles *"A Proposal For An English Classroom Library in Early Years"*. The result of research the activities the reading plan promotes with older children were tested and the results were satisfying. Students enjoy showing others their achievements related to reading. This research is focused on early English teaching because literature offers a great way of learning. To create an efficient classroom library is one of the most motivational resources to encourage literacy in early years. It involves not only have beautiful books unless it means that children need other resources to promote reading as this work advances.

The second research was conducted by Perez (2015) in her research entitles *"Tales and English Classroom Library, Resources to Develop Literacy Skills in Early Years"* which reports as for the tales, they have been an essential support to connect the contents of the units and promote infant literature in a foreign language. The students showed interest and participated actively during and after the story. Although she could not develop the whole unit and create a classroom library, she considers it a suitable resource to encourage children´s literacy skills. Pupils find pleasure in reading tales even before they know how to read because it provides them imagination and new knowledge about the world.

The last was from Bennington (2016) in his research entitles *"Designing and Curating a Classroom Library for Lifelong Readers"* which reports the design of the classroom library should be a social space for children. When teachers take the time to purposefully design a classroom library, students can reap the benefits. A well-designed

classroom library promotes a wide interest of books and a culture of reading: The design of the classroom library should be accessible for children. Every classroom is unique and every group of students is different. It is important for teachers to understand the space of their classroom and the children that fill it, so they can place their library where it is part of the natural flow of the classroom.

From those 3 previous studies and this research there is one similarity which is about classroom library or library corner. There are some differences which are about the design of study in which whose 3 previous studies were using qualitative research while this study is going to use quantitative by asking students' perception about classroom library through questionnaire. However, it shows that this research is possible to be conducted from those 3 previous supporting researches to figure out whether or not the classroom library have an effect on students' improvement in reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter presents about the research method. It explains about the method of the research that consist of: Research design, Subjects of the study, Instrument of the Study, Validity and Reliability, the Techniques of Collecting Data, Procedures of the Study, and Data Analysis Techniques.

3.1. Research Design

The focus of this study is to find out the Students" Perception of the Correlation between Library Corner and Reading Comprehension and to describe how a Library works and help student for understanding the knowledge, especially for improving their English vocabulary from reading a few books in Library. In order to do so, this study will use descriptive quantitative method. William (2007) describes that descriptive quantitative research is a basic research method that examines the situation, as it exists in its current state. Descriptive research in this study will deal with the identification of particular phenomenon quantitatively.

3.2. Subjects of the study

The research was conducted at grade XI of Sultan Agung Islamic Senior High School 1 Semarang on Jl. Mataram No.657, Wonodri, Kec. Semarang Sel. The detail of subject of this study is elaborated in the following subchapter.

3.2.1. Population

The research population was all students in grade XI second semester of Sultan Agung Islamic Senior High School. The reason is, students in several high schools have a relatively very low level of reading possibility, therefore the discussion about libraries is still good to be developed. The data form questionnaires that I distribute for three classes namely IPS1, IPS3 and MIPA4, they showed that there were 75 students of Sultan Agung Islamic Senior High School at second semester

3.2.2. Sample

Sample is the group of elements or a single, elements from which data are gained (Mcmillan, 1996). In this study, sample was taken from the population as the representative. The sample of this study was three classes of XI grades at SMA Sultan Agung 1 Semarang.

In this study, the subject was taken by using inconvenience sampling that selected based on the inconvenience reason as those three classes are assigned to be taught during internship three programs. Therefore, this study deals with the inconveniently selected samples. Because respondents of this questionnaire does not have interesting anymore about object of the research.

Participant in this study was inconveniently selected from population of all 11th grades students at second semester students of SMA Sultan Agung 1 Semarang in academic year of 2020/2021. Students were asked to respond the questionnaire and express their perception about Library school also Library class with the connection of their reading comprehension.

3.3. Instrument of the Study

According to Arikunto (2006), instrument is a tool that is used by the researcher for collecting data to make his work becomes easier to get better result, complete, and systematic in order to make the data easy to be processed. Instrument is an important device for collecting data. As proposed by Creswell (2012) that an instrument is a tool for collecting data in the study.

In this study, the instrument that was used is questionnaire. Arikunto defines that questionnaire is a number of written question which are used to gather information from the respondents about themselves or another thing to know. Zohrabi (2013) also states that questionnaires are doubtless one of the primary sources of obtaining data in any research. On the whole questionnaire can be distinguished into three types:

1. Closed-ended (structured) questionnaires

2. Open-ended (unstructured) questionnaires

3. A mixture of closed-ended and open-ended questionnaires.

This study used closed-ended questionnaires.

3.3.1 Closed-Ended Questionnaire

Closed-ended questionnaire consist of a collection of close question. There will question to which all possible answers will provide. The most often-used form of closed questionnaire was the dichotomous question requiring a "yes" or "no" response. Due to this study give close-ended questionnaire to the respondents. Then they only respond by choosing yes or no answers.

3.3.2 Validity of the Instruments

According to Drost (2011), validity is concern with meaningfulness of study components. There are two types of validity, they are logic and empirical validities. The logic validity consists of content validity and construct validity. In this study will use content validity (Supardi, 2015). Drost defines that content validity is a qualitative type of validity where the domain of the concept is made clear and the analyst judges whether the measurement fully represent the domain.

3.3.3 Reliability of the Instrument

Sugiyono (2016) stated reliabilility is often to defines as the consistency and stability of data or findings. It means a test consistenly measures whatever it is measuring. It must cinsistency in score procedured. In this tudy, the questionnaire will be distributed to 11th grade students, IPS1, IPS3 and MIPA4 by the researcher with Google form which much be filled in according to how they feel while in English lessons, especially Reading comprehension session through library corner

and also English textbook. Calculating reliability of questionnaires will use Alpha Formula. Accorfing Arikunto (2016) Alfa formula is formula to looking for the reliability of factors extracted from dichotomous. Statistical formula to calculate reliability is:

Table 3.1 Alpha Formula

$$r_{11 =} (\!-\!\!-\!\!-\!) k \ (1 - \frac{\Sigma}{\!-\!\!-\!\!-\!})$$

Note:
r_{11} = reliability of instrument
k   = the numbers of items
Σ = the number of varian items
    = total variance

3.4. Scoring Technique

The questionnaire will be given to the students to get score. Likert scale is used in questionnaire to score the instrument in this study. Based on Sugiyono (2016) likert scale is the scale which is used to measure behavior, opinion, and perception of individual or group about phenomenon.

Each of answer from instruments item is given scoring and has gradation from very positive to very negative. It can be words:

Table 3.2 Answer Selection Criteria

Scale Answer	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

(Sugiyono,2012)

From the table above, scoring rubric shows that the highest score is 5 and the lowest score is 1. Then to provide the students' overall score, it uses the formula according to Sugiyono (2016) below:

Table. 3.3 The Formula of The Answers from Respondents (%)

$$p = - x\ 100\%$$

Note
p   : Percentage
n   : Score ideal total
f   : Frequency
100   : Fixed number

Then in order to know the level of students' result in filling questionnaire, it will be counted by using SPSS.

3.5. Procedure of the Study

The procedures of the study use to construct systematically. For conducting this study take some steps. The sequence procedures of this study as follows:

1. Identifying Population and Sample

The first procedure is identifying population and sample. Population of this research are 11th grades students at second semester students of SMA Sultan Agung 1 Semarang in academic year of 2020/2021. The sample are 20 students in 2nd semester. The sample is 20 students from all 11th grade students who are taught by the advisor.

2. Creating Questionnaire

The second procedure is creating questionnaire. The questionnaire will create depend on some considerations such as external factor that influencing the students" motivation to learning English by library classroom.

3. Testing Validity and Reliability of the Questionnaire

The third procedure is testing the validity and reliability of the questionnaires. In this step the questionnaires will distribute to the other students which are not including in sampling of the study to measure the reliability of the questionnaire. The result analysis of coefficient the data will be determine whether the questionnaire valid and reliable or not.

4. Distributing Questionnaires to the Respondents

After the questionnaire are decide to be valid and reliable, the questionnaires are ready to distribute to the respondents in the following day. The respondents will select purposively, they fill the questionnaire by marking the answer based on their opinion. The questionnaire provides the information about the students" perception of Library Corner in classroom as media to improve in learning English and how the way of Library Corner can motivate students to learn English from dictionary and English book

3.6. Analysis of the Study

Analyzing data in this study explains about the analysis process to find the result of this study. This study will use Closed-ended questionnaire, the questionnaire is aim to find out the information about how influence reading corner on increase reading interest students of 11th grades students at second semester of SMA Islam Sultan Agung 1 Semarang. This study will use design quantitative with the kind of study correlation that will use to determine the relationship between variable. The population in this study will be all students of class XI at SMA Islam Sultan Agung Semarang who total 77 people. Then will take a sample which total 20 respondents determine by using random sampling. Analysis the data will use descriptive analysis and the quantitative analysis with the formula Pearson.

The scale that will be used to measure the students' perception of the correlation between interaction with library corner and reading comprehension. According to Stephanie (2015), likert scale is a type of rating scale used to measure attitudes or opinions. With this scale, respondents are asked to rate items on a level of agreement. For example: strongly agree, agree, neutral, disagree, and strongly disagree. To get the result of the data from questionnaire, it must be tabulated to make the result of grading clearly readable.

There are several activities in analyzing data, they are:

1)   Analyzing Likert scale's data

After all questionnaires are filled by the students, the answer will be counted by using Likert scale to count the percentage from each suggestion based on the respondents' answer using formula:

$$P = \frac{f*100\%}{u}$$

Explanation:

P   = Percentage

F   = Frequency from each other

N   = Amount of respondent

100   = Constant value

Further, in order to know about students" perception in details this study used the following formula to find out the average percentage of the students" perception. The formula is as follows:

The average of the student = $\frac{\text{The total of students' answer}}{\text{The number of question}}$

2)   Analyzing the data form

While the answer of Closed-ended questionnaire will use to analyze the deeper description of the students" answer about the correlation of Reading corner as media to improving and also increasing in Reading comprehension. The result of Closed-ended questionnaire will use to support the data from likert scale questionnaire.

3)   Conclusion and suggestion

After analyzing the data, the result will be found to draw some conclusion and suggestion about the Students' Perception of the Correlation between Library Corner and Students' Reading Comprehension

CHAPTER IV

ANALYSIS AND DISCUSSION

This chapter consists of Description of School's Profile, Description of the Participants, Validity and Reliability of the Instruments, Validity and Reliability of the Instruments, and Discussion of the Results Findings.

4.1   Description of School's Profile

Sultan Agung 1 Islamic High School Semarang, located at Jalan Mataram 657, Semarang City, carries the school branding of a School with Islamic Cultural Character. On the other hand, the vision echoed by Sultan Agung 1 Islamic High School Semarang is as a leading Islamic Senior Secondary Education Institution in education, deepening and appreciating Islamic values, and mastering the basics of science and technology (Science and Technology) to prepare next-generation *cadres. khairaummah*. The school led by Dra. Hj. Siti Mubarokatut Darojati, M.Sc. it used to have a long history.

On January 2, 1966, SMA Sultan Agung 1 Semarang was established with a building location on Jalan Suramenggalan 62. Then in 1968 it moved to Jalan Seroja for a few months. Finally moved to Jalan Mataram 657 Semarang until now. On June 1, 1970, SMA Sultan Agung 1 obtained Registered status. This Registered Status marks the establishment of Sultan Agung 1 Islamic High School Semarang. Furthermore, it is also commemorated as "MILAD SMA ISSA 1" every year.

Sultan Agung 1 Islamic High School Semarang has several advantages. Are as follows. First, it has the character of an Islamic school culture that emphasizes congregational prayers, tadarus and picking up dreams or realizing dreams with morning alms. The second is to have achievements both at the city and international levels. The last one is using characteristic and systemic institutional management.

4.2   Description of the Participant

The participants of the study were the eleven grade students of SMA Islam Sultan Agung 1 Semarang. This study took three classes as participants. They were XI MIPA 4, XI IPS 1, XI IPS 3. They were based on the English teacher's suggestion.

4.1 Table of the Students Total Number

Class	Male	Female
IPS1	25	
IPS3	25	
MIPA4		25
Total all Students : 75		

From the table 4.1, it is revealed that total of respondents 75 students, which consist of 50 males and 25 females, while the respondents of questionnaire was 75 students fill in the link of this questionnaire.

4.3   Validity and Reliability of the Instrument

Validity and reliability can be approved when the questionnaire fulfills by all respondents. If it measures what it intends to measure, the test is valid. On the other hand, the questionnaire is reliable when it measures constantly.

4.3.1 Validity

The validity of the instrument in this study is determined by the validity of the content (based on Chapter III). Based on Airasian (2000) validity is determined by expert judgment. In this study, the expert judgment is an advisor.

Tabel 4.2 Validitas Instrumen

Criteria	Operational Definition	Score				Statements Not meeting the standard (Listpage and statement number) and needs to be revised. Please use the comments and suggestions section to recommend revisions
Clarity	The statement is direct and specific.					
	Only one statement is asked at a time					
	No double-barreled statements (two statements in one)					
Words	Short statement					
	No unnecessary words					
Negative Words	Statements are asked to use the affirmative					
Overlapping Responses	All possibilities considered					
	No ambiguous statement					
Use of Technical Language	Use of minimal and precise technical language.					
	All acronyms defined.					
Apps for Praxis	The statement submitted is related to the daily practice or expertise of the prospective participant.					
Relationship with Problem	These statements are sufficient to solve the research problem					
	This statement is sufficient to answer the research question					
	These statements are sufficient for the purposes of the study					

Score Criteria:

1 = Unacceptable (needs major modification)

2 = Below Expectations (more modifications needed)

3 = Meets Expectations (no modification needed but could be improved with some changes)

4 = Exceeded Expectations (no modification needed)

From the table above, it can be seen that all questions got a score of 4. All questions do not require modification so that in conclusion, all questions are valid.

4.3.2 Reliability

Reliability is the consistency and stability of data. Data is said to be reliable if it has a fixed value every time it is measured. This study uses SPSS 2021 to calculate the reliability of the instrument.

Reliability X

Reliability Statistics	
Cronbach's Alpha	N of Items
0,863	9

Reliabilty Y

Reliability Statistics	
Cronbach's Alpha	N of Items
0,879	11

Based on the results of the questionnaire obtained, the reliability test was carried out using the Cronbach Alpha statistical test. and the results obtained on the X variable of 0.863 and the Y variable of 0.879 and both > 0.60 so it can be concluded that the instrument has a very high degree of reliability.

4.4 Data Analysis

Thorough reading is an activity that is always carried out to increase students' knowledge, especially students' vocabulary issues. This involves many aspects, one of which is moral and material support to increase interaction in the corner library in each class.The teacher becomes an important subject in managing access and optimizing the

corner library facilities in each class. reading content.

This study discusses students' perceptions of interactions in the corner library in the classroom on the students' overall reading ability, a sample of 77 students. They have to answer 21 questions submitted by Google forms. Below will be explained the percentage of each question obtained.

4.1 Table The management of classroom library corner is good

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	10	53%
c. Neutral	4	21%
d. Disagree	3	16%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 53% (10 students) agree that the management of the classroom library corner is good. While 21% (4 students) answered neutrally and disagreed as much as 16% (3 students) and 5% (1 student) answered very not agree. In other words, it can be concluded that students really enjoy optimizing the existence of the library corner.

4.2 Books available in the classroom library reading corner are varied

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	8	42%
c. Neutral	8	42%
d. Disagree	1	5%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 42% (8 students) have a positive perception that the available books vary. In other words, it can be concluded that students know and try to access the library as a school facility.

4.3 The library corner prepares books to support the learning process

Answer Item	Frequency	Percentage
a. Strongly Agree	2	11%
b. Agree	13	68%
c. Neutral	4	21%
d. Disagree	0	0%

Answer Item	Frequency	Percentage
e. Strongly Disagree	0	0%
Total	19	100%

The table above shows that 68% (13 students) agree that. The library corner prepares books to support the learning process. In other words, it can be concluded that students are greatly helped by the library's function. .

4.4 Reading in the library corner is very comfortable

Answer Item	Frequency	Percentage
a. Strongly Agree	5	26%
b. Agree	6	32%
c. Neutral	7	37%
d. Disagree	1	5%
e. Strongly Disagree	0	0%
Total	19	100%

The table above shows that 32% (6 students) agree that Reading in the corner of the library is very comfortable. As for those who answered neutrally by 37% (7 students). So it can be concluded that students really enjoy optimizing the existence of a library corner but situationally it will interfere with comfort in noisy situations

4.5 Besides the textbooks, I also read short story and comic in the library to increase my knowledge

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	7	37%
c. Neutral	8	42%
d. Disagree	2	11%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 37% (7 students) agree that it is not just reading textbooks. While 42% (8 students) responded neutrally. In other words, it can be concluded that students do not only read textbooks, but also read books such as comics and others.

4.6 I always read books in reading corner because they are prepared on the cupboard

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	6	32%
c. Neutral	8	42%
d. Disagree	3	16%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 32% (6 students) agree that they always read books in the reading corner because they are prepared in the cupboard so they are easy to pick up. The 8 children answered neutrally because there were other tasks needed. . so it can be concluded that students really like reading if the place is neat.

4.7 In the library corner I love reading books because the atmosphere is comfortable

Answer Item	Frequency	Percentage
a. Strongly Agree	5	26%
b. Agree	6	32%
c. Neutral	7	37%
d. Disagree	1	5%
e. Strongly Disagree	0	0%
Total	19	100%

The table above shows that 32% (6 students) agree. In the corner of the library I like reading books because the atmosphere is comfortable. Although neutral reached 37% (7 students) this did not affect the comfort value in class conditions unless it was crowded.

4.8 I dislike reading books in library corner because the atmosphere is messy

Answer Item	Frequency	Percentage
a. Strongly Agree	2	11%
b. Agree	12	63%
c. Neutral	3	16%
d. Disagree	1	5%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 63% (12 students) agree that they do not like reading books in the corner of the library because the atmosphere is chaotic. It can be concluded that students do not want to read or be crowded.

4.9 Whether the types of library corner materials available can help solve your learning problems

Answer Item	Frequency	Percentage
a. Strongly Agree	2	11%
b. Agree	12	63%
c. Neutral	3	16%
d. Disagree	1	5%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 63% (12 students) agree that the existence of a library is very important Many types of library corner materials available can help solve student learning

problems.

4.10 All library corner materials available in schools are useful and accurate for your information needs

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	10	53%
c. Neutral	6	32%
d. Disagree	1	5%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 53% (10 students) are positive that the books in the library corner in the classroom All library corner materials available in the school are useful and accurate for students' information needs. While the answer is a neutral value of 32% (6 students). In other words, it can be concluded that students really enjoy optimizing the existence of a library corner to meet the needs of students' learning knowledge.

4.11 Books in library corner are boring

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	13	68%
c. Neutral	3	16%
d. Disagree	0	0%
e. Strongly Disagree	2	11%
Total	19	100%

The table above shows that 68% (13 students) are positive that reading books in the library is boring. In other words, it can be concluded that students have a neat library.

4.12 Wheter borrowing and returning books, librarians always take notes

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	14	74%
c. Neutral	3	16%
d. Disagree	0	0%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 74% (14 students) agree that recording in the corner library is always   done. . In other words, it can be concluded that library management is quite good.

4.13 The books in the corner library cupboard in the classroom will always neatly arranged

Answer Item	Frequency	Percentage
a. Strongly Agree	4	21%
b. Agree	6	32%
c. Neutral	7	37%
d. Disagree	1	5%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 32% (32 students) are positive that the books in the library are always neatly arranged and increase the value of students' learning motivation. While neutral 37% (7 students) are motivated by the learning tasks they get. So in this case it is concluded that the motivation to read in the library is not only because of its neat location but also because of other needs.

4.14 The library corner in classroom contains books with positive values arousing reading interest

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	10	53%
c. Neutral	6	32%
d. Disagree	1	5%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 53% (10 students) are positive that the books in the library are neatly arranged and there are many sources of knowledge which, when read, increase students' motivation to learn to read. .

4.15 The library corner management in classroom increases learning motivation

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	6	32%
c. Neutral	6	32%
d. Disagree	5	26%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 32% (6 students) are positive that the books in the library are neatly arranged, there are many sources of knowledge. The books in the corner of the library are grouped according to classification (type of book) which increases students' learning motivation.

4.16 There are many sources of information and knowledge in the library corner to increase your motivation to read

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	13	68%
c. Neutral	3	16%
d. Disagree	0	0%
e. Strongly Disagree	2	11%
Total	19	100%

The table above shows that 68% (13 students) are positive that the library is a very large source of information. . So it can be concluded that the desire to obtain a lot of information knowledge is the motive that greatly affects access to the corner library.

4.17 The books in the library corner grouped according to classification (type ofbook)

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	6	32%
c. Neutral	6	32%
d. Disagree	5	26%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 68% (13 students) are positive that the condition of the library corner in the classroom can support classifying and processing books. While the neutral value of 32% (6 students) is neutral. So it can be concluded that the service for classifying books makes it easier for students to find books as they wish.

4.18 The air circulation in the classroom always good for reading activity

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	13	68%
c. Neutral	5	26%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	19	100%

The table above shows that 68% (13 students) are positive that air circulation affects students' reading process in the corner of the classroom library. . It can be concluded that air circulation affects the value of students' reading comfort.

4.19 There is a penalty for delays in returning books

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	14	74%
c. Neutral	3	16%
d. Disagree	0	0%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 32% (6 students) positive for late book returns are subject to fines. So the students' delay in returning the books all agreed to return on time.

4.20 In the corner of the library, there will be a special partition for reading

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	13	68%
c. Neutral	5	26%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	19	100%

The table above shows that 68% (13 students) are positive that there is a need for a special partition for reading so that reading motivation continues to increase. So it can be concluded that prizes in the form of awards for students have the effect of increasing the level of visits to the library.

4.21 The condition of the librarian corner in the classroom can support in classifying and processing books

Answer Item	Frequency	Percentage
a. Strongly Agree	1	5%
b. Agree	14	74%
c. Neutral	3	16%
d. Disagree	0	0%
e. Strongly Disagree	1	5%
Total	19	100%

The table above shows that 74% (14 students) are positive so it can be concluded that the condition of the library corner in the classroom can support classifying and processing books. As for those who disagree, only 5% (1 student).

From the description of the 21 tables above, the researcher concludes that there are indications of the convenience and governance of the corner library as well as learning motivation

from the tasks given by the teacher which is very influential for interactive access to the corner library in the classroom, such a position will affect students' reading intensity to deepen vocabulary. they have. Most of them normatively have a positive answer to the condition for reading in the library, while the neutrality of students is situational.

4.5. Discussionn of the Research Finding

The results of the questionnaire (questionnaire) on Student Perceptions about the Correlation Between Interaction with Class Corner Libraries and Reading Comprehension according to the researchers are categorized as good, it is indicated by the mean value of 31.94 which is included in the interval category 28-33 variable X.

Meanwhile, the variable Y reading comprehension is also categorized as good, which is indicated by the mean value of 38.7 which is included in the 36-41 interval category. The results showed that students' perceptions of interactions in the corner library had a positive and significant effect on students' overall reading success, with the regression equation Y= 3,589 + 1,100X. This means that if students are interested in accessing the corner library in the classroom, the success of students' thorough reading will also increase.

The overall reading ability of students in class XI at Sultan Agung 1 Islamic High School Semarang as a sample problem statement is representative of all students at Sultan Agung 1 Islamic High School Semarang which must always be honed. Therefore, it can be said that the ability to support student access to increase reading visits should always be supported and improved in order to increase the success of students' comprehensive reading learning at Sultan Agung 1 Islamic High School Semarang. Meanwhile , the relationship between the two variables is positive and significant giving a contribution of 3.8% . Meanwhile, the effect of student interaction with the corner library of the class is 27% on the overall reading of students at Sultan Agung 1 Islamic High School Semarang in 2020-2021.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the data that has been discussed in the previous chapters are concluded and suggested by referring to the next action to do in the teaching and learning process based on research study finding.

5.1. Conclusion

Based on research of study findings and discussions in the previous chapter, that there exists a specific library such as a classroom library can motivate student for improving vocabulary in English lesson which support Reading comprehension session even though for mastery in English language is still too far and long way to go, as well as upgrading students understanding from their English lesson textbooks. Therefore, this means of tool is only an intermediary to get more insight in additions to improving students' abilities regarding the development of English insight especially on literacy which closely deals with reading. This library corner can help students focus more to manual books rather than focusing only to electronic media or social media via smart phones or other internet sources which means that if students are addicted to gadgets it is definitely not good.

From the aspect 2 which is about student perception of classroom library corner and improvisation in reading comprehension are two equally important variables. These two things are equally important an interconnected to unite into one object of research study especially for reading comprehension.

5.2 Suggestion

After getting the conclusion above, there was a some obstacles to increase also improve the students knowledge in general or for improving English language skills in specific proficiency and expertness through intermediaries of classroom library corner, starting from bookcase, where bookshelves or cupboards are usually always filled with religious and holy books, such as Al-quran, fiqh textbook lesson and a view Islamic books. However, for books or encyclopedias of science and scientific knowledge, there is very little, especially a small pocket dictionary and a specific grammatical encyclopedia only for

supporting understanding in English lesson, and English reading comprehension.

Further, based on the reflection above, there are some suggestions for students, teacher and the next researchers, as follows :

1. For students, in reading interest, most of students have a thirst (need) and force themselves for reading regularly, even though learning language in 21st century should be more innovative, not only from physical books and textbook lesson. Many source of electronic platform can be an intermediary to facilitate understanding in reading, but for reading textbooks and familiarize their self with books in English language, such as encyclopedia with English language, oxford dictionary and kind of similar books it is a priority points.

2. For teacher, in order to encourage students to often gain more insight into English and get used to reading for fifteen minutes before the English lesson begins, or while memorizing vocabulary in English.

3. For next researcher, look for innovation of classroom library corner become not bored in a types of books or give a digital classroom library concept for improve and increase in learning English language.

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APPENDICES

Appendix 1. Questionnaire

Name:

Class :

Instruction

1. Please answer the question of scale I based on your opinion. Thick the appropriate box/space for eachquestion.
2. Explanation of likert scale
   SD : Strongly Disagree
   D :Disagree
   N : Neutral
   A : Agree
   SA : StronglyAgree

Scale I

	Items	SA	A	N	D	SD
1.	The management of classroom library corner is good					
2.	Books available in the classroom library reading corner are varied					
3.	The library corner prepares books to support the learning process					
4.	Reading in the library corner is very comfortable					
5.	Besides the textbooks, I also read short story and comic in the library to increase myknowledge					
6.	I always read books in reading corner because they are prepared on the cupboard					
7.	In the library corner I love reading books because the atmosphere is comfortable					
8.	I dislike reading books in library corner because the atmosphere is messy					

9.	Whether the types of library corner materials available can help solve your learning problems					
10.	All library corner materials available in schools are useful and accurate for your information needs					
11.	Books in library corner are boring					
12.	Wheter borrowing and returning books, librarians always take notes					
12.	The books in the corner library cupboard in the classroom will always neatly arranged					
13.	The library corner in classroom contains books with positive values arousing reading interest					
14.	The library corner management in classroom increases learning motivation					
15.	There are many sources of information and knowledge in the library corner to increase your motivation to read					
16.	The books in the library corner grouped according to classification (type of book)					
17.	The air circulation in the classroom always good for reading activity					
18.	There is a penalty for delays in returning books					
19.	In the corner of the library, there will be a special partition for reading					
20.	The condition of the librarian corner in the classroom can support in classifying and processing books					

Appendix 2. Validation Rubric for Expert Panel

Criteria	Operational Definition	Score				Statements Not meeting standart (List page and statement number) and need to revise. Please use the comments and suggestions section to recommend revisions
Clarity	• The statements are direct and specific.				✓	
	• Only one statement is asked at a time				✓	
	• There are no *double-barreled* statement (two statement in one)				✓	
Wordiness	• Statements are concise				✓	
	• There are no unnecessary words				✓	
Negative Wording	• Statements are asked using the affirmative			✓		
Overlapping Responses	• All possibilities are considered				✓	
	• There are no ambiguous statements				✓	
Use of Technical Language	• The use of technical language is minimal and appropriate.			✓		
	• All acronyms are defined.				✓	
Application to Praxis	• The statements asked relate to the daily practices or expertise of the potential participants.				✓	
Relationship to Problems	• The statements are sufficient to resolve the problem in the study				✓	
	• The statements are sufficient to answer the research questions				✓	
	• The statements are sufficient to obtain the purpose of the study					

The Criteria of the Score:

1 = Not Accetable (major modifications needed)

2 = Below Expectations (more modifications needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Comments and suggestions:

Validated by:

NaniHidayati, S.Pd., M.Pd

NIK. 210810027

Advisor