

**THE ATTEMPTS OF SOCIAL STUDIES TEACHERS TO IMPROVE
STUDENTS' READING INTEREST/HABIT AT SMP NEGERI 23
MALANG**

THESIS

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**SOCIAL SCIENCE EDUCATION PROGRAM
TARBIAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG
MAY, 2019**

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MALANG**

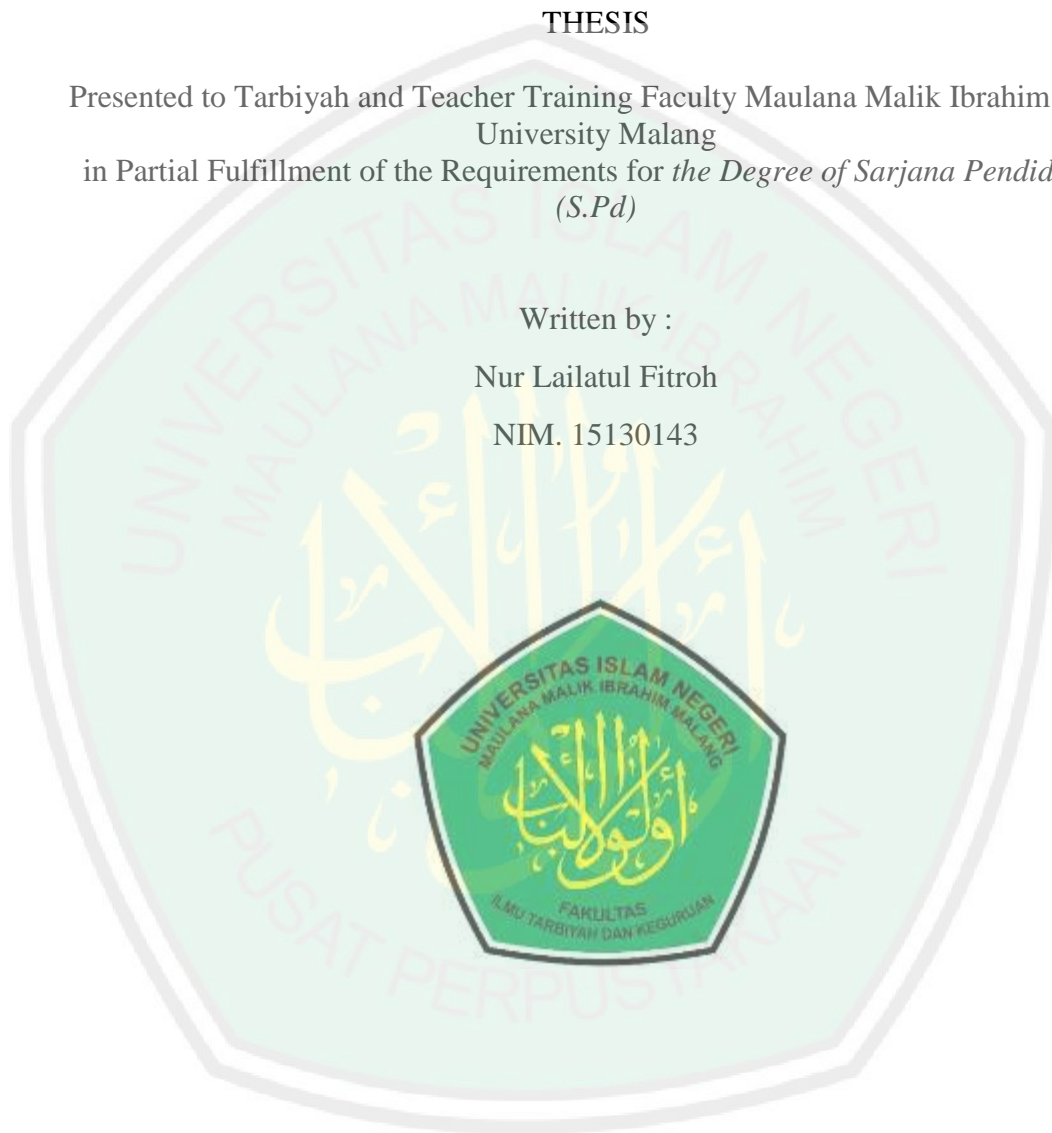
THESIS

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State
University Malang
in Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan*
(*S.Pd*)

Written by :

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Proposed to:

**SOCIAL SCIENCE EDUCATION PROGRAM
TARBİYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

MAY, 2019

APPROVAL SHEET

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THESIS

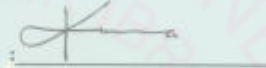
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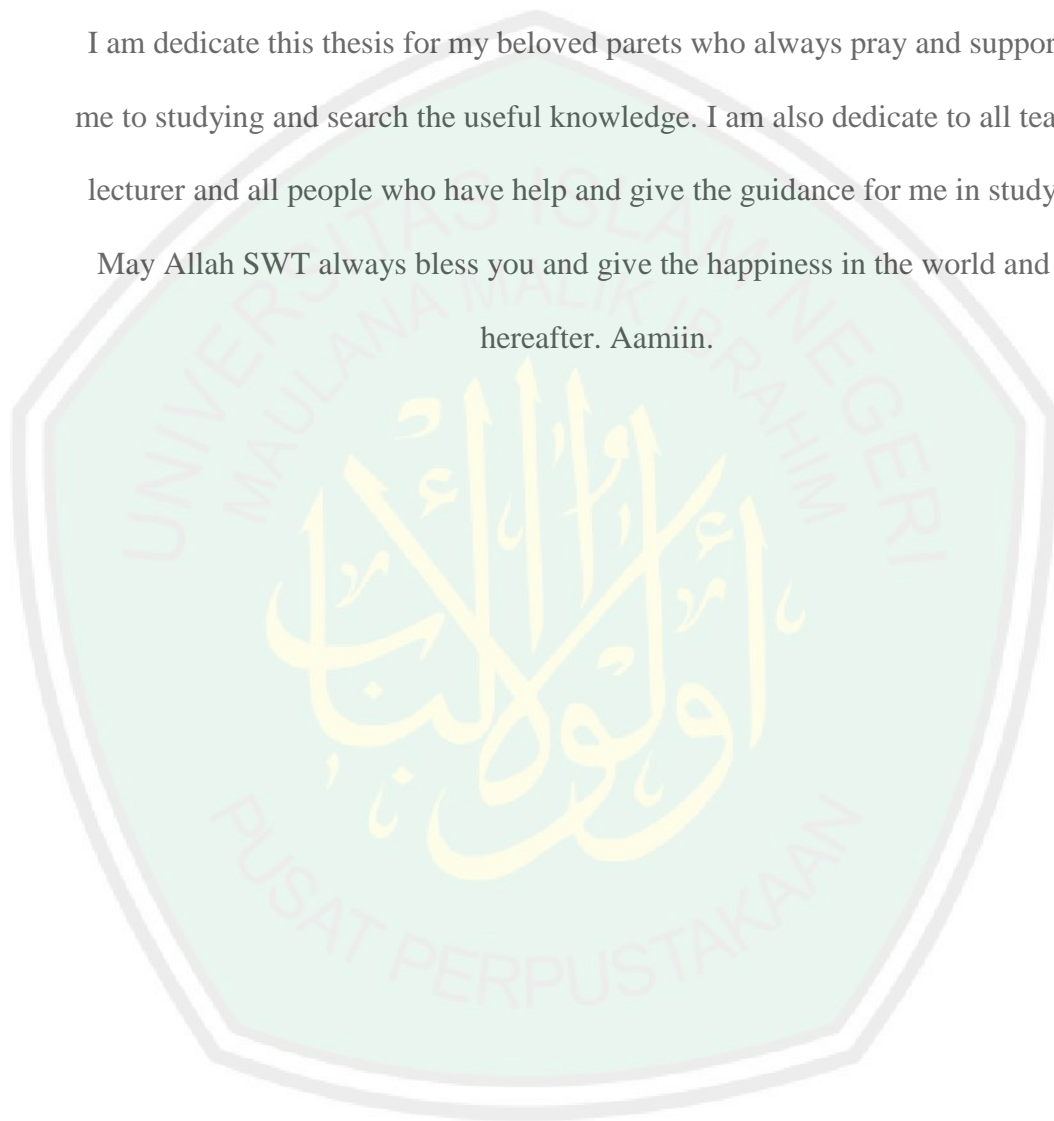

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DEDICATION

With reciting Basmallah and Alhamdulillah, I am very thankful to Allah who always help me and give the guidance in order to I can complete this thesis.

I am dedicate this thesis for my beloved parets who always pray and supporting me to studying and search the useful knowledge. I am also dedicate to all teacher, lecturer and all people who have help and give the guidance for me in studying.

May Allah SWT always bless you and give the happiness in the world and the hereafter. Aamiin.



MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

“Read; in the name of thy Lord Who Creath”¹(Al-‘Alaq)



¹Imam Ghazali, dkk, *Al Mumayyaz Al-Qur'an Tajwid Warna Transliterasi Per Kata Terjemah Per kata* (Bekasi: Cipta Bagus Sagara, 2014), P. 597.

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Appendixes : 4 (fourth) exemplar

Malang, 20 May 2019

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Assalamu'alaikum Wr. Wb.

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Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb.

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CERTIFICATE OF SKRIPSI AUTHORSIP

I Hereby declare that this skripsi is originally written by Nur Lailatul Fitroh, student of Social Science Education as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Teriary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 20, 2019

Author



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PREFACE

All praise be to Allah the most Gracious and Most Merciful. Thanks to Allah, with all blessing and guidance, the author can finish thesis entitled “The Attempts of Social Studies Teachers To Improve Students’ Reading Interest/Habit At SMP Negeri 23 Malang”. With his help, the author can overcome obstacles during the research until in arrange the result.

The author also want to express my sincerely thanks to:

1. Prof. Dr. Abdul Haris, M.Ag as Rector of Maulana Malik Ibrahim State Islamic University of Malang
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4. Mokhamad Yahya, Ph.D, as my advisor who always guide and lead me in finish the process of thesis writing
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8. Thanks to all my friends in ICP class who always give the support to me.
9. Great thanks to all my closed friend who always give the best support, motivation and the help until I can finish this thesis.

Author believe that in my writing still there is a mistake and still not perfect. Therefore, I was opened the constrctive critics and suggestion from the readers to make it better and perfect. I hope that this thesis can usefull for the reader and many people.

Malang, 20 May 2019

Nur Lailatul Fitroh



GUIDANCE OF ARABIC LATIN TRANSLATION

The writing of Arabic-Latin transliteration in this thesis using translation guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which can broadly describe, as follows:

A. Alphabet

ا = A	ز = Z	ق = q
ب = B	س = S	ك = k
ت = T	ش = Sy	ل = l
ث = Ts	ص = Sh	م = m
ج = J	ض = Dl	ن = n
ح = <u>H</u>	ط = Th	و = w
خ = Kh	ظ = Zh	ه = h
د = D	ع = ‘	ء = ,
ذ = Dz	غ = Gh	ي = y
ر = R	ف = F	

B. Vocal Long

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthongs Vocal

أَوْ = aw

أَيَّ = ay

أُو = û

إِي = î

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ABSTRACT

Fitroh, Nur, Lailatul. 2019. The Attempts of Social Studies Teacher to Improve Students' Reading Interest/Habit at SMP Negeri 23 Malang. Thesis, Department of Social Science Education, Faculty of Tarbiyah and Teaching Science, State Islamic University of Maulana Malik Ibrahim Malang. Thesis Supervisor: Mokhammad Yahya, Ph.D.

Now, education not just focus in develop cognitive and intelektual skill. But, also develop the students' skill which needed in this 21st century one of which is literacy skill. In literacy, reading is important skill hat must mastered by students. But, in reading still find some problem one of which is the low of reading interest.

The objectives of this research is: 1) To describe the reading interest/habit of students at SMP Negeri 23 Malang, 2) To explain the social studies teachers' attempts in improving students' reading interest/habit at SMP Negeri 23 Malang, 3) To describe the restructing and supporting factors in the improvement of students' reading interest/habit at SMP Negeri 23 Malang.

To reach that objectives, researcher using qualitative research approach with case study research. Researcher as the key instrument which use interview, observation, and documentation as collecting data technique. Data analysis process is doing by reducing data, data presentation, and drawing conclusion. Data verification techniques is triangulation and increase perseverance.

Research results is: 1) The reading interest/habit of students at SMP Negeri 23 Malang is low based on some indicator. 2) The social studies teachers attempmts in improving students' reading interest/habit at SMP Negeri 23 Malang such as supporting literacy program, give an assigment, applying listening method, applying discussion method, applying compulsory reading task, and motivating students to read with doing question and answer activity and give the reward. 3) Supporting factors in improvement students reading interest/habit such as the development of technology and the school facilities especially library, the restructing factors in improvement of students' reading interest/habit is students' motivation is low, students beackground that related with their interest in reading and experiential in reading, and family factor that not support sudents in reading.

Keywords: *Social studies teachers attempts, Reading interest/habit, Student*

ABSTRAK

Fitroh, Nur, Lailatul. 2019. Upaya Guru IPS dalam Menumbuhkan Minat/Kebiasaan Membaca Siswa di SMP Negeri 23 Malang. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Mokhamad Yahya, Ph.D.

Pendidikan saat ini tidak hanya fokus dalam mengembangkan intelektual atau kemampuan kognitif saja. Namun, juga mengembangkan kemampuan siswa yang dibutuhkan di abad ke 21 salah satunya yaitu kemampuan literasi. Dalam literasi, membaca merupakan kemampuan penting yang harus dikuasai siswa. Namun, di dalam membaca masih dijumpai beberapa permasalahan salah satunya yaitu minat baca yang masih rendah.

Tujuan penelitian ini adalah untuk: 1) Mendeskripsikan minat/kebiasaan membaca siswa di SMP Negeri 23 Malang, 2) Menjelaskan upaya-upaya guru IPS dalam menumbuhkan minat/kebiasaan membaca siswa di SMP Negeri 23 Malang, 3) Mendeskripsikan faktor-faktor pendukung dan penghambat dalam menumbuhkan minat/kebiasaan membaca siswa di SMP Negeri 23 Malang.

Untuk mencapai tujuan di atas, peneliti menggunakan pendekatan penelitian kualitatif dengan jenis penelitian studi kasus. Peneliti sebagai instrumen kunci dengan menggunakan teknik pengumpulan data wawancara, observasi, dan dokumentasi. Proses analisis data dilakukan dengan mereduksi data, menyajikan data dan menarik kesimpulan. Pengecekan keabsahan data dilakukan dengan triangulasi dan meningkatkan ketekunan.

Hasil penelitian ini adalah: 1) Minat/kebiasaan membaca siswa di SMP Negeri 23 Malang masih rendah yang didasarkan pada beberapa indikator. 2) Upaya-upaya yang dilakukan oleh guru IPS dalam menumbuhkan minat/kebiasaan membaca siswa di SMP Negeri 23 Malang antara lain mendukung program literasi, pemberian tugas, menerapkan metode menyimak, menerapkan metode diskusi, menerapkan tugas wajib membaca bagi siswa, dan memotivasi siswa untuk membaca dengan kegiatan tanya jawab dan pemberian hadiah. 3) Faktor pendukung dalam menumbuhkan minat baca siswa antara lain perkembangan teknologi dan tersedianya fasilitas sekolah berupa perpustakaan yang memadai, sedangkan faktor penghambat dalam menumbuhkan minat baca siswa antara lain rendahnya motivasi siswa untuk membaca, latar belakang siswa yang berhubungan dengan minat baca siswa dan pengalaman siswa dalam membaca, serta faktor keluarga yang kurang mendukung siswa dalam membaca.

Kata Kunci: Upaya guru IPS, Minat/Kebiasaan membaca, Siswa

مستخلص البحث

الفيطرة، نور، ليلة، ٢٠١٩. الأعمال المعلم العلوم الإجتماعية في غرس الاهتمام أو عادات القراءة في مدرسة المتوسطة الحكومية ٢٣ مالانج. البحث الجامعي، قسم التربية العلوم الاجتماعية، كلية العلوم التربوية والتعليم في جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. تحت إشراف الدكتور محمد يحيى الماجتيرز.

التعليم الحالي لا يركز فقط على تطوير القدرات الفكرية أو المعرفية. لكن، أيضا تطوير قدرات الطلاب اللازمة في القرن الحادي والعشرون، أحدها مهارات القراءة و الكتابة في مهارات القراءة و الكتابة القراءة هي قدرة مهمة يجب أن يتقنها الطلاب. لكن، في القراءة لا يزال هناك عدد من المشاكل، واحدة منها هي انخفاض اهتمام القراءة. الغرض من هذا البحث هو: (١) وصف اهتمامات الطلاب أو عادات القراءة في مدرسة المتوسطة الحكومية ٢٣ مالانج، (٢) شرح الأعمال المعلم العلوم الاجتماعية في غرس الاهتمام أو عادات القراءة في مدرسة المتوسطة الحكومية ٢٣ مالانج. (٣) وصف العوامل الداعمة و المثبطة في غرس الاهتمام أو عادات القراءة في مدرسة المتوسطة الحكومية ٢٣ مالانج.

لتحقيق الأهداف المذكورة أعلاه، استخدم الباحث منهج البحث النوعي مع نوع من دراسة حالة البحث. الباحثون كأدوات رئيسية تستخدم تقنيات جمع البيانات لإجراء المقابلات و المراقبة و التوثيق. تتم عملية تحليل البيانات عن طريق الحد من البيانات، و تقديم البيانات و استخلاص النتائج. يتم التحقيق من صحة البيانات عن طريق التثليث و زيادة المثابرة. نتائج هذه الدراسة هي: (١) وصف اهتمامات الطلاب أو عادات القراءة في مدرسة المتوسطة الحكومية ٢٣ مالانج لا تزال منخفضة الذي يستند إلى عدة مؤشرات، (٢) الأعمال المعلم العلوم الاجتماعية في غرس الاهتمام أو عادات القراءة في مدرسة المتوسطة الحكومية ٢٣ مالانج هذا هو دعم برامج محو الأمية، إعطاء مهام، تطبيق طريقة الاستماع، تطبيق طريقة المناقشة، تنفيذ مهام القراءة الإلزامية للطلاب، و تحفيز الطلاب على القراءة باستخدام أنشطة الأسئلة و الأجوبة و إعطاء الهدايا، (٣) تشمل العوامل الداعمة لتعزيز اهتمام الطلاب بالقراءة التطورات التكنولوجية و توافر المرافق المدرسية في شكل مكتبات كافية، في حين تشمل العوامل المثبطة في تزايد اهتمام الطلاب بالقراءة هو الدافع المنخفض للطلاب للقراءة، خلفية الطالب في شكل مصلحة القراءة و تجربة الطالب في القراءة، و العوامل العائلية التي لا تدعم الطلاب في القراءة.

الكلمات الرئيسية: الأعمال المعلم العلوم الاجتماعية، الاهتمام أو عادات القراءة، الطالب

CHAPTER 1

INTRODUCTION

A. Background of the Research

In the Laws Of Republic Indonesia on Number 20 in Years 2003 about National Education System was formulate about function and direction of national education. In 3rd article, mention that “National education is function to develop and build the and difigned character and civilization in the framework of educating the life of the nation, aims to developing student potential so that be the man of faith and be cautious to The One Almighty God, good character, healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizens”. The national formulate direction in that laws be the basic to developing education in the school.

In this era, education not just foccus in developing intelectual or cognitif, but also in other character such as a character and skill. It’s make the education not just build or create the smart students, but also to have the skill which needed in this 21st century. So that, education also have important role and responsibility in the efforts to build or develop that skill incdle the student’s literacy. It’s we can look in Curriculum 2013 that have been integrated with literacy in the learning process.

Now, literacy be the important skill to have and developed by each students. With literacy skill, students will more easy to understanding

learning materials. It's because with literacy skill, students can process the information which they have. So that, make they will more understand and can possess the materials. Besides that, literacy also become a means for students to know, understand, and apply their science which their obtained in the school.¹

Literacy skill is needed for each human. But, in Indonesia still happen some problems about that. Indonesia have the quite low literacy rate which knowing from the study or survey in PIRLS and PISA. In PIRLS report in 2016, Indonesia's ranking is 60. In PISA's surveys, Indonesia in ranking 62 for sains, 63 for mathematics, and 64 for reading from 70 country. So that, it's can be the reprimand for s to more develop literacy skill.

The ones of important and basic skills in literacy is reading skill. That skill be the ones of the ability that measured to show the literacy condition of the nation based on some international survey. In students, reading skill also the ones of basic literacy that must develop early in theirsself.

In education, reading is an important thing to doing. Especially doing by every students. By reading, will train people to thinking, increase their knowledge more widely and give some information for someone. The one's of factors of student's success in their future is determined in reading activity. And that reading activity the ones is determined by student's readng interest.²

According to Anderson, Hiebert, Scott & Wikinson, reading is a basiclife

¹Media Komunikasi Dan Inspirasi Jendela Pendidikan Dan Kebudayaan: Gerakan Literasi Untuk Tumbuhkan Budaya Literasi (Jakarta: Kemdikbud, 2016), P. 8

² Yani Rachmawati Yaumul Akhir, *Hubungan Antara Efikasi Diri Dengan Minat Membaca Pada Siswa SMK*, (Yogyakarta: 2017) P. 1

skill. it is a cornerstone for a child's success in school, and indeed, through of life.³ Good reader is a good learner, this is one of the essential findings of reading research, and this fact is important for success both at school and in later life when we must be ready to adapt to new circumstances.⁴ In Islam, reading also very important thing to do and it's related with the first revelation delivered to the prophet Muhammad SAW is in the Surah Al-'Alaq in the verse 1 it is:

“Read; in the name of thy Lord Who Creath”⁵

Reading also important activity for social studies learning because of the social studies learning material that relatively very much and complex so that order for students to taking their any time to reading. The junior high school pupil's range of direct experience in social studies is limited; and so the pupils faces the necessity of gaining much, perhaps most, of this social experiences through reading.⁶ Reading material that must read by students which is like a material books, newspaper, or other literatures dan other reading material that support the students to understanding the learning materials in social studies. So that, reading is the important activity to do in social studies.

³ Akdemiz Language Studies Conference, *Improving Reading Skills Through Effective Reading Strategies*. (Turkey: 2012) P 709

⁴ Richard Bamberger, *Promoting The Reading Habit*, (Unesco Press: 1975) P. 8

⁵ Imam Ghazali, dkk, *Al Mumayyaz Al-Qur'an Tajwid Warna Transliterasi Per Kata Terjemah Per kata* (Bekasi: Cipta Bagus Sagara, 2014), P. 597. The verse is:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

⁶ James Tobert Turner, *Teaching Reading In The Junior High School Social Studies*. (Kansas University, 1962) P. 2

Social studies is the ones of the compulsory subjects in elementary and secondary school including in junior high school. So that, this subject is implemented in the elementary and secondary school in Indonesia with some learning methods. In that implemented, is often found some problems that caused certain factors. The ones of factors is come from student's itself like because the lack of motivation and participation in learning process also other problems that inhibits the learning process.

The ones of problems in students that obstacle leaning process is the reading problems which is a low reading interest level. Along with technologies development that moving the students reading interest on books be decrease because more interesting on their gadget. The book sometime considered boring so that it will decrease the student's reading interest and more interesting in their gadget. Even, students must forced with some manner in order to they want to reading the book. Even though reading is the important thing that must doing by students so that they can get the knowledges in the form of learning material that must they mastering.

The ones of manner in solve the reading problems which is low reading interest is by get used to reading. That reading habits is useful for students. That reading habits have the significant influences for students academic performances.⁷ It's also strengthen by other research that Good reading interest and habits relate to the academic performance.⁸ Reading Habit also

⁷ Oriogu, dkk, *Effect of Reading Habits On The Academic Performance of Students: A Case Study of the Students of Afe Babalola University (Teacher Education and Curriculum Studies, 2017).*

⁸ Abdulwahab Olanweju Issa, dkk, *Reading Interest and Hbits of The Federal Polytechnic, OFFA Students, (International Journal of Learning & Development, 2012) 482*

have the the affect for the development of study skills that saw based on using the analysis of text preview, perceived difficulty, understanding, concentration, listening & taking notes and motivation.⁹ Besides that, by the reading habit, so the students will can taking their time to reading otomatically without forced first.

In school education process, teacher have the important role in learning process from the planning until evaluation. Besides that, teacher also have responsibility to fixed that learning is in the good process. It is include in solve the problems in learning that felt by students, which one is reading problems.

SMP Negeri 23 Malang is the school that support the improve of students reading interest. Its can see both in various activities and in literacy activity that doing in that school. The activity to improve the students reading interest is school literacy activities and specific activity that doing in learning process by every teacher.

Based on the observation and interview with the ones of teacher was knowing that in this school the teacher is get used to learning activity for each student because their reading interest is low so that students must doing the reading habit that can improve their reading interest. With the many material in social studies, in order to students to often taking tehir time for reading the books and understanding the materials. So that, teacher have an initiative to doing reading habit to solve that problem. With understanding the school and

⁹ Shawn Gilroy, *Relationship Between Reading Habits and The Development of Study Skills*. (Thesis in the Master of Arts Degree of Graduate School at Rowan University, 2008), P. 35

teachers role in improve that student's reading interest, so researcher interested to doing research with the tittle "The Attempts Of Social Studies Teachers' To Improve Student's Reading Interest/Habit At SMP Negeri 23 Malang"

B. Focus of the Research

Based on the background of the research, the focus of the research is:

1. How is the reading interest/habit of students at SMP Negeri 23 Malang?
2. What are social studies teachers' attempts in improving student's reading interest/habit at SMP Negeri 23 Malang?
3. What are the restructing and supporting factors in the improvement of reading interest/habit at SMP Negeri 23 Malang?

C. Objectives of the Research

1. To describe the reading interest/habit of students at SMP Negeri 23 Malang
2. To explain the social studies teachers' attempts in improving student's reading interest/habit at SMP Negeri 23 Malang
3. To describe the the restructing and supporting factors in the improvement of reading interest/habit at SMP Negeri 23 Malang

D. Significance of the Research

1. Theoretical Significance

The results of the reasearch that will doing is to adding the knowledge referention about the manner that can doing in imrpoving reading interest/habit through the deeply understanding. Besides that, the results also expected to add the referention for next reserach in the same problems. So that, can continuity develop the knowlege about improving students' reading interest/habit.

2. Practical Significance

The results of the research that will doing is expected can useful to some people that related in the education process especially for teacher. For them, research results expected can be the guidance for improvement students' reading interest/habit. For the school, this research expected can be the information about the students' reading interest/habit include the factors that affect it so that can be the guidance to make the school policy that related with students' condition.

E. Previous Research

In the research, is needed some theories or findings as a supporting data. The ones of resources of data and finding is from the

previous research that related with the problem that will be study in this research. That problems is related with students' reading interest/habit.

First previous research that related with this research is thesis *Pengaruh Minat Baca Terhadap Prestasi Belajar IPS Siswa Kelas V SD Se-Gugus II Kasihan Bantul Tahun Ajaran 2014/2015*. That thesis researched by Gilang Sri Rahayu that study about reading interest but using the quantitative method which have the different subject and location are the students of 5 grade class on elementary school Se-Gugus II Kasihan Bantul in eaducation year 2014/2015. She want to see the influence of that students' reading interest for students' learning achievement. That research results show that there is the significant and positive influence of students' reading interest for social studies learning achievement. She find that more high of reading interest, so social studies learning achievement also more high.

Second reserach that relevant is research that doing by Niki Fitria Rahardini in her journal with the title berjudul *Peran Guru PKn Dalam Menumbuhkembangkan Minat Baca Siswa di SMA Kemala Bhayangkari 1 Surabaya*. That research have studied the same problems is a students' reading interest with the teacher attempt to improve it. Although have the same problems with research that will doing, still find the differences that is the reseacrh subject in this reseacrh is the Civic Education teacher and using the descriptive quantitative method.

The results of Niki Fitria Rahardini's research is by teacher teaching method in PKn must more interested and have many ideas to choose media and teaching method, emphasize students to often visit the library that provided in the school, every lesson students give a task for discussion because its related with the reading activity, always schecking the homework or other task and the impact of the change of student's reading interes in reading the books that related with that lesson.

Third previous research is have done by Abdulwahab Olanweraju Issa which the title is *Reading Interest and Habits of the Federal Polytechnic, OFFA Students*. Similarity with this research is study about reading interest/habit. But, still there are the differences is from the research subject which are the students in college and the research method is survey research. The result of that research is that the desired good reading interest and habits as are required for attaining academic success are lacking among the respondent.

Based on some previous research, can founded some similarity and diversity. Commonly, the similarity is same study about reading interest. The differences is from the research subject and research method that used in each research. To more understanding the research originality, can seeing from this table:

Table 1.1 Previous Research

No	Name of researcher, Title, form (Thesis/Journal etc), Publisher, and Publication Year	Similarity	Diversity	Research Originalities
1.	<p>Gilang Sri Rahayu, <i>Pengaruh Minat Baca Terhadap Prestasi Belajar IPS Siswa Kelas V SD Se-Gugus II Kasihan Bantul Tahun Ajaran 2014/2015</i>. Skripsi. Yogyakarta. Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, Juni 2015.</p>	<p>Research about students reading interest</p>	<p>This research using quantitative method and aims to knowtha influence of reading interest for sudebt's studying achievement</p>	<p>The results showing that there is a positive and significance influences in reding interest with student's social studies learning achivement</p>
2.	<p>Niki Fitri Rahardini, <i>Peran Guru PKn Dalam Menumbuhkembangkan Minat Baca Siswa di SMA Kemala Bhayangkari 1 Surabaya</i>. Jurnal. FIS UNESA, Kajian Moral dan Kewarganegaaan Nomor 1 Volume 2 Tahun 2013.</p>	<p>Research about teacher attempt in fostering student's reading interest</p>	<p>Using qualitative descriptive approach and the location is at SMA Kemala Bhayangkari 1 Surabaya</p>	<p>Research results is by teacher teaching method in PKn must more interested and have many ideas to choose media and teaching method, emphasize students to often visit the library that provided in the school, every lesson students give a task for discussion because its related with the reading activity, always schecking the homework or other task and the impact of the</p>

				change of student's reading interest in reading the books that related with that lesson.
3.	Firima Zona Tanjung, Ridwan, dan Uli Agustin Gulton. <i>Reading Habits In Digital Era: A Research On The Students In Borneo University</i> . Jurnal. Sanata Dharma University. Yogyakarta. Language and Language Teaching Journal, Vol. 20, No. 2, October 2017	Research about reading habit	Research design is descriptive survey and aim to exploring student's reading habit in a college	The research result is people more interesting to using the gadget to reading the informations every day and teacher ust give the direction about do and don't when students searching information

F. Definition of Key Terms

Based on the research title that will doing, Researcher will explain the terms will using. That terms are a reading interest/habit. Commonly, that terms have the same implication for students that is they are can take their any time for reading.

Students' reading interest is the desire that come from theirself individually to doing reading activity. That activity doing by students with read some materials like a book, magazine or other books that they prefer. That interest is influenced by internal and external factors. This reading interest have the impact to make students have the reading habit. That reading activity is not just as a activiy to read, but also to get and understand the meaning and goals from their reading materials.

G. Composition of Research Findings

The composition of research that will be used in that thesis consists of 6 chapters. Those chapters are Introduction, Review of Related Literature, Method of The Research, Data Presentation and Research Results, Discussion and the last is Conclusion. Every chapter has its own goals and explaining to more understanding about the research.

Chapter I is an Introduction. In this chapter, researcher explains the background of the research, focus of the research, objectives of the research, significance of the research, previous research, definition of the key terms, and composition of research findings. This chapter to show the background of this research and the goals of research.

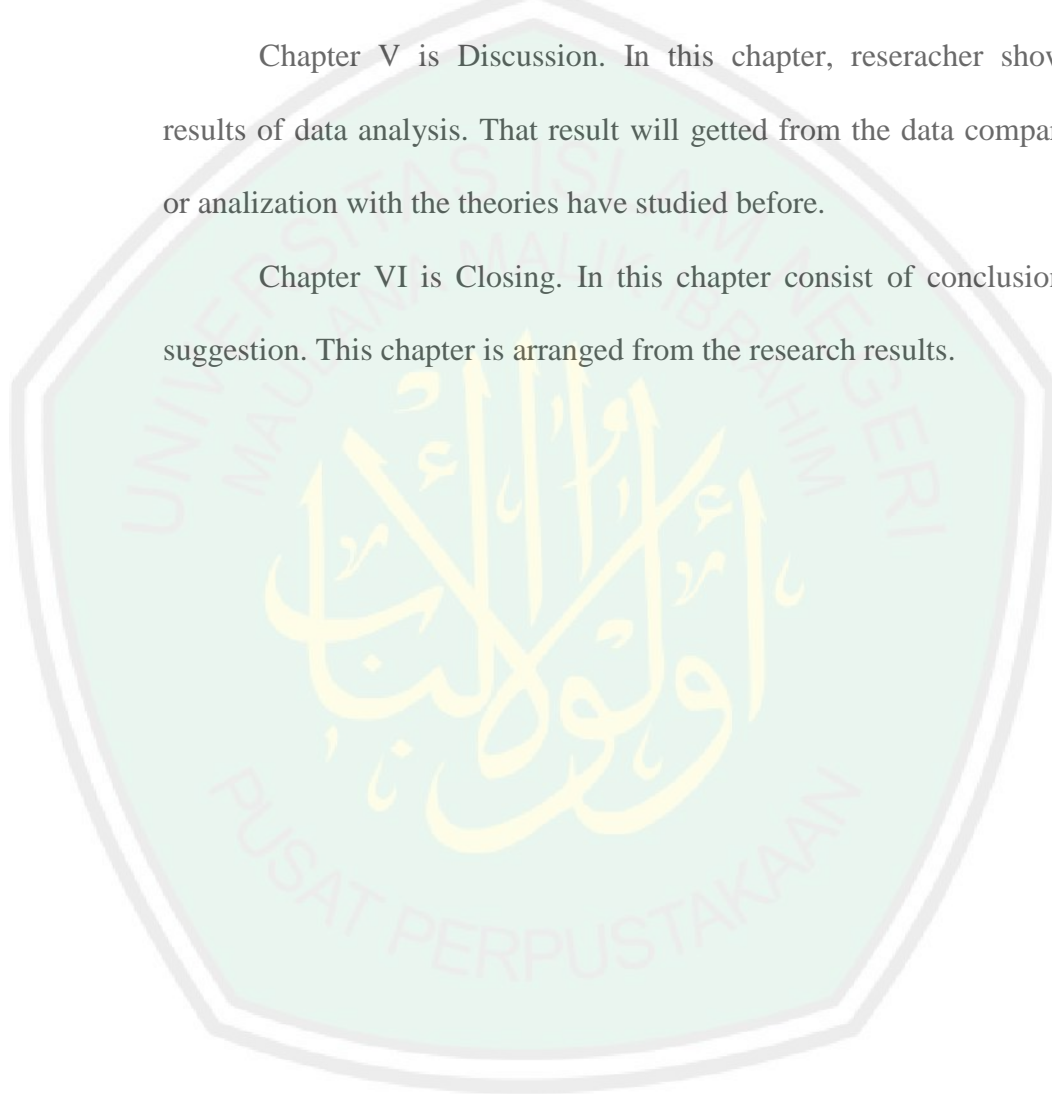
Chapter II is Review of Related Literature. This chapter to explain some theories that related with the research problems. Those theories can be found from the previous research, books or other relevant material. In This Chapter, researcher explains about the concept literacy, the concept of reading interest/habit, factors influencing reading interest/habit, and ways improving reading interest/habit.

Chapter III is Method of the Research. In this chapter researcher explains about research methodologies which used and consist of approach and research design, attendance of the research, setting of the research, data and data sources, data collection, data analysis. and research procedure.

Chapter IV is Data Presentation and Research Results. In this chapter, researcher explain the result of data that founded from research. That data founded from some data collecting method such as observation, interview, and documentation.

Chapter V is Discussion. In this chapter, researcher show the results of data analysis. That result will get from the data comparison or analization with the theories have studied before.

Chapter VI is Closing. In this chapter consist of conclusion and suggestion. This chapter is arranged from the research results.



CHAPTER II

THEORITICAL REVIEW

In this part, researcher will covers some matches and related theories with the reserach that will doing. Researcher will discuss the concept of reading interest/habit based on the related theories. That explanation consist of the concept of literacy, the concept of reading interest/habit, factors influencing reading interest/habit, and ways improving reading interest/habit. Then, reseracher also will explain the research roadmap with the concept map.

A. Theoritical Framework

1. Literacy Concept.

Based on GLS (School Literacy Movement) is the ability to access, understanding, and using something smartly through some activity, is read, see, listen, write, an/or talk.¹⁰ Literacy is more than just reading and writing, but also covers thinking skill using the knowledge sources in the form prinred, visual, digital, and auditori.¹¹ All that skill is define as a information literacy. So, the definition of literacy was developed. Literacy not just reading and writing, but also include the other complex activity and skill. Literacy also as the ones of the skills that must developed in students through any programs in the school and other integrated activity with the learning process.

¹⁰ Direktorat Pembinaan Sekolah Menengah Pertama Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan. *Panduan Gerakan Literasi Sekolah Di Sekolah Menengah Pertama* (2016) P. 2

¹¹ Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan. *Desain Induk Gerakan Literasi Sekolah* (2016) P. 8

Literacy skill is important for students. Literacy skill is related with the students' communication skill. In literacy skill also there is an integration from some skill including the critical thinking skill. Students who have the literacy skill will more easily understand the text or reading material and also have the good writing skill. Besides that, students also can develop those skills in their education process.

In this 21st century, the literacy skills that are needed for students based on the GLS (Gerakan Literasi Sekolah) or school literacy movement are called as information literacy. Based on Clay and Ferguson, this literacy has some components, such as:

- 1) Early literacy. This skill is related with the children's experiment that is gotten in the home. Its skill includes listening, understanding spoken language, and to make the communication through the picture and spoken.¹²
- 2) Basic Literacy. Skill reading and writing include in this literacy. Basic literacy is the skill to listening, talking, reading, writing, and counting that is related with the analysis to calculating, perceiving, communicating, also drawing the information based on the private understanding and drawing conclusion.¹³
- 3) Library Literacy. The skill on this literacy is to give the understanding the manner to distinguish fiction and non-fiction,

¹² Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan. *Desain Induk Gerakan Literasi Sekolah (2016, P. 8*

¹³ Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan. *Desain Induk Gerakan Literasi Sekolah (2016, P. 8*

utily referential and periodical, understanding *Dewey Decimal System* as the knowledge clarification that make easy in using the library, understanding the use of catalog and index, have the knowledge to understanding the information when solve the problems of writing, research, work, or problem solving.¹⁴

- 4) Media Literacy. Its skill to knowing the some media and understanding what the objectives if they use it.
- 5) Technology Literacy. Its related with the skills to understanding the complement of the technologies tools within the ethical in use it.
- 6) Visual Literacy. This related with deep understanding between media and technology literacy. In this skills include the understanding the objectives on using it, develop the skills also how to make use of the visual and audiovisual material correctly.

2. Reading Interest And Reading Habit

In essence, reading is a complex something that involve more activity, not just to pronounce the written, but also involve the visual, thinking, psycholinguistic, and metacognitive activity.¹⁵ Reading as a complex activites that doing by someone with some activity or manner also can create the products from that activities.

Based on Klein, reading define as a process, a strategies, and interactive. Reading is the process that doing and using by reader to get the

¹⁴ Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan. *Desain Induk Gerakan Literasi Sekolah (2016, P. 8*

¹⁵ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008) P. 2

message, that will extended by writer through words/writing language media.¹⁶ As a strategy, reading is related with the strategy that doing when someone reading and relate it with the text and then create a meaning. As a interactive, is related with the relation of reader with the text that based on the context.

In reading activity, the reader must know the objectives of reading. Based on Blanton and Irwin, the objectives of reading are:

- 1) Pleasure. In this point, reading is doing by someone just for get the happy feeling or pleasure. People in this reading usually read some reading material like a magazine, fiction book or other materials to get the pleasure.
- 2) Perfect reading aloud. In this objective, someone doing reading with to speak or spelling what they read. It's because to repair or to perfect their reading aloud ability.
- 3) Use specific strategies. In this reading, someone using a specific strategies in their reading activity.
- 4) Update their knowledge about a topic. In this era, the knowledge always develop with the new topic or new findings so that always need to update. It's motivate to someone to reading to update their knowlege because that changes in every time.

¹⁶ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008) P. 7

- 5) Relating the new information with the information knowing before. In this reading, someone read the books or materials just to relate the information they have in past/before with the new materials in present.
- 6) Get information for the oral and written report. In this objectives, someone doing a reading is to create the product. From reading, there are some information or materials that searched and getted to make the oral and written report.
- 7) Confirm or reject the prediction. Someone doing reading activity to confirm about the truth of information.
- 8) Display an experimen or apply the informaton getted from the text in other manners and learn the text structure.
- 9) Answering the specific questions.¹⁷ Reading is doing for get the information to answer the questions. This reading usually doing by he students that answer some questions and need reading activiy to get the answer.

In curriculum 2013, Reading also be the ones of value that must develop for students. Reading fondness is the habit to provide the time to read some reading the give the goodness for theirself.¹⁸ It related with how the students to take their time to read some useful material of informations for them. Reading fondness is the ones of value in character learning that must developed in students.

¹⁷ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008) hlm 11-12

¹⁸ Kementerian Pendidikan Nasional Badan Penelitian Dan Pengembangan Pusat Kurikulum. *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing Dan Karakter Bangsa* (2010) hlm. 10

In islam, reading is the ones of important thing to get knowledge and it is a first order that extended by Jibril to Rasulullah SAW in surah Al-‘Alaq that the meaning is:

*“Read; in the name of thy Lord Who Creath”*¹⁹

In doing reading activity, someone is desire by the motivation that called as reading interest. Reading interest is the encouragement from someone to doing the reading activity and understanding what they read. Reading interest is the desire or high heart tendency to reading.²⁰ Reading interest also interpreted as the soul tendency that encourage someone to doing an activity to reading.²¹ Reading interest is the strong desire accompanied by people efforts to read.²²

Reading interest also understanding as the desire to know, understand the content of the writted that they read.²³ Reading interest also as the strength that encourage to pay attention, feel interested, and happy with reading activity so that they will doing reading activity with their own will.²⁴ So that, reading interest not just as the desire to read the books but also to understand what the meaning that written in that books.

Reading interest is an important thing that must have by every individual. That skill must cultivate early for childs. It is can doing in the

¹⁹Imam Ghazali, dkk, *Al Mumayyaz Al-Qur'an Tajwid Warna Transliterasi Per Kata Terjemah Per kata* (Bekasi: Cipta Bagus Sagara, 2014), P. 597

²⁰ Siregar in Suherman Kasiyun, *Upaya Meningkatkan Minat Baca Sebagai Sarana Untuk Mencerdaskan Bangsa*, (Jurnal Pena Indonesia: 2015) P. 81

²¹ Darmono in Suherman Kasiyun, *Upaya Meningkatkan Minat Baca Sebagai Sarana Untuk Mencerdaskan Bnagsa*, (Jurnal Pena Indonesia: 2015) P. 81

²² Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008) P. 28

²³ Baderi in Samsul Khotijah, *Strategi Pengembangan Minat dan Gemar Membaca* P. 6

²⁴ Undang Sudarsana, *Pembinaan Minat Baca*, Modul Universitas Terbuka P. 12

family environment and in the elementary school so that if they in adult was have good reading interest.

The someone's reading interest is can see based on some aspect/indicators. The indicators that can showing the reading interest based on Dalman there are:

- 1) The frequency and quantity of reading. Frequency is related with the frequency of people in reading. The quantity is related with the amount of time that they always used in reading.
- 2) The quantity of reading resources. People that have the reading interest will doing an effort to read the various reading material.²⁵ People with the good reading interest, not just reading the material or books that needed or obligated. People will also read other reading material that they think is important to read.

3. Factors Influencing Reading Interest/Habit

Based on Kartosedono, In reading interest, There are some factors that influence reading interest for society especially for students, it is:

- 1) A wide choice of the child's reading material is available. Child usually have feel boring if what they read is same and litte variation. The child more like the new something including in what

²⁵ Dalman, *Keterampilan Membaca*, (Jakarta: PT RajaGrafindo Persada, 2014) P. 145

they read. So that, there are some choice or variate reading materials must available.

- 2) Child's book in the home, in the school, in the library and bookstore is available. Childs sometimes have the choices in choose their reading material. So that, the choice of book must available and can motivate the children to read.
- 3) There is a selection of librarian for or for children's need. Its be the special task for the librarian to choose the books or other reading material that needed by childrens and suitable with the chids' development.
- 4) The time and chance for students to read is available. Besides the books, the time to read is important to give for children. Because with the reading time, students will more discipline to read and have the opportunity to read.
- 5) Needs and private ability from children itself.²⁶ Reading activty besides influenced by external factors like the book is available also influenced by theirselves. Children almost will doing to reading if they feel need to reading the book.

Based on Bunata, in Farida Rahim that reading interest is influenced by 4 factors. There are:

- 1) Family environment factors. In this factors, the role of parents is important. Parents must guide the children to read and be the good

²⁶ Kartosedono in Suherman Kasiyun, *Upaya Meningkatkan Minat Baca Sebagai Sarana Untuk Mencerdaskan Bangsa*, (Jurnal Pena Indonesia: 2015) P. 93

example for children in the reading activity. In their activity, parents must take time to accompany their children to read the book, so that the parents can give the good example in increasing childrens' reading creativity.²⁷

- 2) Curriculum and school education factors that are not conducive. The curriculum that not clearly writing the reading activity in the material of study.²⁸ Besides that, the support and motivation for students in reading from some education people is needed.
- 3) Community infrastructure factors that do not support increasing public reading interest.t's related with the society's habit in reading. Some people is lack of the motivation and the awareness the important of book. So that, they more use their money in other activity like the vacation than go to bookstore to buy the book.
- 4) Factor in the existence and affordability of reading material. In this factor, the role of government is needed like to provide the book to society throuh some reading programs or the public library.

In some research results, there is not all people that have the good reading interest. In Indonesia, there are some people that have the low reading interest. There are some aspect that cause the low reading society's based on Sri Wahyuni, it is:

²⁷ Dalman, *Keterampilan Membaca*, (Jakarta: PT RajaGrafindo Persada, 2014) P. 142

²⁸ Ibid, P. 143

1) Family and around environment that not supportive reading habit.

The parents' busy in some activity so that the time in every day is minimum and most nothing to doing reading activity.²⁹

2) The low of society's book purchasing power that related with the low of economic level and the low of awareness of the importance of books. Reading interest also influence by parents' economic status. Sometimes, if the parents have the low income so there are little opportunity to by he book. Its because their money just enough to fullfill their need like to eat or other nad not to buy the book. This factor aso related with the facilities which support the reading activity for students.

3) Lack of good condition library. In some region or village, there are finding some the library with the bad condition. In the library also still have the lack of books that available also the wide of library is not enough. The books in that alibrary also still have the problems like the not updated book, bad condition, or there is no variation.

4) Negative impact of electronic development. This almost influenced by the electronic media like television and radio. Its also based by the research that the result is show that there is the influence between the looking the television to reading interest.³⁰ Students

²⁹ Sri Wahyuni, *Menumbuhkembangkan Minat Baca Menuju Masyarakat Literat* (FKIP Universitas Islam Malang: 2009) P. 182

³⁰Hasriani, *Pengaruh Kebiasaan Menonton Televisi Terhadap Minat Baca Siswa Kelas VIII Di Perpustakaan SMP Negeri 1 Enrekang*. (Thesis of UIN Alaudin Makassar, 2016), P 58

more interest in that media than to read the book so that the reading interest is low.

- 5) Learning model that commonly not make the students must reading. In school, sometimes teacher using the passive learning method so there is no activity for students to read the books or search the information.
- 6) There is the Learning system that not right. Its related with the teachers skill and the school condition.

There are some factors that also affecting the someones' reading habit. It is based on a research, there are some measured factor and have significant result for students' reading habit. The study indicates that ethnicity appears to play a significant role in the development of reading habits of some students majoring in education.³¹ Besides that ethnicity, other factors that affecting reading habit are time spent on extracurricular reading, engagement with magazines, engagement with non-major academic books, and bestseller.

In another research, also founded some factors that affecting students' reading habit significantly that is:

- 1) Social Factors. Social factors include the influence from the part of society, groups of students of the same age,

³¹Matthew Capps and SuHua Huang. *Reading Habits of Education Majors*. (Midwestern State University. Literacy Information and Computer Educational Journal (LICEJ) Volume 6, Issue 3, September 2015) P. 1980

authorities, and mass media.³² Example of this factors is there is a students that influenced by their friends of the same age in their reading interest. Besides of friends of the same age, parents' reading habit also have the role to create the child to have the low or high reading interest absed on parents' habits and example for their children.

2) Motivational Factors. This factor is related with the desire or motivation from each students' on theirself to doing reading activity. That motivation can get from from theirself (internal factor) and from out of theirself (external factor).

3) Experiential Factors. This factor are related to experiences concerning literature and reading.³³ This factor related with how they take their time in reading. With the experiences that they have before in reading, they will understand the benefit of reading.

4. Ways Improving Reading Interest/Habit

In Indonesia, now reading habit also promoted in the education that with cultivate the value that called as *Gemar Membaca*. Like to read is the habitual to make time to read the various readings that have a virtue or

³²Jaroslav Vala and Kristina Sudena. *Mixed Research On Reading Habits of Students aged 12-15*. (Palacky University Olomouc. Journal of Young Scientist No. 2. 2010) P. 113

³³ Jaroslav Vala and Kristina Sudena. *Mixed Research On Reading Habits of Students aged 12-15*. (Palacky University Olomouc. Journal of Young Scientist No. 2. 2010) P. 133

benefit for their self.³⁴ Like to read also as the one of character education value that must develop in each students. It's related with how the students provide their time to read some useful material or information. Someone who like reading will add their knowledge because there are a information added that getted from reading activities. To cultivate the reading habit, can doing with determine your reading goal, make a list of books for each month, read at least 10-20 pages a day, invest in tools that encourage reading, set reading times and days and get a reading partner or book club.³⁵

Reading habit also must doing continously in human life. The manners to ciltivate a lifetime reading habit are set times, always carry a book, make a list, find a quite place, reduce teelevision/internet, read to your kid, keep a log, go to used book shops, have a library day, read fun and compelling books, make it pleasurable, blog it, set a high school, and have a reading hour or reading day.³⁶

To cultivate reading habit also can doing with that manners:

- 1) Start With A Mini Reading Habit That Is Almost Effortless. In this manner, students is ask to read with the steps amount. For example, students must read 5 minutes in a day. But, that amount can increased especially when can meet the books that liked by children.

³⁴ Kementerian Pendidikan Nasional Badan Penelitian Dan Pengembangan Pusat Kurikulum. *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing Dan Karakter Bangsa (2010)* P. 10

³⁵ Elizabeth Laiza King, *6 Practical Tips to Help You Cultivate a Reading Habit*, (m.huffpost.com, 2017).

³⁶ Leo Babauta, *14 Ways to Cultivate a Lifetime Reading Habit*, (Lifehack.com: 2018)

- 2) Increase Your Reading Habit In Small Steps. In this step, children in some sections or parts in their time.
- 3) Trigger The Reading Habit. Children is given the rule when they must read. For the example is fixed or rule the time after eat is time for read. So, every time after eat, they will automatically doing a reading.
- 4) Make Reading Enjoyable. In reading activity, children must in fun condition and feel happy when reading.
- 5) Make Reading Social. Students are made book groups that have the activity like a book discussion.
- 6) Be Prepared. In this step, the children reading habit must maintained. For example, is always give the book recommendation so they will supported to read the book.
- 7) Create A Reward. In this steps, the reward in the reading is the reading itself. Although there are some rewards to maintained reading habit.
- 8) Don't Break The Chain. In this manner, children is ask to maintained their reading habit every day and not stopped it.
- 9) When You Slip, Get Back On Your Track Quickly. In this manner, children must soon go to the habit to read when there are something that disturb the reading habit.
- 10) Set A Long Time Goal. Is ask the children to read some minutes or some books in the next month also with reduce the additional rewards for children.³⁷

³⁷ Reading Rewards, *10 Ways to Cultivate a Reading Habit*, (Reading Rewards.com: 2010)

Reading interest is the thing that must be cultivated to children since early age. If cultivated since the early age, children will have the good reading interest and habit in their teenage until adulthood. Other techniques that can be done are:

- 1) Parental guidance and encouragement. For children, the guidance of parents is very needed by students. Parents can help the child to choose the books or help with reading problems.
- 2) Motivation by teachers. Besides at home, the reading activity is also important to do in school. In school, the teacher can motivate the students to read like through the learning model, task or other manner.
- 3) Inculcation of desirable hobbies and interests. For children, the hobby of reading is needed to increase reading interest.
- 4) Constant use of dictionary. It is because with the dictionary, children will be motivated to get new words that they do not know before.
- 5) Daily newspaper reading. With doing this activity daily, for a long time will construct the habit of reading and increase the reading interest.
- 6) Book reading. This activity must be done continuously every day. The books also must be chosen based on the benefit to read.
- 7) Visiting libraries. In libraries, someone will get and meet the wide choice of books. So that, it can motivate themselves to read especially if the materials are suitable with what they like. In the library, the availability of some book collections also related with the students' interest to visit the library.

- 8) Well constructed reading material. If the reading material well constructed it also will make the reader motivate to always reading and motivate to search other information.
- 9) Study improving vocabulary and language.³⁸. With learn the vocabulary and language, its can increase reading interest. Beacause to lean it, someone is order to more reading to more understanding the language and get more vocabularies.

Based on the research that doing by Gary P. Moser in his journal, he give some recomendation for teacher to improve students reading skills and interest. The manner are:

- 1) Read Aloud to students daily. Its will improve the students' reading interest because read aloud for students will motivate students to read.
- 2) Provide for daily sustained silent reading. This manners also related with the chance that gived for students to read the books or other reading material.
- 3) Model personal reading enjoyment each day. In this technique, Students must doing the reading activity everyday with pleasure or happy feeling.
- 4) Provide for formal and informal book sharing. This manners can doing with create the book or reading group that can also doing the discussion or make the reading program.
- 5) Regularly provide students with a collection of reading materials from the school or community library. With the variate book collection will interest

³⁸ K.K. Palani, *Promoting Reading Habits and Creating Literate Society*. (Department of Public Affairs. Journal of Arts, Science & Commerce. Vol III. April 2012) P.94

the students reading interest because there are many choice for students to more choose the reading materials which they like.

- 6) Arrange for effective use of community volunteers to encourage recreational reading.³⁹ In this technique, teacher must create the volunteers to encourage students to have the reading interest.

Reading interest and habit is related with the role of school library. It is because the library is the ones of strategies place for students to get the reading material such as a book that they want to read and needed. That library, not just provide the books, but also must can make students interesting to read the books. It is based on Angela's research that tell librarians will have to take the books to the people rather than waiting for the people to come to the books if they really want to read.⁴⁰

B. Research Roadmap

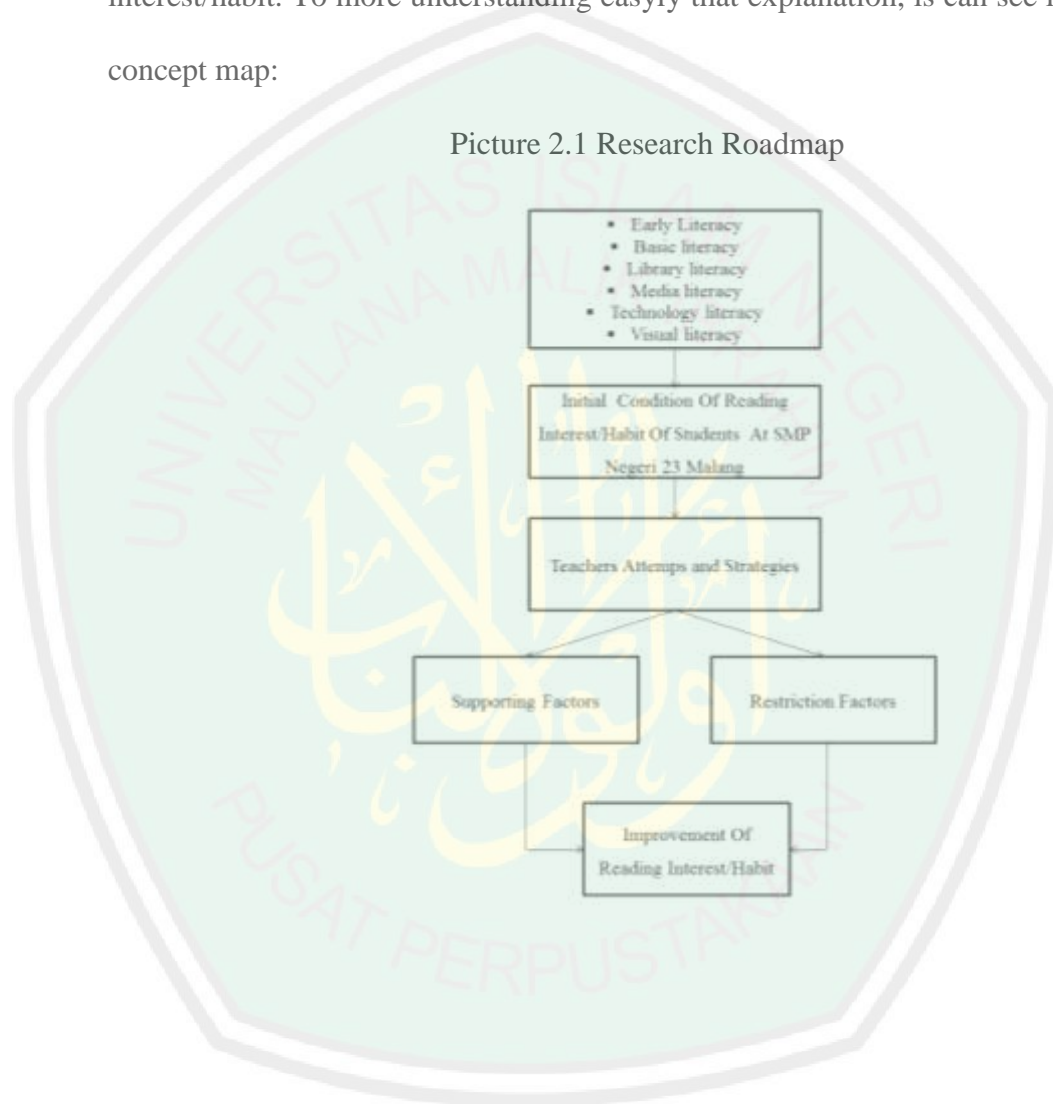
In this era in 21th Century, the literacy skills is needed and improtant for students. This literacy related with the rate of reading that influenced based on reading interest. The condition of reading interest/habits of some students at SMP Negeri 23 Malang show that they have low rate based on some indicators. That condition, caused by some factors including the students' background and the support from their environment. With the problems of reading interest, motivate the teachers to doing some attempts and strategies to solve it. In each

³⁹ Gary P Moser & Timothy G. Morrison, *Increasing Students' Achievement and interest in Reading*, (Reading Horizons Journal on Brimingham Young University. Volume 38 Issue 4. April 1998) P. 244-245

⁴⁰Angela Philip, *The Reading Habit – A Missing Link Between Literacy and Libraries*. (Dept of Extension Studies University of Papua New Guinea) P.9

of teachers' attempts there are some supporting and restricting factors. So, with there are the teachers' attempts with also identifying the supporting and restricting factors is expected can be improving students' reading interest/habit. To more understanding easily that explanation, is can see in that concept map:

Picture 2.1 Research Roadmap



CHAPTER III

METHOD OF THE RESEARCH

A. Approach And Research Design

Approach that used in this research is a qualitative approach. Because it's related with the purpose of this research. Creswell say that qualitative research is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.⁴¹

Research is doing to understanding how the teacher's manners in improving students reading interest/habit. As the object of implementation, students have a differences characteristic. Beside that, this research also want to know the obstacles and the support that experienced by teacher to doing reading habit to the students.

The types of research used is a case study. This model is focuses in a certain case or phenomena. This research will detail or deeply explaining about individual or certain social unit for a certain period of time. This model study a certain phenomena or problems which happens at a certain place with a certain period of time. In this model, the case that will be raised is a unique case and has its own peculiarities so that be an attraction in the used of this model. Researcher use this model because the junior high school as a research site is have the uniques that the students have the diverse

⁴¹ Haris Herdiansyah. *Metodologi Penelitian Kualitatif Untuk Ilmu-Ilmu Sosial* (Jakarta: Salemba Humanika, 2010) P. 8

background and this school also have some programs and efforts to cause to emerge student's reading interest.

B. Attendance Of The Research

In qualitative research, researcher as the key instrument in that research so that researcher must in the research site and will doing a direct interaction with the research object. From the direct interaction with the informant, researcher was get the objective and valid research informations. Besides that, the object condition is naturally that there is no intervention and changes from the researcher.

Before doing the research, researcher was observing directly and and know the teacher well. So, researcher can knowing important informations before doing a research. Researcher also get the description about the phenomena's condition that happened in that school.

C. Setting Of The Research

Set of the research as a location that used to search information from the informant by researcher. In this research, the set of the research or location is in SMPN 23 Malang at Tlogowaru street in Kedungkandang Malang. This school is located on the border with the Malang district.

Researcher choose SMPN 23 Malang as a set of the research is because in this location the researcher get the information about our topic and this school also have the students that living in the suburbs and need effort to make they

have the good reading interest and good reading habit. The teacher in this location also have the manners or efforts to cause to emerge student's reading interest/habit.

D. Data And Data Sources

Social studies teachers as the data sources also as a informant and the research object. Social studies teachers that be the informant is more than 1 person, but 4 teachers and consist of 7, 8, and 9 teachers grade class. It's doing because to enrich data that will getted in the research. The data is a primary data. The data that have been collected such as a expressions, perception, opinion, and the teacher's behaviour in the learning or out of the learning to grow up the student's reading interest/habit. Informant also the students in that learning process. Primary data is also such as an event or some interaction in when the research is doing in the learning process and results of observation. Besides that, informant is the headmaster and the school library staff.

Data source in the research is also a documents. From this source, the types of data is a secondary data. Researcher have been collected data such learning documents (lesson plan and syllabus), school profiles, annual program, semester program and other relevan documents.

E. Data Collection

Researcher have collected data gradually. In the technique, researcher have been used:

a. Observation.

Researcher doing an observation directly to research object to get the data. The collected data such as a body movements, hand, and expressions. Researcher was observed carefully and create the meaning belong of research. Object of observation such as a place, person, event, or a tools and things, and the activities in learning or in out of class learning process. In learning process on class, object observation is the teaching and learning process that consist of opening, learning content until closing. In out of class, observation will doing to see the student's activity to using their time in out of learning process. So, this observation is participant observation that researcher is direct involved along research time. To more understanding observation that was doing, can see in this table:

Table 3.1 Description of Observation

Date	Site	Purpose
28 March 2019	Classroom 7 and 8 grades	To know the learning process and how the student's interest to read the books on it and the teachers' activity in learning that shows their attempts to improve students' reading interest
28 March and 30 April 2019	Library	To know the books that provided in library and to know how the students' interest

		in book through the students' activity in library and how much they are visit it.
28 March, 18 and 30 April 2019	Out of class/school environment	To know students' activities in out of class that showing their intersting to reading the book

b. Interview

Researcher was doing an interview to get information directly with doing the deep interview. The data types that will getted is a verbal data. In this technique, researcher have been prepared the interview directive and select the informant. For the theme of interview, it adjusted the problem of topic of research. Researcher also was make the interview result transcript that consist of interview date, name, question and answer. To more understanding the interview plan, can see in table below.

Table 3.2 Description of Interview

No	Interview	Purpose
1.	Social studies teachers of 7,8, and 9 grade (4 teachers)	To know their attempts to improve student's reading interest/habit To know the supporting and restructing factors that they feel in imprvement student's reading interest
2.	Students (8 students from 7,8, and 9 grade)	To know student's reading interest/habit condition To know what's their difficulties reading interest/habit To know their activities with book out of class include in their home
3.	The representative of curriculum affairs	To know the policy or attempt in that school to facilitate students to read

4.	Librarian	To know the student's reading interest based on the librarian perspective and to know the library facilities
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c. Documentation

Researcher was collected the related documents to get the data. The documents are such as a learning document (lesson plan and syllabus), school's profile and other relevant document. In this technique, the types of data will collect is secondary data.

F. Data Analysis

Researcher was analyzed the data during the collecting data process until compile the research. During the research process, researcher was analyze data and continue to search data if data still not complete. For analyze data technique, researcher was use Miles and huberman's model, and the activity that have been doing by researcher is:

a. Data Reduction

Data reduction is refer to select process, focus, simplification, abstraction, and transform raw data process that happen in written field notes.⁴² Data was collected and reduced continuity. In data reduction, researcher was simplify the data and certain that data is relevant with the research scope.

⁴²Emzir.2010. *Analisis Data Metodologi Penelitian Kualitatif* (Jakarta: Rajawali Press, 2010) P. 129

b. Data Presentation

Presentation is restricted as a arranged collection of information which gives the possibility of drawing conclusions and action taking.⁴³ With this activity researcher was could understanding something happens. Then, it make the researcher can planning the action needed.

c. Drawing Conclusion/Verification

Drawing the conclusion is the last stage of analysis in data this research. But the result from this stage still can verificate again with certain acticity. It's because so that scientific truth is truly achieved.

In this research, data verification technique that was used is:

a. Triangulation.

Data triangulation can define as a use of two or more data collecting methods in a research.⁴⁴ With triangulation, validity of data can be increased. In this technique, researcher was compared the data which obtained from different source of data. Besides that, researcher also was used the methods triangulation with compare data that obtained with different method of collecting data.

b. Increase Perseverance

Researcher was look closely about the learning activity or other activity in out of class, observe continuity and understanding of that meaning. In this

⁴³ Matthew B. Miles dan A. Michael Huberman. *Analisis Data Kualitatif*. Terj. Tjetjep Rohendi Rohidi (Jakarta: Universitas Indonesia, 1992) P. 17

⁴⁴ Kasiram. *Metodologi Penelitian Kuantitatif-Kualitatif* (Malang: UIN-Malang Press, 2008) P. 252

activity, researcher can check the data again to certain that collected data is true. So, the described and resulted data is a accurate data and can arranged systematically.

G. Research Procedure.

In research procedure, researcher was adapted the research procedure from Bogdan and Lexy J. Moeloeng, is a:

a. Pre-Field Stage

- 1) Arrange research design. In this stage researcher was arrange such a background of the research, foccus of the research, theoretical framework, select the research location/site, designe the data collect until the data verification.
- 2) Choose research site/location. To search the site, researcher is doing some consideration and then doing the early observation. The location is on SMP Negeri 23 Malang at Tlogowaru street Kedungkandang Malang.
- 3) Manage the permission. The permission which needed is from Maulana Malik Ibrahim State Islamic University Malang to submit the permission from agency to educational institution which will be the research site is SMPN 23 Malang. Besides that, the researcher also asked the recomendation letter for the research permission to the education authorities in Malang.

- 4) Explore and appraise the field's condition. Researcher was doing his activity because to more understanding and knowing the fisical or conditional condition in that site.
- 5) Select and make use of informant. To choose informant, researcher was do the preliminary interview to more know and consider who will be the informant.
- 6) Preparing research tools. Researcher was prepared some tools or other ting that needed durng research process.
- 7) Research ethics issues. Researcher was make the good relation with research object and the informant and have been preparing itself to have the good research ethics.

b. Field Work Stage

- 1) Understanding research site and prepare the self. Researcher was understanding and knowing the background and condition of research object.
- 2) Enter the field. Researcher was enter the field with get and understand the norms and ethics.
- 3) Participate in collecting data. Researcher was collect data direcly in the field. Data collection have been doing by the technique that have planned before.
- 4) Data analyze. researcher was analyze the data with the technique have be planned before and was conclude the research results. After

that stage is done, the researcher have been doing the research results report.



CHAPTER IV

EXPOSURE DATA AND RESEARCH RESULT

A. Description of School

The description of the school as the research object is:

1. School Profile

SMP Negeri 23 Malang is located at Tlogowaru street, Kedungkandang, Malang. This School include in the suburb are in Malang city. So that, the students is have unique characteristic and come from the different background.

Since established, this school always doing the development such in the facilities until the achievements. In facilities, school has increasing the facilities that support the learning process and to support the students' achievement in academic and nonacademic aspect. This school also increasing that quality in the education system until make the students' have the good character and achievement. It doing through any activities, policy, or programs in that school.

2. Vision and Mission of the school

a. Vision

Excel in achievement based on *Imtaq* and cultured healthy environment.

The indicator of vision achievement:

- 1) Excel in innovative learning process
- 2) Excel in academic and non-academic achievement
- 3) Excel in the religious activity
- 4) Excel in healthy environmental management

b. Mission

To reach the vision, the school is doing the mission:

- 1) Developing innovative and creative learning
- 2) Developing strong school-based management
- 3) Increasing educators' and education staffs' competency professionally
- 4) Conduct training extracurricular activities intensively
- 5) Increasing the appreciation and practice of religious values for all school members
- 6) Increasing character building efforts for students
- 7) Increasing the role of all school member in healthy environmental management

3. School Facilities

In the school, facilities be the important thing that support the school achievement and support in learning process. In this school, there are some facilities that provided as the studying room. Such as:

Table 4.1 List of School Facilities

NO	FACILITIES	AMOUNT	CONDITION
1.	Classroom	18	Good
2.	Library	1	Good
3.	Science laboratory	1	Good
4.	Skills room	2	Good
5.	Multimedia	1	Good
6.	Art room	1	Good
7.	Language laboratory	1	Good
8.	Computer laboratory	1	Good
9.	Hall	1	Good
10.	PTD	1	Good

In this school, there is the library that support students in reading. Library have the collection of some book such as in science and in fiction. The book that provided in that library and can borrowed by the students such as:

Table 4.2 List of Book in the Library

NO	KIND	RATIO
1.	Subject Textbook	20.554 eks
2.	Teacher guidebook	6 eks/Subject/teacher
3.	Enrichment book	3795 eks
4.	Reference Book	329 eks

B. Exposure Data

1. Reading Interest/Habit Of Students at SMP Negeri 23 Malang

Reading is the important thing in the education. With reading, students will get some information and knowledge. The condition of reading interest/habit in this school based on the interview with some

teacher is still low. It is based on the explanation of some teacher in in this school. Based on Pak Suyitno as social studies teacher in 8 grades, is a:

“Minat baca siswa itu terutama untuk anak-anak sini mungkin juga sebagian besar sekolah yang setara dengan SMP ini memang rendah minat bacanya”⁴⁵

It was same with the explanation of Bu Nuning as the 7 grades teacher:

“Sampai sekarang mbak yo, masio sudah ada upaya itu lho minat e gak ada, susah sekali”⁴⁶

The low of reading interest also hapened in 9 grades students. But, There is the differences between the students form low and advanced class. In the lower class the reading interest lower if copared with from the advabnced class, based on Bu Tri Erna as the 9 grades teacher is:

“Untuk IPS ya kebanyakan itu kurang memang, apalagi untuk kalau siswa sini ya kelas 9 juga kurang. Kalau saya mengajar di kelas lower/biasa, itu minat bacanya kurang”⁴⁷

In 9 grades class that as the advanced class, the students reading inerest is better than in lower class. The explanation of Bu Tatic as the teacher in 9,4 class, is:

“Yang saya pegang kan ada 2 kelas yang masuk kelas unggulan jadi ya kelas 9 memang sudah tertata daripada kelas 7. Kebetulan gini mbak ya. Kebetulan yang saya pegang ini kan anak-anak yang unggulan. Untuk anak-anak ini, biasanya minat bacanya lebih baik dibanding kelas yang biasa”⁴⁸

⁴⁵ Interview with Pak Suyitno 20 march 2019

⁴⁶ Interview with Bu Nuning at 20 march 2019

⁴⁷ Interview with Bu Tri Erna at 16 april 2019

⁴⁸ Interview with Bu Tatic at 16 april 2019

The condition of students reading interest/habit in this school can be seen from some aspects. Such as:

a) Students' frequency in reading is still low.

The frequency of reading can be seen from the time used to read the book. In reading, some students do not always use their time to read, especially in their spare time, they use it to do other activities not to read the book. Based on Bunga's explanation:

“Tidak, bercanda nggosip”⁴⁹

That opinion is also the same with Egi Ramadhani's explanation:

“Hm nggak sih, nggak baca buku”⁵⁰

Doing other activities is also done by Hafidzul Ulum, he says that:

“Jarang, ngbrol sama temen-temen”⁵¹

In the school, the awareness in reading can be seen from the students' initiative to read. The students' initiative is different between the low and advanced classes. Besides that, the differences in reading interest also happened between the 7 and 8 grade classes with the 9 grades.

In 7 grades, students almost do not have the initiative in reading. The students must be forced before so they will read the book. Based on the interview with Bu Nuning as the 7 and 8 grades teacher:

“Tidak ada. Kalau nggak karena ada tugas, nggak kira mereka membaca. yakin saya harus disuruh. harus dipaksa. disuruh saja kalau nggak diliatin satu satu gitu lho”⁵²

⁴⁹ Interview with Bunga at 20 March 2019

⁵⁰ Interview with Egi Ramadhani at 2 May 2019

⁵¹ Interview with Hafidzul Ulum at 2 May 2019

⁵² Interview with Bu Nuning at 20 March 2019

It same with the opinion of Pak Suyitno. The students will read just if conditioned by the teacher. So that, the teacher also have the important role in students' reading activity. It based on the explanation of Pak Suyitno as the 8 grades teacher:

“Kalo inisiatif sih nggak ada. ya kita sebagai guru yang harus mengkondisikan bagaimana dia harus membaca. jadi kalau kita tidak mengkondisikan anak-anak untuk membaca ya mungkin dia tidak akan baca. Mereka harus disuruh dulu. Iya seperti itu. Saya sering bilang ya seperti anak tk atau sd itu kalau tidak diperintahkan dia tidak akan melakukan. Nah anak-anak juga begitu. Kita tidak hanya cukup dengan mental apa memerintahkan kamu harus baca tidak, ya kita harus membuat suatu apa namanya ya kegiatan yang mendorong dia harus membaca. Nah dia tanpa membaca dia tidak akan bisa mengerjakan apa yang kita berikan. Harus kita kondisikan seperti itu. Kalau tanpa itu susah”⁵³

The condition of students' initiative in reading in 9 grade class have a little differences. That differences especially between low and advanced class. In low class the students' initiative in reading is lower. Based on the explanation of Bu Tri Erna as social studies teacher in 9 grades, is:

“Sebenarnya ada ya tapi kenyataannya ya gak ada. Disini kan ya ada literasi tapi ya sebagian besar itu ngobrol. Ada ya hanya sedikit saja”⁵⁴

In advanced have the little differences, that is based on the explanation of Bu Tatik as social studies teacher in 9 grades:

“Kalau minat baca anak-anak sekarang agak kurang sebenarnya. apalagi kita notabene sekolah pinggiran. tapi ya sekali lagi, kalau

⁵³ Interview with Pak Suyitno at 20 march 2019

⁵⁴ Interview with Bu Tri Erna at 16 april 2019

yang saya pegang itu sudah memang notabene anaknya antusias dari siswanya terutama 9,4 kelas unggulan mbak”⁵⁵

From some explanation above, the students initiative in reading is still low. The students must motivated by teacher with any manner to make they doing an reading activity. So that, in this case, the teachers’ role is very important to make the students have the initiative to reading.

b) The Quantity of Reading Resources Still Low

In reading, some students just read the copulsary book especially textbook. They not read other book that useful for them. besides that, students’ pleasure and attention in reading still low. It can seeing from students respon in reading. Almost they are not excited enough when read the book except give some threat. It based on the explanation of Bu Nuning as social studies teacher in 7 grades:

“Ndak semuanya memang. kalau berupa soal seperti itu biasanya mereka masih mau membaca. apalagi saya kalau bilang ayo nanti masuk nilai ulangan harian ayo ini nanti bisa mengurangi nilaimu. gitu nanti mereka semangat”⁵⁶

That explanation is same with Pak Suyitno as social studies teacher in 8 grades opinion:

“Ya memang ada yang semangat tapi juga masih banyak yang ogah-ogahan juga masih banyak. ya terlihat dari anak-anak yang

⁵⁵ Interview with Bu Tatik 16 april 2019

⁵⁶ Interview with Bu Nuning at 20 march 2019

kadang kecenderungan untuk mencontoh atau melihat apa yang dikerjakan temannya. ya seperti itu”⁵⁷

Students pleasure in reading can influenced by the material and the book design. It based on the opinion of bu Tri Erna as social studies teacher in 9 grades:

“Tergantung materi ya. kalau buku teksnya banyak gambar itu juga suka. lihat-lihat. tapi kalau bacaan aja tulisan aja itu ya kurang”⁵⁸

Teacher creativity in teaching also can motivate student to have the pleasure in reading. It can seeing from Bu Tatik as social studies teacher in 9 grades explanation:

“Semangat sekali. kadang kan kita anak-anak antusias pada saat tanya jawab, baca buku dulu sebentar, tutup buku, kita tanya jawab. terus buka sebentar utup lagi tanya jawab, nanti baca lagi, tanya jawab”⁵⁹

c) The desire to always read

Reading interest also can seeng from the desire to always reading. Based on the explanation of Bu Nuning as social studies teacher in 7 grades, still a little students that have the desire to always reading. It can seeing from her expanation:

“1 kelas paling 1 2 anak yg seperti itu”⁶⁰

Based on the explanation of Pak Suyitno students still not have the desire in reading. It Is:

⁵⁷ Interview with Pak Suyitno at 20 march 2019

⁵⁸ Interview with Bu Tri Erna at 16 april 2019

⁵⁹ Interview with Bu Tatik at 16 april 2019

⁶⁰ Interview with Bu Nuning at 20 march 2019

“Kalau menurut saya masih belum”⁶¹

But. in 9 grades, students’ desire in reading is better than in 7 and 8 grades. It based on the explanation of Bu Tri Erna:

“Ada keinginan itu ada ya, hampir semuanya ya”⁶²

That explanation is supported by opinion of Bu Tatik as social studies teacher in 9 grades:

“Kalau selalu mungkin enggak mbak ya. tapi kalau dibanding kelas lain bagus motivasi, daya saingnya tinggi mbak, tapi ya tetep dalam hal positif”⁶³

2. Social Studies Teachers’ Attempts In Improving Student’s Reading Interest/Habit at SMP Negeri 23 Malang

Based on the condition of students’ reading interest, the teacher was doing some attempts in improve students reading interest/habit. There are:

a. Supporting literacy program

In SMP Negeri 23 Malang, there is the literacy program at every morning at the first time study. In 30 minutes, students must read their book and must write their result of reading in the literacy report. In this program, Social studies teacher was give the support to succeeded it. This activity also be the one’s of their effort to improve sudents reading interest/habit. Based on the interview with Bu Tri Erna as social studies teacher in 9 grades:

⁶¹ Interview with Pak Suyitno at 20 march 2019

⁶² Interview with Bu Tri Erna at 16 april 2019

⁶³ Interview with Bu Tatik at 16 april 2019

“Ya ya sementara saya ya mengikuti itu literasi ya supaya anak-anak itu punya minat baca sehingga mereka juga membaca buku-buku yang lain. Novel, buku cerita, legenda ya seperti itu. kalau sudah seperti itu kan juga kita juga sering motivasi, e mengarahkan kan gitu ya akhirnya ada minat baca ke buku IPS”⁶⁴

In literacy program, students asked to resume the result of their reading. Bu Tatik as social studies teacher in 9 grades was say that:

“30 menit karena membaca sambil meresume kalau kelas 9. mresumenya bentuk menyimpulkan jadi di ambil intinya, maksud dari bacaan itu apa, ngresume yang banyak itu nggak, tapi harus di ambil intinya. Cuma dia kan ada waktu 30 menit dibaca paling 2 lembar itu yang diresume itu, intinya dari cerita itu apa, kelas 9 sudah mengarah ke seperti itu, penalaran, analisa”⁶⁵

When the literacy program is doing, Bu Tatik as social studies teacher in 9 grades also guide and controlling the students. She say that:

“Mungkin kalau karena disini sudah ada literasi. kadang-kadang kalau kita lengah ada yang tidak mengerjakan sama sekali. itu biasanya saya cek, tidak langsung saya bagikan, tapi saya paraf dulu saya kumpulkan, jika jumlah tidak sesuai dengan siswa, berrarti kan siswa ini tidak membaca nah itu baru ada sanksi, na apa ya, artinya saksi ya supaya mereka tidak mengulangi lagi. itu salah satu upaya kita, biasanya saya panggil yang tidak meresume, tidak membaca literasi, saya cek mbak itu.”⁶⁶

The explanation of Bu Tatik is same with the explanation of the representative of Curriculum affairs, teacher must be there in the class to guidance and controlling students in literacy time. He say that:

“Termasuk yang literasi tadi 15 menit sebelum pembelajaran itu, bapak ibu guru sudah masuk hanya menunggu dia literasi. setelah dia melaksanakan literasi membaca ya kemudian dia membuat literasinya, menulis, setelah ditulis ditumpuk di meja guru. Nah, guru jam pertama itulah yang menandatangani kegiatan literasi,

⁶⁴ Interview with Bu Tri Erna at 16 April 2019

⁶⁵ Interview with Bu Tatik at 16 april 2019

⁶⁶ Interview with Bu Tatik at 16 april 2019

buktinya ada didalam kelas. itu kegiatan literasi untuk menumbuhkan minat baca”⁶⁷

For the teacher, the literacy that doing is 2 manner. Is a habituation and learning literacy. Habituation literacy is doing every Tuesday, Wednesday, and Thursday morning. Learning literacy is literacy that integrated with the learning process. In this literacy, teacher have each manner and creativity. Based on the explanation of Pak Budi as the representative of curriculum affairs:

“Setiap guru harus punya kreatifitas untuk melaksanakan literasi pada mata pelajarannya sendiri, disamping ada jadwal yang sudah ditentukan oleh sekolah 15 menit sebelum memulai pembelajaran itu dilaksanakan literasi, bukunya ada di kelas masing-masing dipegang oleh siswa, jadi setelah bel ya kemudian berdoa, setelah berdoa membaca asmaul husna, setelah membaca asmaul husna menyanyikan lagu Indonesia Raya, setelah menyanyikan lagu Indonesia Raya, 15 menit digunakan untuk literasi. Nah itu pada hari selasa, rabu, kamis, itu, 3 hari. karena yang 2 hari itu untuk khusus, yang senin itu karena sudah melaksanakan upacara sehingga jam nya untuk itu kan berkurang untuk upacara senin itu, tapi kegiatan berdoanya tetep, berdoa, baca asmaul husna, Indonesia Raya itu tetep untuk hari senin. kemudian untuk yang hari jumat kenapa tidak ada literasi? hari jumat itu dikhususkan untuk pembacaan surat *Yaa Siin*”⁶⁸

b. Give Assigment for Students

To improve the students reading interest, the 8 grades teacher use the techniques giving the task for students to motivate students in reading, The task is to make the summarize and give some question.

The explanation is:

“Salah satunya ya memberi tugas. Harus itu. Entah itu hanya sekedar merangkum itu harus. Kalau saya nggak mau merangkum

⁶⁷ Interview with Pak Budi Sungkowo at 30 April 2019

⁶⁸ Interview with Pak Budi Sungkowo at 30 April 2019

supaya lebih simple biasanya kayak materi produksi saya beri soal, entah 5 soal. 1 jelaskan pengertian produksi. 2 sebutkan faktor produksi. Itu kan dia mau membaca dan menulis. kalau merangkum kadang masih ya itu saja 1 atau 2 kalimat saja yang mereka ambil. Pemberian tugas harus ada tugas kalo gak ada ya gak moco ya gak sinau.”⁶⁹

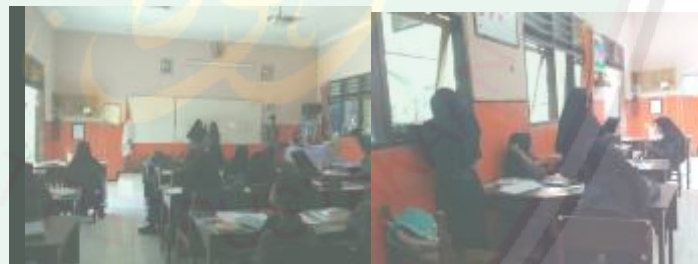
The explanation of Bu Nuning also supported by her students

Bunga that explain:

“Jarang jarang bu merangkum. Yang sering ya tugas-tugas nanti terus ditinggal, gak diperhatiin dikasih tugas saja terus beberapa hari kedepan disuruh menulis dipapan jawabannya”⁷⁰

The one’s of manners in giving the task is to give some question for students. In history subject, teacher give 10 questions for students which is the answer all is in the textbook. If the task was ready, students asked to write the correct reason in the whiteboard. Some students can answer the question correctly.⁷¹

Picture 4.1 Students’ Condition When Observation



Students response when they was giving the task is not too bad in verbally. But, their responses and their antusiasism can seeing from their result. Students’ was not excited enough when they gived a task. Based on the Bu Nuning as social studies teacher in 7 grades explanation:

⁶⁹ Interview with Bu Nuning at 20 march 2019

⁷⁰ Interview with Bunga Mei Cahayani at 29 march 2019

⁷¹ Observation in Bu Nuning class in 7,1 class at 29 March 2019

“Mereka sih nggak kalau respon secara verbal itu nggak anu kok. mereka ya mereka lakukan saja, meskipun kenyatannya endingnya *zonk*, tapi didepan saya kelihatan mereka mengerjakan sibuk dengan bukunya dengan tulisannya. tapi itu hanya bertahan beberapa menit, kalau nanti setelah-setelahnya mereka akan sibuk dengan urusan-urusannya sendiri. jadi harus keliling di cek kalau gak gitu kadang sampai kalo tak jarne mbak yo sampe habis pelajaran gitu mbak yo saya keliling gitu masih ada yang gak mengeluarkan buku sama sekali”⁷²

For the result of the task, not all students have the good resume. Bu

Nuning say that:

“Beberapa anak memang hasilnya bagus mbak, tulisannya bagus, rangkumannya bagus, ada yang seperti itu. Ada yang nggak sama sekali. ada yang nggak ngerangkum sama sekali. Kecuali saya sudah begini atau saya sudah memasukkan nilai ke daftar nilai gitu ya, hayo tugasmu ndi, itu baru iya bu sebentar bu, ngerangkum lah dia, itupun hanya seperti itu hnya 2 3 kalimat begitu sudah bu”⁷³

Based on the students, Some students not excited enough when they given a task. Based on the explaining of Bunga, she say that:

“Nggak suka aku. langsung enak an cak cek cak cek gitu lho bu langsung dikerjain langsung dibahas gitu. Jadi punya itu lho gak lelet ngono lho arek-arek gak lelet. langsung cak cek gitu, biar nggak menunda-nunda waktu.”⁷⁴

Students’ responses also can seeing when teacher doing that method to give questions for students. Some students not give the attention for the teacher, not open and read the book, and also there is students that looking out of the class. Some students also busy with

⁷² Interview with Bu Nuning at 20 march 2019

⁷³ Interview with Bu Nuning at 20 march 2019

⁷⁴ Interview with Bunga at 29 march 2019

their activities that not related with the learning like play their pen or doing conversation with their friend.⁷⁵

Although there is the students that not too excited, still there is the students that like of that method. Beside that, students responses is also influenced by the material that they learn. Based on the explanation of Elsa as students' of Bu Nuning , she say that:

“Suka, suka banget, tapi kalau tentang sejarah, kalau tentang perekonomian itu nggak”⁷⁶

In the task, there is the difficulty that feel by students. Based on the interview with Elsa, she was explain that:

“Suka aja, cuma kalau terlalu, kan kalau saya merangkum kan kurang paham ya, jadi antara penting-pentingnya sama enggak kan bngung, jadi hampir 1 buku itu ya diulis semua”⁷⁷

c. Applying Listening Method

To improve students reading interest, Pak Suyitno doing this method to forced students to reading. Based on the explaining of Pak Suyitno as social studies teacher in 8 grades is:

“Ya karena minat baca yang rendah itu, saya kadang dikelas itu, mungkin ini apa ya barangkali metode lama ya waktu jaman kita sekolah dulu kan sering disuruh membaca, kemudian yang lain apa ya menyimak itu ya kemudian kita hentikan sampai kalimat apa kemudian yang lain suruh melanjutkan”⁷⁸

In that method, to make students focus in listening, Pak Suyitno always apply the punishment for students who cannot continue the reading. He say that:

⁷⁵ Observation in Bu Nuning class at 7,1 class at 29 march 2019

⁷⁶ Interview with Elsa at 29 march 2019

⁷⁷ Interview with Elsa 29 march 2019

⁷⁸ Interview with Pak Suyitno at 30 march 2019

“Nah ini kan tujuannya kalau menurut saya ini ini sehingga etode lama ya tapi dalam rangka untuk memaksa anak-anak untuk mau membaca maka dia ya kita beri semacam sanksi ya katakanlah ketika dia tidak bisa melanjutkan karena dia tidak tau dia berhenti membaca dimana ya ndak tau itu kita berikan sanksi. nah baru seperti itu dia menyimak. dengan menyimak itukan otomatis juga membaca kan. iya kan. jadi temannya membaca, kemudian dia harus nyemak gitu kan karena dia takut ketika dia tidak tepat melanjutkan di kalimat akhir tadi dia akan kena sanksi. nah saya kadang melakukan itu ya dalam rangka untuk ya dia harus kita paksa untuk membaca.”⁷⁹

The explaining of Pak Suyitno is same with the result of the interview with Amelia as the students that teached by Pak Suyitno. She say that:

“Enak bu, soalnya kan pas waktunya berhenti dulu, beliau menjelaskan yang tadi yang materi yang kita baca gitu lho bu, jadi setiap kali beliau bilang berhenti materi yg kita baca dijelaskan dulu baru lanjut lagi. Sama nambah konsen juga. Ada sanksi, biasanya kayak disuruh ke depan terus ngejelasin materi yg tadi nggk didengerin gitu lho bu.”⁸⁰

d. Applying Discussion Method

Discussion method is the ones’ of learning method that often used scientific learning. This method also apply by some teacher to make students doing the reading activity. Based on the explaining of Bu Tri Erna, that:

“Ya sebelumnya sambil ini aja sambil belajar kita menyampaikan materi itu anak-anak nanti kan diskusi ya dari diskusi itu kan juga membaca”.⁸¹

That explanation also supported by Egi Ramadhani as her students, say that:

⁷⁹ Interview with Pak Suyitno at 30 april 2019

⁸⁰ Interview with Amelia at 29 march 2019

⁸¹ Interview with Bu Tri Erna at 16 april 2019

“Iya sering diskusi, Iya tetep membaca”⁸²

Based on Hafidzul Ulum as Bu Tri Erna students’ also say that:

“Selalu diskusi dan Tanya jawab”⁸³

The discussion method, also often applied by Pak Suyitno. But, there is the difficulty when applying it because the students participation in discussion. The explaining of Pak Suyitno is:

“Diskusi itu masih sulit. kebanyakan nggak jalan anak-anak. suruh diskusi pun ndak jalan. ya mayoritas ya bukan berarti ndak ada sama sekali tidak, ya ada lah yang kelas-kelas tertentu untuk anak-anak tertentu ada. tapi sebagian besar ndak bisa diskusi itu. Secara teori sih memang diskusi, presentasi, terus seperti itu, tapi didalam pelaksanaannya, kenyataannya itu ndak efektif, jadi itu apa ya apalagi kalau kita bagi kan katakanlah kita bagi materi, ya mungkin a materinya ini, kelompok b materinya ini, kalau seperti itu, yang dia pahami mungkin apa yang dia ini saja, nah kelompok yang lain nah memahami itu saja, kan harapannya ya dengan membagi seperti itu nanti apa ya baik materi abc ini mereka semua bisa dapet gitu ya, tapi rata-rata nggak bisa seperti itu, nah seperti ketika diskusi, tidak banyak pertanyaan yang disampaikan kepada kelompok lain ini kaena mereka juga tidak berusaha memahami materinya sehingga apa yang dia mau tanyakan. ya seperti itu masih sulit”⁸⁴

That explanation of Pak Suyitno is same with opinion of Bu Nuning:

“Untuk model pembelajaran yang jelas kalau disini, bisanya Cuma itu mbak, ceramah, tanya jawab, kalau dimodel-model lain akhirnya ramai ndak tercapai tujuannya tujuan pembelajarannya ndak tercapai kayak misalnya bermain peran, kemudian diskusi, itu nanti kalau diskusi ya 1 2 anak saja yang lainnya nebeng saya nggak suka mangkanya. tugas berkelompok itu ya sebenarnya harus ada komunikasi dengan temannya tapi kalau tugasnya trus nebeng itu saya nggak mau jadi jarang saya pakai diskusi. tugas individu kelompok bu ndak individu”⁸⁵

⁸² Interview with Egi Ramadhani at 2 may 2019

⁸³ Interview with Hafidzul Ulum at 2 may 2019.

⁸⁴ Interview with Pak Suyitno at 20 march 2019.

⁸⁵ Interview with Bu Nuning at 20 March 2019

In the discussion still found some students that not discuss the material. Some students also not read the book and there are students not openend the book until the learning was closed. When presentation, also just some students that active in explaining or in give the question. So that, still there are the problem and the difficulties that founded when teacher applied this method.⁸⁶

The discussion method also founded in the teacher's lesson plan that created by Pak Suyitno. In the lesson plan, students must discuss the material that they getted grouply. In the end of discussion, students must make the report of their discussion results.

e. Compulsory Reading Task

Teacher ask the students to read the book In the home for the next material. But, when they not doing that, teacher asked students to read the book in 30-60 minutes before the learning and to resume what they have been read. The explanation of Bu Nuning is:

“Sebelum pembelajaran itu membaca, terus misalnya pertemuan minggu depan, saya sudah beritahu hari ini, minggu depan akan membahas soal ini minggu depan kita akan mmbahas materi ini dibaca dirumah jadi nanti dikelas tinggal bu nuning tinggl menjelaskan apa yang kalian belum paham. nanti kalau sampe sekolah minggu depan pertemuan berikutnya ada yang mau dibaca? diem, ada yg mau ditanyakan? diem. itu dia nggk ngerti sama sekali akhirnya wes ceramah lagi, baca ini, gitu. Karena itu gak bisa dijagakno lek ndek omah, kemungkinan besar mereka gak membaca. 15 menit itu paling wsi untuk mteri yang akan dipelajari hari ini, hari ini harus begitu, kadang membaca sak merangkum e pisan, 1 jam. nanti jam kedua baru sy jelaskan, dr yg kamu baca,

⁸⁶ Observasi in Pak Suyitno class in 8,5 class at 29 march 2019

mearngkum tadi ada yg kamu tanyakan? jadi, lambat gitu lho pembelajarannya. jadi menunda”⁸⁷

The explanation of Bu Nuning supported by Bunga as her students, she say that:

“Kadang kalau ada soal disuruh membaca buku, kalau mau ulangan gitu, Saya dirumah baca hp. Suka cari materi di internet”⁸⁸

Not just Bu Nuning, other teacher, Bu Tri Erna also doing this strategy to make students reading the book. The explanation of Bu Tri Erna is:

“iya. kalau kita mau ngasih PR, atau ulangan mereka harus membaca”⁸⁹

The explanation of Bu Tri Erna is supported by explanation of Egi Ramadhani as her students:

“iya, selalu disuruh baca buku”⁹⁰

That explanation also same with the opinion of Hafidzul Ulum as her students, he say that:

“Jarang bu, biasanya di sekolah kan tugas kelompok, jarang tugas membaca. Suruh baca ketika minggu depan ada ulangan”⁹¹

f. Motivate students to read

To motivate students in reading, teacher also doing some effort. To motivate students, teacher doing the question and answer in opening of learning. Bu Tatik as social studies teacher in 9 grades was say that:

⁸⁷ Interview with Bu Nuning at 20 march 2019

⁸⁸ Interview with Bunga Mei Cahayani at 29 march 2019

⁸⁹ Interview with Bu Tri Erna at 16 april 2019

⁹⁰ Interview with Egi Ramadhani at 2 mei 2019

⁹¹ Interview with Hafidzul Ulum at 2 mei 2019

“Karena memang e rata-rata yang kita hadapi saat ini kan banyak anak-anak yang memang motivasi belajar terutama ya mbak ya dalam rangka membaca juga itu kan sangat kurang ya. jadi salah satunya ya sebelum saya mengawali pembelajaran ya biasanya anak-anak saya suruh membaca dulu itu, jadi saya mereview materi sebelumnya itu baru kita masuk ke materi selanjutnya, seperti kita tayangkan di LCD, saya baca sebentar, ditutup, tanya jawab, itu smenetera untuk memotivasi anak supaya ada minat untuk membaca itu”⁹²

The explanation of Bu Tatik, also supported by the explanation of Febiana as the students of Bu Tatik, she was say that:

“Ya misalnya oangnya ngasih pertanyaan terus kalau ada yang bisa menjawab acungkan tangan, kalau beliau biasanya kalau orangnya mengganti bukan tugas itu biasanya kalau bisa njawab ditambahi nilainya”⁹³

In The question and answer method, the children will get the punishment if they cannot answer the questions. Based on the explaining of Bu Tatik as social studies teacher in 9 grades is:

“Karena *fullday* gak bisa memberi tugas, jadi kita hanya menyampaikan ke anak-anak, nak besok yang kita bahas ni, kalian pelajari ini, baru dikleas nanti kan kita tanya. nah supaya mereka minat bacanya betul-betul kan anak alah wong gak ditunjuk aja, kita buat kuis. yang pertama soal rebutan, 1 tunjuk jari, nanti yan gak bisa ajwab ini tunjuk temennya, bukan saya yang menunjuk tapi temennya yang menunjuk. kalau dia tidak bisa menjawab dia berdiri, sapai pertanyaan itu terjawab, nah itu nanti anak termotivasi kalau saya ndak membaca nanti aku ndak bisa menjawab nanti saya dihukum berdiri. Kalau bisa njawab cepet kan bisa duduk tapi kalau pertanyaan ini sulit kan sampai ada yang bisa baru duduk”⁹⁴

The explanation of Bu Tatik supported by Chumairoh as her students, se say that:

⁹² Interview with Bu Tatik at 16 April 2019

⁹³ Interview with Febiana at 2 May 2019

⁹⁴ Interview with Bu Tatik at 16 April 2019

“Iya. ya baisanya tanya jawab, ya nanti kan habis baca-baca buku gitu terus nanti itu tanya jawab, sama kayak misalnya yang temen satunya itu nanti yang tanya, yang temen yang lain itu njawab, terus ngasih pertanyaan ke temen lain gitu. pertanyaannya bu Tatik dulu, di umpan-umpan gitu. yang nggak bisa dihukum nyanyi”⁹⁵

To motivate students in reading, teacher also using the reward in reading the book. It because with reading, the students will understanding the material. The reward is not just about the thing, but also the praise. Bu Tatik say that:

“Ulangan, siapa yang bagus di kasih pulpen 1 gitu aja sudah seneng, ketika hasilnya bagus itu kan dia membaca, dia meBaca dulu di rumah. kita puji ya, kita puji bagus karena dapet nilainya bagus. jadi dengan pujian, dengan reward anak-anak termotivasi utuk belajar, untuk membaca.”⁹⁶

The reward not just a things, but also the rank, based on the Febiana as her students, she say that :

“Kalau hadiahi barang sih nggak pernah tapi ke nilai. sama pujian”⁹⁷

That explanation is same with explanation of Chumairoh:

“Kalau hadiah ndak, langsung hadiah nggak, tapi nilai”⁹⁸

3. Restracting And Supporting Factors In The Improvement Of Reading Interest/Habit at SMP Negeri 23 Malang

In improve students reading interest/habit, the teacher have some the restructing and supporting factor. is a:

a. Supporting Factor

⁹⁵ Interview with Chumairoh at 2 mei 2019

⁹⁶ Interview with Bu Tatik at 16 april 2019

⁹⁷ Interview with Febiana at 2 mei 2019

⁹⁸ Interview with Chumairoh at 2 mei 2019

1) Technology Development

In this era, technology have the influenced for the human life. Include in reading, technology especially gadget also have the influence. With gadget, there is internet that have some benefit to get the knowledge through the reading activity. Internet can make the students easier and feel the pleasure when reading. Based on the explaining of Bu Nuning as social studies teacher in 7 grades is:

“Yang mempermudah itu sebenarnya ada kalau mereka saya minta ke internet, atau yang secara online, mereka kan suka, suruh browsing itu suka, tapi saya tak bisa membatasi apa yang mereka browsing apa yg mereka lihat”⁹⁹

The pleasure is feel by students when they read the material through the gadget and internet. Fatimah as the students of 8 grades say that:

“Iya suka. Kan kalau saya kan mbacanya dari hp. iya dari internet, suka, materi-materi saya cari di internet, tapi kalau di interenet ada materi yang gak ngerti ya saya tanyakan ke gurunya bu, sesuai materi yang saya baca”¹⁰⁰

In internet, students also can get the the reading material that they like. It based on the opinion of Chumairoh as 9 grades student:

“Novel sama ya buku-buku online itu bu, *wattpad*”¹⁰¹

That explanation also same with Elsa opinion that:

“Kalau males bicara ya mbaca, baca buku. Ips iya tapi di internet. pahamnya Cuma diinternet itu. suka karena lewat hp”¹⁰²

⁹⁹ Interview with Bu Nuning at 20 march 2019

¹⁰⁰ Interview with Fatimah at 29 march 2019

¹⁰¹ Interview with Chumairoh at 2 mei 2019

¹⁰² Interview with Elsa at 29 march 2019

2) School Facilities

School facilities especially the library can support the teacher attempts in improve students reading interest/habit. It is because can facilitate students to borrow and read the book that they like. The facility is complete and can support students in reading. It is based on the explanation of Bu Nuning:

“Fasilitas lengkap. sudah sudah memenuhi lah dari buku iku tok lho wes. sebenarnya kalo mereka mau membaca kan kita seandainya mau membuat soal pun ndak akan lepas dari buku paket yang mereka pegang, tapi kenyataannya kan nggak di baca sama sekali.”¹⁰³

The good facility also explained by Pak Suyitno. Students have the ease of access the book that they need and want to read. He say that:

“Apa ya kalau sarana prasarana, buku seberapa itu sebetulnya sudah ada, fasilitas sudah ada sebenarnya, tapi untuk anak-anak sekarang menurut saya tentang fasilitas itu nggak ada masalah, karena buku, buku paket itu, buku pendamping, dia kan dipinjami, tidak harus beli, dia dipinjami saja, itu yang paket ya,, ada 1 anak 1 hanya ada beberapa mungkin yang karena nggak cukup ya sehingga 1 buku 2 anak, kalau toh tidak cukup, di perpustakaan ini kita bisa pinjam pada sata pebelajaran, misalnya ya ketika materi IPS ya anak-anak gak ada buku paket tapi dipinjam ada, itu kan bisa dipinjam pada saat pembelajaran”¹⁰⁴

The ease of access and the facilities of library also explained by Pak Finza as the librarian, he say that:

“Sudah, soalnya ini baru datang, baru tambahan-tambahan. ini kan setiap buku masuk saya barcode, gunanya untuk mengetahui siapa

¹⁰³ Interview with Bu Nuning at 20 march 2019

¹⁰⁴ Interview with Pak Suyitno at 20 march 2019

yang pinjem, kita pake program *shrimp* jadi setiap siswa mempunyai kartu anggota perpus. ini untuk peminjaman novel, buku paket juga bisa, buku kolektif Erlangga tapi untuk dibawa pulang. Kalau untuk pembelajaran dikelas ya pake kartu kelas, kartu kelas sendiri. Setiap kelas mempunyai kartu kelas, untuk anak-anak biar mudah dan cepet”¹⁰⁵

In the library, the access to get the book also very easy. Students can borrow the book very simple and easy because using the Barcode system. Beside that, the collection of the book is very varied. Some book like the science until the fiction is all provided in the library.¹⁰⁶

The library as the facilities that supporting student in reading have the some book collection and the facilities. Based on the document of library, the facilities such as:

Table 4.3 Facilities in Library

No	Jenis	Rasio
1	Buku Teks Pelajaran	20.554 eks
2	Buku panduan guru	6 eks / mata pelajaran /guru
3	Buku Pengayaan	3795 eks
4	Buku Referensi	329 eks
5	Rak file	2 Unit
6	Rak buku	9 Buah
7	Rak majalah	2 Buah
8	Meja baca	14 Buah
9	Kursi kerja	4 Buah
10	Meja kerja	2 Buah
11	Lemari	2 Unit
12	Papan pengumuman	1 Unit
13	Etalase	1 Unit
14	Loker	2 Unit
15	Buku Inventaris	6 Buah
16	Laptop	1 Unit
17	CPU	1 Unit

¹⁰⁵ Interview with Pak Finza at 20 march 2019

¹⁰⁶ Observation in the library at 20 march 2019

18	Monitor	1 Unit
19	Barcode	1 Unit
20	Staples	1 Unit
21	Pemotong kertas	1 Unit
22	Loker Katalog	3 Buah
23	Mesin Laminating	1 Unit
24	Televisi	1 Unit
25	Kipas Angin	2 Unit
26	Parfum	1 Unit
27	Monitor CCTV	3 Unit
28	HT (Handy Talkie)	1 Unit

b. Restracting Factor

1) Students motivation

Motivation is needed for students so they can do the reading. This factor very influenced for the teacher attempts to improve students reading interest. Based on the explanation of Bu Nuning as social studies teacher in 7 grades:

“Nah itu yang paling besar, meskipun saya ngueyel koyok opo lak motivasi anak sendiri dari anaknya sendiri nggak ono nggak bisa mbak, gawe model2 model pembelajaran koyok opo ae ggak bisa, kalau dari anaknya nggak. anaknya sendiri nggak ada niat oh saya ingin pinter oh saya pingin nilai saya bagus, itu ndak malah kalo nilainya misalnya 1 kelas itu semuanya gak nyampe kkm... aaa gitu. seneng malahan. podo yo podo yo nggak kkm yo, remidi kan awakmu iyo wes remidi awak e dewe remidi, pegel aku kalo gitu”¹⁰⁷

In reading, some students not have the initiative. They will read if just have a task or must prepare for the test and based on the feeling/mood. Based on the interview with Bunga as 7 grade student, she say that:

¹⁰⁷ Interview with Bu Nuning at 20 march 2019

“Harus ada tugas dulu baru saya buka buku. Tapi pas ada tugas itu langsung otomatis buka buku, itu langsung kayak kadang nancep gitu”¹⁰⁸

She also added that:

“Hmmm,, gini lho bu, terkadang saya gak mood bu, gak mood, iya, ya gimana ya bu, bacanya itu ngantuk”¹⁰⁹

That opinion same with Amelia’s Opinion:

“Saya tergantung bu, baisanya tergantung mood, kadang suka kadang nggak”¹¹⁰

Mood also influence Elsa in reading, based on her opinion is:

“Iya kalau pinter-pinternya, kalau sregep, kalau males ya nggak, tergantung mood”¹¹¹

In reading the book, students also not automatically to read. Must there is a task or motivate before so that they will read the book.

Based on Febiana opinion, she say that:

“Kalau ada ulangan kalau nggak gitu ya baca dikit gitu. ada ulangan, terus kalau ada pelajaran kayak tanya jawab gitu baru buka buku”¹¹²

2) Students Background

The students’ background also have the influenced to students in reading. The students background especially in their experiences and the motivation in reading also influenced to the attempts the doing by

¹⁰⁸ Interview with Bunga Mei Cahayani at 29 March 2019

¹⁰⁹ Interview with Bunga Mei Cahayani at 29 March 2019

¹¹⁰ Interview with Amelia at 29 March 2019

¹¹¹ Interview with Elsa at 29 March 2019

¹¹² Interview with Febiana at 2 mei 2019

the teacher. This factor make the teacher attempts to improve reading interest have the difficulties. Based on the Bu Nuning explaining is:

“Mereka memang sulit. dari anaknya sendiri, yokpoya, ya dari individunya sendiri, kalau yg rajin memang rajin ya ada mbak, tapi sing blas iku yo mbok ditutuk mbok...Ada mbk seperti itu beneran ada. Wong tak tungguni ndek ngarep e ora dikapak-kapakno”¹¹³

That difficulties also feel by Pak Suyitno as social studies teacher in 8 grades, he say that:

“Iya, hambatan lebih ke diri siswa sendiri. Jadi semacam disini gurunya itu tidak banyak tantangan. Saya merasakan tidak banyak tantangan”¹¹⁴

The background of students also related with the students' interest in reading before. If students not have the interest, it will make the interest, it will make the teacher attempts have the difficulties. Based on the explanation of Bu Tatik:

“*Pertama* memang kembali ke masing-masing siswa gitu ya. pada dasarnya alau anak itu memang sudah punya minat membaca tinggi, kita mengatakan saja itu sudah jalan. tapi bilamana anak yang backgroundnya males membaca, dan biasanya anak menggampangkan seperti itu itu biasanya memang kita perlu memberikan kayak reward gitu ya. besok kita akan mempelajari ini-ini. besok disekolah kita tanya jawab, siapa yang nanti bisa menjawab lebih banyak dalam jangka waktu beberapa menit itu kita kasih reward, kadang-kadang memotivasi siswa dengan cara seperti itu. Memang disini masih menanamkan itu, jadi kalau ada reward mereka lebih semangat. diskusipun semangat, jadi beromba-lomba gitu saya bu, saya bu. jadi adanya reward sebagai salah satu yang mendukung sekali ya. meskipun 1 pulpen, permen, itu seneng. harus ada rewardnya gitu. *Kedua*. tergantung materi. Pendampingan dan contoh orang tua.”¹¹⁵

¹¹³ Interview with Bu Nuning at 20 march 2019

¹¹⁴ Interview with Pak Suyitno at 20 march 2019

¹¹⁵ Interview with Bu Tatik at 16 april 2019

The difficulties that caused students' background also feel by Bu Tri Erna. She say that:

“Kan kadang karena ini ya mbak ya karena pribadi masing-masing, sehingga kita ya juga biasa dari yang ini aja yang dari keluarga yang pinggiran-pinggiran itu memang agak sulit. Beda dengan yang di perumahan-perumahan biasa yang keluarganya sudah tertata bagus itu lebih mudah mengarahkannya. Iya sudah ditanamkan minat baca sejak kecil”¹¹⁶

Based on the interview, there is students have the background that not have the good reading interest. Based on interview with Egi Ramadhani as 9 grades students:

“Hmm nggak terlalu, ya enggak terlalu suka, dari kecil nggak terlalu”¹¹⁷

For students that have the good reading background is can follow the teacher attempts well. Based on the observation, there is astudents that give the contribution and good participation in discussion method. Then, from the interview, was knowed that Fatimah have the good background in reading. The interview result is:

“Suka, karena membaca itu hobi saya bu, dari dulu membaca”¹¹⁸

3) The Parents' Support and Attention

The role of parents in the home also be the factor that influenced students in reading. Some students is from the family which the parents is not aware in the education. The parents not guide their child in

¹¹⁶ Interview with Bu Tri Erna at 16 april 2019

¹¹⁷ Interview with Egi Ramadhani at 2 May 2019

¹¹⁸ Interview with Nur Fatimah Andayani at 2 May 2019

reading and not aware enough in the education. Based on the explanation of Pak Suyitno:

“Kemudian juga e ini mungkin ya karena dorongan ya dari orang tua atau perhatian orang tua terhadap anak yg masih sangat kurang, katakanlah kalau disekolah kita kondisikan bahwa anak itu harus membaca, kita berusaha untuk memberikan apa namanya kita kegiatan-kegiatan di sekolah, tapi kalau dirumah orang tua tidak memantau katakanlah kamu tadi dapat pelajaran apa, ada tugas apa, tidak bertanya seperti itu kan apa ya anak-anak merasa ini kurang mendapatkan perhatian dari orang tua ya akhirnya hanya diterima disekolah saja”¹¹⁹

That explanation also supported by Bu Nuning explanation, se say that:

“Dirumah mbak disekolah nggak boleh bawa hp. ada sih lab tapi kalau semester akhir gini di steril untuk persiapan kelas 3, tapi kalau seperti itu biasanya yang protes wali murid. bu kok bolak balik ke warnet aja to bu. ya kalau gak gitu anaknya gak mau baca. cepak i buku lho gak gelem moco”¹²⁰

C. Research Findings

1. Reading Interest/Habit Of Students at SMP Negeri 23 Malang

Students reading interest/habit is still low in this school. It is based on some indicators:

- a. Students frequency in reading still low. Students not use a much time in reading. They must be forced before to doing the reading. The students' initiative in reading also still low and students usually must conditioned by the teacher so that they will read the book.

¹¹⁹ Interview with Pak Suyitno at 20 march 2019

¹²⁰ Interview with Bu Nuning at 20 march 2019

- b. Students quantity in reading still low. Students just read the textbook not also other book that useful for them. Students not too excited to read the book and almost need the threat so that they will read the book.
- c. There is still a little amount of students that have the desire to always reading the book. But, in the 9 grade, the desire is better than in 7 and 8 grade students.

2. Social Studies Teachers' Attempts In Improving Student's Reading Interest/Habit at SMP Negeri 23 Malang

In improving students reading interest/habit, teacher was doing some manner:

- a. Supporting literacy program that doing every morning in the school. In this program, students must reading the book that they like and resume or write their result of reading activity in their literacy book.
- b. Teacher always give the assignment to make students read the book
- c. Teacher applying listening method which doing by teacher to make students read the book and focus in the learning.
- d. Teacher applying discussion in the learning.
- e. Teacher applying compulsory reading task for students before start the learning and when students in the home.
- f. Teacher motivating students to read with doing the question and answer activity and give the reward for a student.

3. Restracting And Supporting Factors In The Improvement Of Reading Interest/Habit at SMP Negeri 23 Malang

The restructing and supporting factors that feel by the teacher in improvement students reading interest/habit is a:

- a. Supporting factors. Factors that support the improvement students reading interest/habit is a:
 - 1) The Technology development. It related with the usage of gadget and the internet which increase students pleasure in reading and make the reading easier.
 - 2) The school facilities especially library is support the improvement of reading. It make the students reading material is available and there is the selection of librarian for or for students' need.
- b. Restracting factors. The factors that restrict in improvement of stuents reading interest/habit such as:
 - 1) Students motivaton is low
 - 2) Students background is related with the students interest in reading and students experiential in reading.
 - 3) Family not supporting students to read

CHAPTER V

DISCUSSION

A. Reading Interest/Habit Of Students at SMP Negeri 23 Malang

In this era, literacy is the ones of skill which must mastered by students. Based on the research, students in this school have a basic literacy skill. Students can doing listening acitivity well, talking the material clearly, and they can understand their reading material then make the conclusion for what they read. This skill also appropriate with basic literacy as the ones of component of information literacy. Basic literacy is the skill to listening, talking, reading, writing, and counting that related with the analysis to calculating, perceiving, communicating, also drawing the information based on the private understanding and drawing conclusion.¹²¹

Reading is the one's of important thing in the literacy and education. With doing reading, students will can get the information, knowledge until the pleasure. In reading, there is the desire that motivate someone to doing reading activity that call as the reading interest. With the interest, also make the reading be the habitual that always doing by students. Besides that, student also can take they time to always read the reading material.

¹²¹ Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan. *Desain Induk Gerakan Literasi Sekolah (2016, P. 8*

Based on the research result in SMP Negeri 23 Malang, The condition of students reading is still low. It is can see based on some condition:

1. Students Frequency In Reading Still Low.

In reading, 3 students not read the book in their spare time¹²². Some students also just read the book when there is a task or test. They not use a much time to read the book. This case also show that their frequency and quantity in reading still low. Based on Dalman, quantity is related with amount of time that they always used in reading. So that, if students use a much time for reading, it show that they have the good interest in reading.

Based on this research, some students also still have a low awareness in reading. They not have the initiative to read the book. Based on the interview with 4 teacher, 2 teacher say that almost their students not have the initiative to read¹²³. Almost, students must forced and conditioned before to read the book. This condition show that they not have an interest in reading. Interest is signed by pleasure and bound a thing or activity without anyone ordering¹²⁴.

Based on reserach, students just read the book if there is a task or a test. It also supported by interview with 4 teacher, 2 teacher give the same opinion that students will read just they get a task from

¹²² See chapter IV P. 46

¹²³ See chapter IV P. 47

¹²⁴ Dwi Sunar Prasetyono, *Rahasia Mengajarkan Gemar Membaca Pada Anak Sejak Dini*, (Jogjakarta: DIVA Press, 2008), P. 52

teachers¹²⁵. Beside that, there is a students that not like the reading activity. The students that have the antusias and the desire in reading usually is in the advanced class who have the reading interest from child.

2. The Quantity of Reading Resources in Reading Still Low

In reading, some students just read the subject textbook which they must learn in a subject. They rarely to read other book such as enrichment book. This condition show that students quantity in reading resources still low.

Someone who have the interest in reading, they will read various book. It is doing because to enrich their reading material. The material is such as other book that they needed and they judged it is important. People that have the reading interest will doing an effort to read the various reading material.¹²⁶

In reading, pleasure can show how their interest. If in the heart there is a pleasure, so usually will appear a interest.¹²⁷ Students that have the good interest will excited when they ask to read. In this school, the students pleasure is still low.

Based on the interview with teachers, also can know that students not to excited in reading¹²⁸. Students must forced or motivated before by something so that they will read. It is show that the interest in

¹²⁵ See chapter IV P. 46

¹²⁶ Dalman, *Keterampilan Membaca*, (Jakarta: PT RajaGrafindo Persada, 2014) P. 145

¹²⁷ Dwi Sunar Prasetyono, *Rahasia Mengajarkan Gemar Membaca Pada Anak Sejak Dini*, (Jogjakarta: DIVA Press, 2008) P. 51

¹²⁸ See chapter IV P. 48

reading still low. It because the interest is indicated by the pleasure and attached at something or activity without someone that asked.¹²⁹

Reading interest also as the strength that encourage to pay attention, feel interested, and happy with reading activity so that they will doing reading activity with their own will.¹³⁰

3. There is Still A Little Amount of Students That Have The Desire to Always Reading The Book

Based on interview with teacher, Some students not have the desire in reading especially for 7 and 8 grade students¹³¹. But, in 9 grade class the desire in reading is better than 7 and 8 grades students especially in students at advanced class. The desire in reading is also related with the students interested in the reading. The interested related with the momentum that motivate tend to interesting to someone, thing, the activity or an affective experience that stimulated by it activity.¹³²

Reading interest is the strong desire accompanied by people efforts to read.¹³³ With the interest, students will read the book automatically not forced before. Besides that, with the interest students will have the

¹²⁹ Dwi Sunar Prasetyono, *Rahasia Mengajarkan Gemar Membaca Pada Anak Sejak Dini*, (Jogjakarta: DIVA Press, 2008) P. 52

¹³⁰ Undang Sudarsana, *Pembinaan Minat Baca*, Modul Universitas Terbuka P. 12

¹³¹ See chapter IV P. 49

¹³² Ony Dina Maharani, dkk, *Minat Baca Anak-Anak Di Kampoeng Baca Kabupaten Jember*. Pendidikan Dasar Pascasarjana Universitas Negeri Surabaya. Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian Vol 3, No. 1, January 2017 P. 322

¹³³ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008) P. 28

desire to always reading the book and doing some attempts or efforts so that they can read the book.

B. Social Studies Teachers' Attempts In Improving Student's Reading Interest/Habit at SMP Negeri 23 Malang

Based on research that have been doing in SMP Negeri 23 Malang, the attempts that doing by social studies teacher in improve students' reading interest/habit such as:

1. Supporting Literacy Program.

Based on the reasearch, in SMP Negeri 23 is applying the literacy program which fixed by the government. The literacy program in this school is consist of 2 kinds is are the habituation and learning literacy. That literacy activity is have some different which is in the activity or in the time when applying it.

Habituation literacy is doing by all students in every Tuesday, Wednesday, and Thursday morning at 15 minutes before the learning process is starting. In that time, students must read the reading material what they like such as a legend book, story book or other book that provided. It accordance with the activity in literacy guidance for the school in the habituation stage that in the habituation stage is consist of activity 15 minutes reading, reading daily journal, organize the literacy facilities, creating a rich text environment, and choose the reading

material.¹³⁴The literacy activity in this school also have been accordance with the government policy in the *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti*. In that policy, there is the activity must doing by students is using 15 minutes before the learning day to read the book besides the textbook.¹³⁵

In habituation literacy activity, students must read the book/reading material that they bring from the home or the book which have provided in the every class. In the class, always provided the variety book the fiction or non-fiction book. This manner is accordance with the principal of school literacy based on Beers that the meaningful literacy program can doing with make use of the reading material that rich of kinds of text, such as the literature work for child and adolescent.¹³⁶

The literacy activity, make the students have the good quantity in reading. People that have the reading interest will doing an effort to read the various reading material.¹³⁷ The material that they read not just their needed, but also other book that they think it is important to read.

For students, they will not just read the textbook, but also read ther

¹³⁴ Direktorat Pembinaan Sekolah Menengah Pertama Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: 2016)P. 6

¹³⁵ *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti* P. 7

¹³⁶ Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, *Desain Induk Gerakan Literasi Sekolah*. (Jakarta: 2016), P. 11

¹³⁷ Dalman, *Keterampilan Membaca*, (Jakarta: PT RajaGrafindo Persada, 2014) P. 145

reading material such as a novel, encyclopedia, or other book besides their compulsory book.

In literacy activity, the teacher must guide the students and check the students' result in activity. When doing literacy, students must read the book that they selected. Then, they must write the result from their reading activity. The result is the meaning or what they got from the book which they read and must write it in the literacy book that have by every students. If have done, the book must collected to the teacher to get the signature. This activity include as the one's of component in information literacy is a basic literacy based on Clay and Ferguson. Basic literacy is the skill to listening, talking, reading, writing, and counting that related with the analysis to calculating, perceiving, communicating, also drawing the information based on the private understanding and drawing conclusion.¹³⁸

The teacher have the important role in literacy activity. They must guide and accompany students when the literacy was doing. Teacher certain that every students doing the literacy and write the result in the literacy book. If there is student that not read the book, the teacher will give the punishment. So that, the students will doing the literacy and in a long of time will be the habitual.

In SMP Negeri 23 Malang also doing the learning literacy. In this literacy, teacher must doing literacy strategy such as ask students to read

¹³⁸ Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan. *Desain Induk Gerakan Literasi Sekolah* (Jakarta: 2016), P. 8

enrichment book or to integrated literacy in the learning. A teacher can choose the learning technique, model, or the method as their manner in implementing learning literacy.

The literacy activity always doing and supporting by the teacher. It is because the literacy activity also as the effort to improve students reading interest. From the literacy activity, it is hoped can increase students reading interest. Based on the research result, the literacy activity can make students more visiting library and doing reading as the habit in the morning.

2. Give Assignment for students

To improve students in reading, teacher conditioning the students to read the book. The manner that doing by Bu Nuning to give the assignment for students which is in that activity students must read the book¹³⁹. The assignment that doing by the teacher is consist of 2 manner, it is the summarize and give the questions for students.

First manner is teacher give the task a summarize to make students read the book. The procedure in this task is teacher certain the topic which must read by students, then students must read the material and make the summarize. The result of ther summarize must write in their book as their result of reading. The activity usually doing in first hours in the learning process. After that, in the second hours the teacher is

¹³⁹ See chapter IV P. 52

explain the material and ask the students if there is a question from what they have been read and summarize.

In the summarize activity, students must write their reading result when finish the reading. The result is some sentences that wrote as their result in reading. This activity appropriate with the meaningfulness principle. In the post-reading activity, students asked to conclude that reading material in one or some sentences.¹⁴⁰

In the summarize activity, still find the result that not well doing. Some students still just copying the sentences in the textbook not to write the conclusion based on their opinion. It is show that in this method the students still not give the good responses. Besides that, it also show that they not understanding enough about the material that they read.

Based on this reserach, the causes that make students not doing this summarize activity well is because not excited in this activity and cannot find important sentences. Bunga as a students, not excited because she think that this task is too slow and waste a time¹⁴¹. The difficulties in this task is make students not excited enough. It is based on Elsa statement that she is feel difficult which she cannot differences which the important sentences/idea so that she not summarize well but she still write the sentences in the book¹⁴².

¹⁴⁰ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008) P. 21

¹⁴¹ See chapter IV P. 54

¹⁴² See chapter IV P. 54

In the summarize activity, students must understanding about the material of they have read to get the summary. A teacher give the time limit for students to read the book the make the summarize of what they read. So that, students almost use the skimming method as the strategy in reading. Skimming is reading quickly to know the common or the part content of the reading material.¹⁴³ With skimming method, they will get the main idea or the content of material which their read. This method also appropriate with the definition of reading which reading as a strategy based on Klein theory. Based on Klein, reading define as a process, a strategies, and interactive.

Second manner in give an assignment is give the questions as the task. In this manner, teacher give some questions usually 10 questions for students that must answer correctly. The teacher arrange the question based on the textbook that also have by every students. In this method, teacher want to make students reading their textbook to search the information as the answer of the question gived. If all students done the task, some students must go to in front of the class to write the answer. Every students who write the question in front of class, they will get the rank.

Answering the question as the one's of objectives in reading based on Blanton and Irwin. In this objectives, reading is doing to get the

¹⁴³ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008), P. 61

information to answer the questions. With reading the book, the students will can answer the questions correctly.

From the assignment, the teacher make the students to read the book besides to get the rank for every students. Because if there is no assignment, students will not read the book and not study. From summarizing students can doing reading and writing activity, and in answering questions the students can search and analyze the information from their book to answer the question.

3. Applying Listening Method

In this manner, Pak Suyitno as a social studies teacher want to condition and force students to reading¹⁴⁴. In this manner, teacher ask one students to read aloud the material in the textbook. Other students must listen very well their friend. In a certain sentences, teacher stopping it students. Then, teacher will explain the meaning of the sentences that have been read. After that, teacher point other students to continue the next sentences to read. If the students can not continue because he is not listen, he will get the punishment. The punishment is that students must go to in front of the class to explain the material that he was not listening before.

The listening method, it is include in the read aloud method. Where students must read the reading material and other students can listen the

¹⁴⁴ See chapter IV P. 55

reading and understand it. This method is important for students to increase and develop their ability in language. Rubin (1993) explain that the important thing to build the students' language ability and the interest is need the aloud reading.¹⁴⁵

The applying of punishment can make student will listening well when the other students read the sentences. With punishment, will make students not doing the activity that is not listen others students when reading. It is accordance with the ones of aspect in punishment based on Elliot theory. That aspect is the something that unhappy (aversive) that appear after a response, or called as aversive stimulus.¹⁴⁶

In listening method, the students responses is positive. All students that interviewed feel like in this activity because it is can increase their concentration/focus and because the teacher always explain the material well¹⁴⁷. Students feel happy when teacher doing this method. The happy feeling also make this method can doing effective. Besides that, students also will feel happy when reading the book.

Listening method not always applying in almost learning process. It is because this method need a much time in the applying. But, the social studies material is much with the certain learning time. So that, this method just applying for some meeting not in every learning process.

¹⁴⁵ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008), P. 123

¹⁴⁶ Baharuddin dan Esa Nur Wahyuni, *Teori Belajar dan Pembelajaran* (Yogyakarta: Ar-Ruzz Media, 2015) P. 110

¹⁴⁷ See chapter IV P. 55

4. Applying Discussion Method

In the curriculum 2013, discussion as the learning method that usually using in the learning. Based on the research result, in this school almost social studies teacher often use the discussion method in the learning. In this method, teacher divide the students be some group. Then, every group will get a material or topic that they must search about the information from some resources. Then, students must discuss it and write their discussion results in the group work. But, for that result, every group member also must write it in their book. If discussion is finished, student must present their result in front of the class.

The characteristic of this method is:

- a) Involving two or more people
- b) Takes place in face-to-face interactions use language media, all member have a chance to listen and give opinion freely and directly
- c) Have an objectives and goals which can reach through member cooperation.
- d) Take place in free atmosphere, regular and systematic based on the agreed rules.¹⁴⁸

In the discuss method, student doing reading the book or other reading material to get the information about the material that they will

¹⁴⁸Sunaryo, *Strategi Belajar-Mengajar Ilmu Pengetahuan Sosial* (Malang: Penerbit IKIP Malang, 1989) P. 129

discuss. Teacher doing this method to force students read the book. It doing because if there is no forced, students not have the willing to reading.

In this method there are 2 teacher that feel the difficulties when implement it¹⁴⁹. The difficulties is not all students can participate in the discussion. When discussion, there are just some students that doing the task to read the book for search information. Besides that, when presentation, just a bit the students that give the question. It is make the discussion usually feel not maximally. Besides that, the material or information that getted is limited. It case is the ones of weakness of group discussion. The weakness of discussion method is member get the limited information, the direction of discussion is easy to deviate, need the skilled leader, maybe mastered by talking peoples.¹⁵⁰

5. Teacher Applying Compulsary Reading Task For Students.

Based on the research in this school, there are some manner in applying compulsory reading task that doing by all social studies teacher. The manner such as asked the students to read the book before learning, ask students to read for the next week material, and ask to read material if will be held a test. Teacher doing that because if there is not compulsory reading task, the students will not read the book at home.

¹⁴⁹ See chapter IV P. 56-57

¹⁵⁰ Sunaryo, *Strategi Belajar-Mengajar Ilmu Pengetahuan Sosial* (Malang: Penerbit IKIP Malang, 1989) P. 130

Teacher ask the students to read the book in 30-60 minutes before the learning process. This method is doing by Bu Nuning. The material that they must read is material which they will learn in that day. This method is doing because in home, some students not read the book it can see from condition such as if teacher give the questions or ask students if there is any questions, the students just silent because they not read the book before so that not understand the material and not know what they will ask to teacher.

In reading before learning, students must understanding their reading material. In this activity, teacher give a time for students to read the book. Based on Kartosedono (In Suherman Kasiyun, 2015), this aspect also as the ones factor that influence reading interest which the time and chance for students to read is available. This activity give the opportunity for students to read the book especially for students that not read the book in their home. For students that have been read the book, it also can make them to memorize what that their read before.

This reading activity include in the silent reading model. Silent reading give the chance for the students to understanding the text that they read more deeply.¹⁵¹ In silent reading, students read the book without to spell it or make a sound.

To make students read at home, teacher also ask students to read the next material that they will be learn. In this manner, before finishing

¹⁵¹ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008), P. 121

learning the teacher give the information to students about the material or topic that they will learn in next meeting. Then, teacher ask the students to read the book at home about the material.

Before a test, teacher tell the material for students at a week before test. Teacher ask students to read the textbook to understanding material that will doing a test. This manner usually using by some teacher to make students read the book in the home.

6. Motivate Students To Read With The Question And Answer Activity And Give The Reward For Students.

To motivate students in reading, teachers doing 2 manners. Such as apply the question and answer activity and give the reward for the students. This manner often doing by some teacher because judged as the effective method to make students read the book.

Teachers doing some manners to motivate students to read the book. The motivation as the important thing to doing for students who not have an interest in reading. The teacher motivation also as the technique to make children will have the good reading interest and habit in their teenager until adulthood based on Pallani (2012) in him journal.

The question and answer activity doing by Bu Tatik through some manner¹⁵². First is teacher doing answer and question before the learning process about the material that will be learn in that day.

¹⁵² See chapter IV P. 59

Teacher give a scramble question that every students can point their hand if know the answer. If students can answer the question will get the reward a thing or a rank. Second, is teacher ask students to read the book before the learning. Then, all students must close their book and teacher give 1 question for a student. If students can answer the question, students will promised to sit down again or will get the rank. But, if students cannot answer, they must point other students to answer it and they must get the punishment.

In question and answer activity, Students is excited. They feel that with the question and answer, it will enrich their knowledge. Beside that, the students also can share the knowledge so that they can get new knowledge from the answer of other students. They also motivated to read the book so that they can answer the question.

Question and answer is the ones of manner that can improve childrens' reading interest.¹⁵³ Students will motivated to reading the book in order to they understanding and knowing the informations which is they need to answer the questions. With that manner, students will have the desire in reading and feel the pleasure if they can answer teachers' questions.

Question and answer method using by the teacher to know students' understanding level about the problem.¹⁵⁴ Based on Djamarah

¹⁵³ Dwi Sunar Prasetyono, *Rahasia Mengajarkan Gemar Membaca Pada Anak Sejak Dini*, (Jogjakarta: DIVA Press, 2008), P. 74

¹⁵⁴ Nurhidayati, *Metode Pembelajaran Ineraktif*, Makalah disampaikan pada Seminar Metode Pembelajaran (Yogyakarta: 2011) P. 9

and Zain (2010) the question and answer method is the learning method which the presentation manner is in the form a question that must answered, especially from the teacher to student, but also can be done by student for teacher.¹⁵⁵ This method can increase the students' motivation in the learning and students' learning result.¹⁵⁶

The punishment and reward usually used by the teacher in some learning methods to motivate students to read the book. So that students will be able to do the task well or can answer the question that is given. The usage of punishment and reward is judged by the teacher as the effective method to motivate students to read the book.

In the use of reward, it is hoped to be a positive reinforcement to students in reading and learning. It is also appropriate with the opinion of Farida Rahim that the teacher also needs to give the positive reinforcement to students that have done their task well and the extrinsic appreciation.¹⁵⁷ The reward also acts as a stimulus to encourage the response of children to read more actively.¹⁵⁸

Based on some attempts that are done by the teacher, it is also the same with the stage into a like-to-read process that is related to the action framework (AIDA) by Dwi Sunar Prasetyono. In this theory, the

¹⁵⁵ Justi Sitohang, *Penerapan Metode Tanya Jawab Untuk Meningkatkan Hasil Belajar IPA Pada Siswa Sekolah Dasar*. Suara Guru: Jurnal Ilmu Pendidikan Sosial, Sains, dan Humaniora, Vol. 3 No. 4, Desember 2017 P. 682

¹⁵⁶ Justi Sitohang, *Penerapan Metode Tanya Jawab Untuk Meningkatkan Hasil Belajar IPA Pada Siswa Sekolah Dasar*. Suara Guru: Jurnal Ilmu Pendidikan Sosial, Sains, dan Humaniora, Vol. 3 No. 4, Desember 2017 P. 682

¹⁵⁷ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008), P. 28

¹⁵⁸ Dalman, *Keterampilan Membaca*, (Jakarta: PT RajaGrafindo Persada, 2014) P. 147

students will doing a stage to make the reading will be the habitual then will be the favourite. The curiosity or attention to an object can cause a sense of attraction or interest in something (interest). Attraction will cause stimulation or the desire to do something. High desire in a child will cause passion to continue reading, so that children always try to get reading to meet their needs.¹⁵⁹

C. Restracting And Supporting Factors In The Improvement Of Reading Interest/Habit at SMP Negeri 23 Malang

1. Supporting Factors

a. The Technology Development

Based on the research, almost students is excited when they use the internet in their handphone to read the material. Elsa, Fatimah and Chumairoh feel happy and easier to read the book or other material in internet¹⁶⁰. Students judged the material is more simple and interesting because some material explained with the pictures.

The used of technology also make students more like to read the book or reading material through their gadget. Based on this research, students is more like to read in the internet than the book. It is make their visit in library will decrease. More increase the

¹⁵⁹ Dwi Sunar Prasetyono, *Rahasia Mengajarkan Gemar Membaca Pada Anak Sejak Dini*, (Jogjakarta: DIVA Press, 2008), P. 58

¹⁶⁰ See chapter IV P. 62

development of information and communication technology so that the students reading interest in library will decrease.¹⁶¹

b. The School Facilities Especially Library

The important thing that supporting students to read is the school facilities especially is library. Based on the research, the library in this school is have good condition. The library have a much collection of book and have some facilities such as the barcode system that make sudents easier to borrow the book.

Students almost visit the library in the first break time. Because in the second break time, students will use their break time to pray dhuhur in the musholla. In a day, is more than 10 students is visit the library to read or borrow the book. But, for the borrowing the book, can reach more than 80 book because the students borrow the book use class borrow card. That card is used to borrow the book for all students in a class especially borrow the subject book.

In the library, there are some manner to coach the reading interest such as:

- 1) Provide the representative library, in the building or room and the complete facilities
- 2) The developing and variate collection
- 3) A profesional management staff

¹⁶¹ Ridho Hidayat, *Pengaruh Perkembangan Teknologi Informasi Dan Komunikasi Terhadap Minat Baca Peserta Didik Kelas XI Di Perpustakaan SMA Teladan Way Jepara Tahun Pelajaran 2016/2017*. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung. Bandar Lampung, 2017 P. 103

- 4) There is the routine fund
- 5) The costumer oriented with maximal service in the library
- 6) Hold up the library promotion and the book fair
- 7) Establish cooperation with otherlibrary to increase the service.¹⁶²

In the SMP Negeri 23 Malang, the library have the complete collection of book. There are some kinds of book that can borrowed by the students. The collection book is such as the textbook, novel, story book and other book that have the good quality. The library not just provide the variate of book collection but also must focuss in the quality of their collection. If library have been success to have the qualities books, build the opinion and influence the students to go to the library so will make the big probability for students to used to reading and their knowledge will added.¹⁶³

Based on Gery P. Moser the one's of activity as the effort to improve students' reading skill and interest is regularly provide students with a collection of reading materials from the school or community library.¹⁶⁴ In school, the library which provide the variety collection of books, can make students more interest in

¹⁶² Teguh Dwi Cahyono, *Peran Perpustakaan Dalam Membina Kemampuan dan Minat Baca*. Perpustakaan UM, P. 10

¹⁶³ Paridah Aini, *Penggunaan Perpustakaan dalam Meningkatkan Minat Baca Siswa (Studi Kasus: Sekolah Annisa Pondok aren Bintaro)*. Skripsi. UIN Syarif Hidayatullah Jakarta, P. 38

¹⁶⁴ Gary P Moser & Timothy G. Morrison, *Increasing Students' Achievement and interest in Reading*, (Reading Horizons Journal on Brimingham Young University. Volume 38 Issue 4. April 1998) P. 244-245

reading. It is especially the book which appropriate with the students' need, and book that their like.

Based on this research, the library in this school not just provide the collection book for students. But, also make the activity which doing to make students interest in reading. Library in a certain day open the library in other area in the school. Librarian will organize and provide the book such as in *gazebo* or in other place with organize and provide their book collection. This manners is same with Angela's research that tell librarians will have to take the books to the people rather than waiting for the people to come to the books if they really want to read.¹⁶⁵

The library facilities is make students easier to get the book referention to read. Besides that, library also can support the learning process by the teacher with provide some book that needed. With that condition, it support teacher in improving students' reading interest with provide some facilities and the collection of book which can make students more interest in reading.

2. Restracting Factors

a. Students' Motivation Is Low

Based on the research, some students still feel lazy to read the book. Some students will read the book just if there is a test and a

¹⁶⁵Angela Philip, *The Reading Habit – A Missing Link Between Literacy and Libraries*. (Dept of Extension Studies University of Papua New Guinea) P.9

task. Besides that, 3 students that is Bunga, Elsa, and Amelia will read the book based on their feel/mood¹⁶⁶. They will read the book if they have the feel/mood to read the book reading. This case is show that there is low motivation in reading the book.

Motivation is important to students. With motivation, students will automatically read the book without forced or asked before by other people or teacher. The motivation come from their selves that make students doing the reading activity. Motivation based on the Slavin as the active process in the individual, urge, give the direction, and keep the behaviour in every time.¹⁶⁷ Without the motivation, students will not doing the reading so that they will not read the book or they will read if there is a forced from the teacher.

In this school, the facilities especially library is complete with any collection of book. But, some students still not want go to library and choose to doing other activity when there is no a lesson or in their spare time. Based on interview, 67% students is not always visit or borrow the book in the library. Besides that, based on observation, In the learning process some students not open their book in the beginning of lesson until lesson is finished. It is also show that they also not feel their needed in reading. Based on Kartosedono, factor that influence reading interest is Needs and private ability from

¹⁶⁶ See chapter IV P. 65-66

¹⁶⁷ Baharuddin dan Esa Nur Wahyuni, *Teori Belajar dan Pembelajaran* (Yogyakarta: Ar-Ruzz Media, 2015P. 27

children itself.¹⁶⁸ So that, if students aware about their need in reading, they will have a good reading interest.

Students reading interest in this school also influenced by their pleasure in the subject. If the subject appropriate with their passion or their interest, they will excited in reading. But, if subject not appropriate, they will not read the book except there is a test or task hat forced them to read the book. This condition appropriate with Dwi Sunar Prasetyono theory. He say that there are some factor that influenced the development of reading interest such as a experiences, self concept, value, the meaningfulness of subject, individual differences, the level of children's obligation to be involved, and the suitability of the subject.¹⁶⁹

b. Students Background Is Related With The Students Interest In Reading And Students Experiential In Reading.

Based on the research result, the students' background is can be influenced the teacher in apllying their attempts. If students have the background have the good reading interest, the teacher will easier to apply the attempts. It can see from the ones of students that very support and can follow teacher attempts well. It is Fatimah, who have based on the observation and interview show that she have the

¹⁶⁸ Kartosedono in Suherman Kasiyun, *Upaya Meningkatkan Minat Baca Sebagai Sarana Untuk Mencerdaskan Bangsa*, (Jurnal Pena Indonesia: 2015) P. 93

¹⁶⁹ Dwi Sunar Prasetyono, *Rahasia Mengajarkan Gemar Membaca Pada Anak Sejak Dini*, (Jogjakarta: DIVA Press, 2008), P. 85

good reading interest and she have been have good reading interest/habit from she was child and make the reading be her hobby¹⁷⁰. But, for students that have background not have the reading interest from still child, so that the attempts will difficult to apply. For that students, teacher must more give the guidance and forced students to read.

Students background also related with the students' experiential in reading. This factor are related to experiences concerning literature and reading.¹⁷¹ Students that have the experiential in reading, will more make teacher easier in improve their reading interest. Because if they have the experiential in reading, they will understanding the benefit of reading. So that, it will make students read the book and they will have the good interest in reading.

c. Family Is Not Supporting Students To Read.

Based on this research, some students in this school is come from the parents that have the low economic condition. So that, some parents not too focuss to students education. So, based on 2 teachers, include in reading, the parents also not give the facilities or attention to support students in reading¹⁷².

The role of parents is very important for students' interest in reading. Besides the attention, the example and the guidance also be

¹⁷⁰ See chapter IV P. 68

¹⁷¹ Jaroslav Vala and Kristina Sudena. *Mixed Research On Reading Habits of Students aged 12-15*. (Palacky University Olomouc. Journal of Young Scientist No. 2. 2010) P. 133

¹⁷² See chapter IV P. 68

the factor that influenced students in reading. In their activity, parents must take time to accompany their children to read the book, so that the parents can give the good example in increasing childrens' reading creativity.¹⁷³ The parents' busy in some activity so that the time in every day is minimum and most nothing to doing reading activity.¹⁷⁴

The habitual of parents in reading also influence students reading interest. The parents that give the good example in reading will make children to imitate them. Beside that, the facilities or the parents' reading habit and acitivity also important to createthe children attitudein reading. Parents that like to read, have the book collection, respect in reading, and like to read the story for their children commonly will create the children that like to read.¹⁷⁵

The background of someone in the home can influence the students reading condition. The students that have the high economic status will have the high reading ability. Students who is from the family that give more reading chance in the environment that have a much of reading interest will have the high reading ability.¹⁷⁶ Based on Hardjoprakosa, the causes of the low students' reading interest is the parents that not give the support for the child to priorities buying

¹⁷³ Dalman, *Keterampilan Membaca*, (Jakarta: PT RajaGrafindo Persada, 2014) P. 142

¹⁷⁴ Sri Wahyuni, *Menumbuhkembangkan Minat Baca Menuju Masyarakat Literat* (FKIP Universitas Islam Malang: 2009) P. 182

¹⁷⁵ Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: PT Bumi Aksara, 2008), P. 18

¹⁷⁶ Teguh Dwi Cahyono, *Peran Perpustakaan Dalam Membina Kemampuan dan Minat Baca*. Perpustakaan UM, P. 6

the book than the toy. They usually also not to introduce the library to the children.¹⁷⁷



¹⁷⁷ Suherman Kasiyun, *Upaya Meningkatkan Minat Baca Sebagai Sarana Untuk Mencerdaskan Bangsa*, (Jurnal Pena Indonesia: 2015), P. 85-86

CHAPTER VI

CONCLUSION

A. Conclusion

1. The reading interest/habit of students at SMP Negeri 23 Malang is low.

This condition based on the indicators: Students frequency in reading still low which some students not using a lot of time to read, not have an initiative in reading and not use their spare time to read the book, the pleasure and attention in reading is low which they not too excited when read and read just the compulsory book, still a little students that have the desire to always read the book which some students just read the book if there is a task or a test.

2. The social studies teachers' attempts in improving student's reading interest/habit such as supporting literacy program, give assignment, applying listening method, applying discussion method, applying compulsory reading task for students, and motivate students to read with the question and answer activity and give the reward.
3. There are some aspect as the supporting and restructing factors in the improvement of reading interest/habit at SMP Negeri 23 Malang. The supporting factors such as the technology development and the school facilities especially library. In the library students will easier to get the reading material they like so can support the improvement of their reading interest. The restructing factors such as the motivation of

students in reading is still low, Students background such as the students interest in reading and their experiential in reading also be the barrier in improvement of reading interest. Beside that, the family not supporting students to read and this factors is related with the family background that have a low economic status.

B. Suggestion

1. For students

Students is hoped can more increase their reading interest in every time not just when teacher applying some method. The students must read the book although there is no a task and a test from teacher.

2. For teacher

As a referention for the teacher in improve students reading interest. The teacher also must evaluate their attempts to certain that their attempts can improve students reading interest/habit maximally.

3. For school

Can use as the information about students reading interest/habit so that can be the consideration in doing school policy. School also must improve the library facilities to more improve students reading interest and all literacy skill.

4. For next researcher

This research hope can be the referention for next research in the same problems and can be the material which use to increase the education quality.

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APPENDIX 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 588/Un.03.1/TL.00.1/03/2019 05 Maret 2019
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMP Negeri 23 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nur Lailatul Fitroh
NIM : 15130143
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2018/2019
Judul Skripsi : The Attempts of Social Studies Teachers to Improve Students' Reading Interest/Habit at SMP Negeri 23 Malang
Lama Penelitian : Maret 2019 sampai dengan Mei 2019
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/institusi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan PIPS
2. Arsip

APPENDIX 2

	PEMERINTAH KOTA MALANG DINAS PENDIDIKAN Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333 Website : http://diknas.malangkota.go.id Email : disdik_mlg@yahoo.co.id Malang Kode Pos : 65145
REKOMENDASI Nomor : 074 / 0420 / 35.73.301 / 2019	
Menindaklanjuti surat dari Dekan Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang tanggal 13 Maret 2019 Nomor 681/Un.03.1/TL.00.1/03/2019 Perihal : izin Penelitian, maka dengan ini Dinas Pendidikan Kota Malang memberi ijin untuk melaksanakan kegiatan dimaksud kepada :	
1. Nama	: NUR LAILATUL FITROH
2. NIM	: 15130143
3. Jenjang	: S1
4. Prodi. / Jurusan	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)
5. Tempat Pelaksanaan	: SMPN 23 Malang
6. Waktu Pelaksanaan	: 18 Maret s.d 31 Mei 2019
7. Judul	: The Attempts of Social Studies Teachers to Improve Students' Reading Interest/Habit at SMP Negeri 23 Malang
Dengan Ketentuan :	
1. Dikoordinasikan sebaik – baiknya dengan Kepala SMPN 23 Malang dan Kepala Bidang Pembinaan SMP;	
2. Tidak Mengganggu kegiatan;	
3. Berlaku selama tidak menyimpang dari peraturan;	
4. Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian;	
5. Menjaga perilaku dan mentaati tata tertib yang berlaku pada Lokasi tersebut di atas;	
6. Menaati ketentuan peraturan perundang-undangan;	
7. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.	
Demikian untuk menjadikan periksa.	
Malang, 18 Maret 2019 A.n KEPALA DINAS PENDIDIKAN, Sekretaris	
 Drs. TOTOK KASANTO Pembina Tk./I/Wb NIP.19650410 198910 1 003	
Tembusan :	
Yth Sdr.	
1. Kepala Dinas Pendidikan Kota Malang (Sebagai Laporan)	
2. Kepala SMPN 23 Malang;	
3. Dekan Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang	
4. Yang bersangkutan.	

APPENDIX 3

**PEMERINTAH KOTA MALANG**
DINAS PENDIDIKAN
SMP NEGERI 23 MALANG
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SURAT KETERANGAN
No. : 074/179/35.73.301.02.023/2019

Yang bertandatangan dibawah ini :

Nama	: SLAMET UDADI, S.Pd, SH, MM
NIP	: 195910211981121002
Pangkat	: Pembina, IV/a
Jabatan	: Kepala SMP Negeri 23 Malang

menerangkan bahwa :

N a m a	: NUR LAJLATUL FITROH
NIM	: 15130143
Jenjang	: S1
Prodi / Jurusan	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Tempat Pelaksanaan	: SMP Negeri 23 MALANG
Waktu Pelaksanaan	: 18 Maret s.d 31 Mei 2019
Perguruan Tinggi	: Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah dinyatakan mengadakan penelitian berdasarkan surat rekomendasi Kepala Dinas Pendidikan Kota Malang Nomor : 074/0420/35.73.301/2019 tanggal 18 Maret 2019 dengan Judul "THE ATTEMPTS OF SOCIAL STUDIES TEACHERS TO IMPROVE STUDENTS READING INTEREST/HABIT AT SMP NEGERI 23 MALANG"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 26 Mei 2019
Kepala Sekolah


SLAMET UDADI, S.Pd, S.H, M.M
NIP. 195910211981121002

APPENDIX 4

Photos Documentation



Interview with students



Observation in Bu Nuning class



Observation in Pak Suyitno class



Observation In library



Book collection in the library



Students' wall magazine



Students' literacy book

APPENDIX 5

Lesson Plan

Sekolah	:	SMP N 23 Malang
Mata Pelajaran	:	Ilmu Pengetahuan Sosial (IPS)
Materi Pokok	:	2.2.Kondisi Masyarakat Indonesia pada Masa Penjajahan
Kelas/ Semester		VIII/Genap
Alokasi Waktu	:	3X pertemuan (6 x 40 ‘)

A

<p> KI.1 Memiliki perilaku yang mencerminkan sikap beriman dan bertakwa kepada Tuhan YME KI.2 Memiliki karakter, jujur, dan peduli, bertanggungjawab,. pembelajar sejati sepanjang hayat, dan . sehat jasmani dan rohani sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional KI.3 Memiliki pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berkenaan dengan: . ilmu pengetahuan, . teknologi, . seni, dan . budaya. Mampu mengaitkan pengetahuan di atas dalam konteks diri sendiri, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional KI.4 Memiliki keterampilan berpikir dan bertindak: . kreatif, . produktif, . kritis, . mandiri, . kolaboratif, dan . komunikatif melalui pendekatan ilmiah sesuai dengan yang dipelajari di satuan pendidikan dan sumber lain secara mandiri </p>

B

NO	KOMPETENSI DASAR	INDIKATOR KOMPETENSI	PENCAPAIAN
1	3.4.Menganalisis kronologi perubahan dan kesinambungan ruang (geografis,politik,ekonomi,pendidikan, sosial, budaya) dari masa penjajahan sampai tumbuhnya semangat kebangsaan	3.4.1.Mengidentifikasi kebijakan-kebijakan pemerintah kolonial 3.4.2.Mendiskripsikan tentang VOC, Vereenigdhe Oost Indische Compagnie. 3.4.3.Menganalisis kebijakan Daendels di Indonesia terkait Kerja Paksa. 3.4.4.Mendiskripsikan masa Pemerintahan Gubernur Jenderal William Jansens. 3.4.5. Menjelaskan tentang sistem sewa tanah pada masa Raffles	

		berkuasa. 3.4.6.Menjelaskan pemerintahan Indonesia dibawah pi,pinan Ellout Buykes dan Vander Cappelen. 3.4.7.Menceritakan tentang sistem Tanam Paksa. 3.4.8.Menganalisis Perlawanan Terhadap Kolonialisme dan Imperialisme
2	4.4.Menyajikan kronologi perubahan dan kesinambungan ruang (geografis,politik,ekonomi,pendidikan, sosial, budaya) dari masa penjajahan sampai tumbuhnya semangat kebangsaan	4.4.1. Trampil membuat laporan hasil diskusi dalam bentuk laporan lisan dan tertulis 4.4.2. Trampil merekonstruksi dalam bentuk tulisan kisah Tanam Paksa.

C. TUJUAN PEMBELAJARAN

Setelah pembelajaran Usai diharapkan siswa dapat:

1. Mengidentifikasi kebijakan-kebijakan pemerintah kolonial
2. Mendiskripsikan tentang VOC, Vereenigdhe Oost Indische Compagnie.
3. Menganalisis kebijakan Daendels di Indonesia terkait Kerja Paksa.
4. Mendiskripsikan masa Pemerintahan Gubernur Jenderal William Jansens.
5. Menjelaskan tentang sistem sewa tanah pada masa Raffles berkuasa.
6. Menjelaskan pemerintahan Indonesia dibawah pi,pinan Ellout Buykes dan Vander Cappelen.
7. Menceritakan tentang sistem Tanam Paksa.
8. Menganalisis Perlawanan Terhadap Kolonialisme dan Imperialisme

D. FOKUS PENGUATAN KARAKTER

- Religius
- Sopan
- Kerjasama
- Peduli
- Bersikap Kritis

E. MATERI PEMBELAJARAN

Materi Regulai

- kebijakan-kebijakan pemerintah kolonial
- VOC, Vereenigdhe Oost Indische Compagnie.
- kebijakan Daendels di Indonesia terkait Kerja Paksa.
- masa Pemerintahan Gubernur Jenderal William Jansens.
- sistem sewa tanah pada masa Raffles berkuasa.
- pemerintahan Indonesia dibawah pi,pinan Ellout Buykes dan Vander Cappelen.
- sistem Tanam Paksa.
- Perlawanan Terhadap Kolonialisme dan Imperialisme

Materi Remedial

- pemerintahan Indonesia dibawah pi,pinan Ellout Buykes dan Vander Cappelen.
- sistem Tanam Paksa.
- Perlawanan Terhadap Kolonialisme dan Imperialisme

Materi Pengayaan

Sistem Imperialisme Modern di Indonesia

F. Model Pembelajaran : Windows Mapping

G MEDIA DAN ALAT PEMBELAJARAN		
Media	:	<ul style="list-style-type: none"> ▪ Gambar gubernur Jenderal Pieter Both dan J.P Choen ▪ gambar route Anyer - Panarukan, ▪ gambar kebon raya bogor ▪ Gambar Raffles, Van Den Bosch serta gambar pahlawan nasional. ▪ Peta Dunia dan Indonesia
Alat	:	Komputer/Notebook, LCD, PPT
H SUMBER BELAJAR		
		a. Buku IPS Kelas VIII ; penerbit : kemendikbud RI tahun 2017
		b. Video Pembelajaran penjajahan Belanda di Indonesia
		c. Worksheet (lembar bahan ajar), Buku referensi pendamping siswa
		d. beingyourself.blogspot.com/2016/01/faktor-pendorong-daya-tarik-dan-latar.htm
		e. Modul_IPS_Kelas_VIII_Semester_1_
		f. Sumber lain yang relevan.
		Lampiran 1

I. KEGIATAN PEMBELAJARAN**Langkah-langkah pembelajaran**

PERTEMUAN 1		
KEGIATAN PENDAHULUAN		10.menit
Orientasi Guru		
<ul style="list-style-type: none"> • Memberi salam dan berdoa sebelum memulai pelajaran • Mengecek Kehadiran Peserta didik sebagai sikap disiplin • Mengkondisikan suasana belajar yang menyenangkan • Menyiapkan fisik dan psikis sebelum memulai pembelajaran 		
Apersepsi		
<ul style="list-style-type: none"> ▪ Mengingatn kembali materi prasyarat dengan bertanya untuk mengukur tingkat pengalaman siswa terkait materi ajar atas materi sebelumnya ▪ pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan ▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan 		
Motivasi		
<ul style="list-style-type: none"> • Ice Breaking Video Lucu • Guru menyampaikan gambaran kepada siswa tentang materi yang akan diberikan • Sambil membuat ruang kelas tetap fress,guru menyampaikan rencana materi ajar hari ini.beserta tujuan pembelajaran 		

Sintak Model Pembelajaran	KEGIATAN PEMBELAJARAN	60 Menit
<i>Stimulation (stimulasi/</i>	<ul style="list-style-type: none"> • Siswa diminta membentuk konfigurasi meja kelas agar pembelajaran terasa nyaman 	

<p><i>pemberian rangsangan</i></p>	<ul style="list-style-type: none"> ▪ Peserta didik diminta untuk memusatkan perhatiannya pada materi tentang Kondisi Masyarakat Indonesia pada Masa Penjajahan ▪ Melihat tayangan gambar dan video film penjajahan Belanda di Indonesia abad 20. ▪ Contoh : mengapa Belanda membikin kebijakan yang merugikan rakyat Indonesia? ▪ Bagaiamanakah reaksi rakyat Indonesia ▪ Berikan komentar atas gambar tersebut. ▪ Munculkan sebuah pertanyaan. <p>Mengamati.</p> <ul style="list-style-type: none"> ▪ Guru menunjuk salah seorang siswa menginventarisir pertanyaan siswa. ▪ Guru melemparkan pertanyaan siswa tersebut kepada siswa yang lain untuk menjawabnya. Dan bila jawaban benar sang guru bisa memberikan reward. ▪ Berdasarkan hasil pengamatan gambar Peserta didik diminta untuk mendiskusikan tentang hal – hal yang ingin diketahui <p>▪ Membaca</p> <p>Membaca Lembar Informasi yang dibagikan oleh onialisme barat di Indonesia minta membaca buku sumber dan dari internet tentang : <i>Kondisi</i> <i>ne</i></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">  </div> </div> <p>Gambar 20. Kapal Koraj</p> <p>erian ndisi</p> <p>– <i>Satan seorang siswa diminta menangkap sisi baik dan buruknya sebuah penjajahan</i></p> <ul style="list-style-type: none"> ▪ Menyimak. <ul style="list-style-type: none"> • Menyimak secara seksama paparan skenario pembelajaran dari guru. 	
<p>2. Data Collection <i>Pengumpulan Data</i></p>	<p>Guru membagi kelas ke dalam beberapa kelompok</p> <ul style="list-style-type: none"> ▪ Kelompok 1. Membahas kebijakan-kebijakan pemerintah kolonial ▪ Kelompok 2. Membahas kebijakan Daendels di Indonesia terkait Kerja Paksa ▪ Kelompok 3 Membahas masa Pemerintahan Gubernur Jenderal William Jansens ▪ Kelompok 4 Membahas sistem sewa tanah pada masa Raffles berkuasa ▪ Kelompok 5 Membahas pemerintahan Indonesia dibawah pimpinan Ellout Buykes dan Vander Cappelen ▪ Kelompok 6 Membahas sistem Tanam Paksa ▪ Kelompok 7 Membahas Perlawanan Terhadap Kolonialisme dan Imperialisme 	

	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan – pertanyaan yang telah diidentifikasi melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Mengamati Obyek melalui display tabel dan Aktivitas membaca sumber buku. ❖ Guru menginventarisasi siswa yang bertanya dan memberikan dorongan agar sudi bertanya. Guru memanggil siswanya yang bertanya di depan kelas dan memberikan salam /jabat tangan sebagai tanda terimakasih telah menghidupkan suasana kelas. Sesudahnya siswa yang lain memberikan aplause. ❖ Siswa menuliskan pokok - pokok materi pada kertas <ul style="list-style-type: none"> • Mendiskusikan • Mengulang • <i>Saling tukar informasi.</i> 	
3) Data Processing (Pengolahan Data)	<ul style="list-style-type: none"> ▪ Peserta didik menuliskan hasil kerja kelompok pada kertas. ▪ setelah selesai kertas ditempelkan pada dinding ▪ kelompok lain mengunjungi tempelan karya siswa dan membacanya, bila tidak paham bertanya kepada kelompok tersebut.. ▪ Guru memantau jalannya mobilitas bahasan dan membimbing peserta didik 	
4) Verification (Pembuktian)	<ul style="list-style-type: none"> ▪ Setiap kelompok mempresentasikan hasil kerjanya/ hasil diskusinya di depan kelas. ▪ Kelompok lain menanggapi atas paparan presentasi tersebut. berupa pertanyaan, usul atau masukan dan membuat catatan kecil untuk dibandingkan dengan hasil pemahamannya ▪ Guru melakukan identifikasi dan mencatat ke aktifan siswa. 	
Generalization (menyimpulkan sementara)	<ul style="list-style-type: none"> ▪ Peserta didik mengkaji ulang dan menyimpulkan hasil diskusi dalam ▪ Guru memberikan penguatan dengan memberikan penjelasan pada materi baru dan berbeda pada tiap kelompok 	
KEGIATAN PENUTUP		
Guru	<ol style="list-style-type: none"> 1. Memfasilitasi dalam menemukan kesimpulan tentang <i>Kondisi Masyarakat Indonesia pada Masa Penjajahan</i> menghubungkan keterkaitan kondisi sekarang dengan segala persoalan melalui review indikator yang hendak dicapai pada hari itu. 2. Mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan 	10.

	<p>berikutnya .dan mempersiapkan diri menghadapi tes bebas dipetemuan berikutnya.</p> <p>3. Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator.</p> <p>4. Melakukan refleksi atau umpan balik untuk memberikan penguatan kepada peserta didik.</p> <p>5. Menyampaikan pesan Moral.</p> <p>Memberi salam.</p>	
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PERTEMUAN 2

KEGIATAN PENDAHULUAN	10.menit
<p>Orientasi Guru</p> <ul style="list-style-type: none"> • Memberi salam dan berdoa sebelum memulai pelajaran • Mengecek Kehadiran Peserta didik sebagai sikap disiplin • Mengkondisikan suasana belajar yang menyenangkan • Menyiapkan fisik dan psikis sebelum memulai pembelajaran <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Mengingatn kembali materi prasyarat dengan bertanya untuk mengukur tingkat pengalaman siswa terkait materi ajar atas materi sebelumnya ▪ pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan ▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan <p>Motivasi</p> <ul style="list-style-type: none"> • Ice Breaking Musik Relaksasi." Chikita" • Guru menyampaikan gambaran kepada siswa tentang materi yang akan diberikan • Sambil membuat ruang kelas tetap fress,guru menyampaikan rencana materi ajar hari ini.beserta tujuan pembelajaran 	

Project Based Learning (2 JP)

Langkah	Kegiatan Pembelajaran	Waktu
Pendahuluan		
	<p>Guru memimpin doa dan mengucapkan salam</p> <ul style="list-style-type: none"> -Guru mengecek kehadiran peserta didik - Guru mengkondisikan peserta didik <p>Apersepsi:</p> <ul style="list-style-type: none"> - Mereview materi lalu 	10 menit
Inti		
Langkah 1 Penentuan Proyek	Guru bersama peserta didik menentukan tema/informasi apa yang akan dikaji pada waktu di observasi	20 menit
Langkah 2 Perancangan langkah-langkah penyelesaian proyek	<p>Guru membimbing siswa menentukan langkah-langkah penyelesaian proyek :</p> <ol style="list-style-type: none"> 1. perencanaan 2. pelaksanaan 3. pengumpulan informasi 	30 menit

	4. diskusi kelompok 5. membuat laporan 6. presentasi	
Langkah 3 Penyusunan jadwal pelaksanaan proyek	Guru membimbing siswa dalam menyusun rancangan kegiatan yang akan dilaksanakan : 1. membentuk kelompok 2. merencanakan pelaksanaan observasi 3. membuat daftar pertanyaan observasi	20 menit
Langkah 4 Penyelesaian proyek dengan fasilitasi dan monitoring guru	a. Pelaksanaan : Melakukan observasi (pengamatan, tanya jawab, dokumentasi) b. Pengumpulan data (anggota kelompok melaporkan hasil observasi kepada kelompoknya) c. Guru membimbing peserta didik dalam mengumpulkan informasi yang sesuai dengan KD	40 menit
Langkah 5 Penyusunan laporan dan presentasi/ publikasi hasil proyek	a. Diskusi kelompok dalam menyelesaikan pembuatan laporan b. Pelaporan hasil/ presentasi kelompok c. Guru bersama siswa menyimpulkan hasil diskusi kelompok.	30 menit
Langkah 6 Evaluasi proses dan hasil belajar	a. Guru dan siswa melakukan refleksi terhadap aktivitas kegiatan yang sudah dilaksanakan dan hasil tugas proyek	10 menit

J.	PENILAIAN HASIL BELAJAR	
	1	Penilaian Pengetahuan (tes tertulis/uraian)
		➤ Instrumen Penilaian/Soal
	2	Penilaian Keterampilan (mempersenatasikan)
		➤ Lembar Kerja
		➤ Rubrik Penilaian
	3	Pengamatan Sikap
		➤ Jurnal Sikap Spritual
		➤ Jurnal Sosial
	4	Program Tindak Lanjut

Mengetahui :
Kepala SMP N 23 Malang

Malang, 3 Januari 2019
Guru Mata Pelajaran

Slamet Udadi, S.Pd,SH,MM
NIP: 19591021 198112 1 002

Drs. Suyitno
NIP: 19600624 200604 1 008

APPENDIX 6

**INTERVIEW GUIDE AND RESULT
(With Teacher)**

Name : Pak Suyitno

Date : 20 Maret 2019

No.	Question	Answer
1.	Bagaimana minat baca siswa sebelum anda menerapkan upaya menumbuhkan minat baca?	Minat baca siswa itu yang terutama untuk anak-anak sini mungkin juga sebagai besar sekolah yang mungkin setara dengan smp 23 rata-rata memang rendah minat bacanya Walaupun apa ya nampaknya ada program melalui literasi atau itu kalau saya lihat saya perhatikan dari apa yang mereka tulis dari hasil literasi itu ya menunjukkan bahwa ya minat bacanya itu belum ada ini.. belum ada peningkatan
2.	Bagaimana inisiatif siswa untuk membaca?	Kalo inisiatif sih nggak ada. ya kita sebagai guru yang harus mengkondisikan bagaimana dia harus membaca. jadi kalau kita tidak mengkondisikan anak-anak untuk membaca ya mungkin dia tidak akan baca Harus disuruh dulu? iya seperti itu saya sering blang ya seperti anak tk atau sd itu kalau tidak diperintahkan dia tidak akan melakukan nah anak-anak juga begitu.
3.	Apakah siswa selalu bersemangat ketika membaca buku pelajaran?	Ya memang ada yang semangat tapi juga masih banyak yang ogah-ogahan juga masih banyak. ya terlihat dari anak-anak yang kadang kecenderungan untuk mencontoh atau melihat apa yang dikerjakan temannya. ya seperti itu
5.	Apakah siswa memiliki keinginan untuk selalu membaca?	Kalau menurut saya masih belum
6.	Apakah bahan bacaan yang dibaca oleh siswa bervariasi?	Ya kalau literasi sih itu bebas ya dibebaskan ya anak-anak mencari sendiri apa yang ia baca. tapi kalau mata pelajara tentu ya seperti saya ngajar IPS itu, ips itu emmang harus banyak baca ya, tanpa baca ya dia tidak akan bisa Ya kita yang harus menciptakan kondisi bagaimana dia mau tidak mau harus membaca, karena tanpa membaca dia tidak akan bisa melakukan kegiatan yang kita minta
7.	Apakah upaya anda untuk menumbuhkan minat baca siswa?	Ya karena minat baca yang rendah itu, saya kadang dikelas itu, mungkin ini apa ya barangkali metode lama ya waktu jaman kita sekolah dulu kan sering disuruh membaca, kemudian yang lain apa ya menyimak itu ya kemudian kita hentikan sampai kalimat apa kemudian yang lain suroh melanjutkan. nah ini kan tujuannyakalau menurut saya ini ini sehingga etode lama ya tapi dalam rangka untuk memaksa anak2 untuk mau memaca maka dia ya kita beri semacam sanksi ya katakanlah ketika dia tidak bisa

		<p>melanjutkan karena dia tidak tau dia berhenti membaca dimana ya ndak tau itu kita berikan sanksi. nah baru seperti itu dia menyimak. dengan menyimak itukan otomatis juga membaca kan. iya kan. jadi temannya membaca, kemudian dia harus nyemak gitu kan karena dia takut ketika dia tidak tepat melanjutkan di kalimat akhir tadi dia akan kena sanksi. nah saya kadang melakukan itu ya dalam rangka untuk ya dia harus kita paksa untuk membaca</p> <p>Terus upaya-upaya yg dilakukan oleh sekolah ya sesuai dengan program pemerintah, setiap pagi kan lierasi anak-anak. itu dampaknya masih belum signifika bmenurut agi saya.jadi apa ya masih belum mendorong anak-anak belum mampu mendorong anak-anak betul-betul membaca itu menjadi suatu kebutuhan. nah yang lucu kan kadang ketika ulangan padahal satu minggu sebelumnya sudah diberi tahu ada yang kadang dia masih bertanya pak materinya apa, nah itu kan membuktikan kalau dia nggak siap nggak baca kan ya padahal sudah diberi tahu sebelumnya</p> <p>Diskusi itu masih sulit. kebanyakan nggak jalan anak-anak. suruh diskusi pun ndak jalan. ya mayoritas ya bukan berarti ndak ada sama sekali tidak, ya ada lah yg kelas-kelas tertentu untuk anak-anak tertentu ada. tapi sebagian besar ndak bisa diskusi itu.</p> <p>Secara teori sih memang diskusi, presentasi, terus seperti itu, tapi didalam pelaksanaannya, kenyataannya itu ndak efektif, jadi itu apa ya apalagi kalau kita bagi kan katakanlah kita bagi materi, ya mungkin a materinya ini, kelompk b materinya ini, kalau seperti itu, yang dia pahami mungkin apa yang dia ini saja, nah kelompok yang lain nah memahami itu saja, kan harapannya ya dengan membagi seperti itu nanti apa ya baik materi abc ini mereka semua bisa dapet gitu ya, tapi rata2 nggak bisa seperti itu, nah seperti ketika diskusi, tidak banyak pertanyaan yang disampaikan kepada kelompok lain ini kaena mereka juga tida berusaha memahami materinya sehingga apa yang dia mau tanyakan. ya seperti itu masih sulit.</p>
9.	<p>Bagaimana hasil/kemajuan dari minat baca siswa setelah anda melakukan upaya tersebut?</p>	<p>Ya apa ya dengan seperti itukan terpaksa ya, dan akan terpaksa ya, artinya ya mau tidak mau dia membaca akhirnya, kita kondisikan seperti itu, Cuma ya itu pada saat itu saja. tapi kan kita ka nggak mungkin e menerapkan atau menggunakan setiap kali pertemuan menggunakan metode seperti itu saja kan ndak mungkin.Gitu ya</p> <p>Saya hanya pernah mencoba beberapa kali kita coba karena ya saya kembalikan ke diri saya sendiri jaman dulu itu seperti itu tu ada rasa takut gitu ya takut kena sanksi dan ternyata ini juga masuk artinya anak-anak pun juga</p>

		mayoritas ya mayoritas dia memperhatikan nyemak.
10.	Menurut anda, apa saja yang mempermudah/faktor pendukung anda dalam meningkatkan minat baca siswa?	<p>Apa ya kalau sarana prasarana, buku seberapa itu sebetulnya sudah ada, fasilitas sudah ada sebenarnya, tapi untuk anak-anak sekarang menurut saya tentang fasilitas itu nggak ada masalah, karena buku, buku paket itu, buku pendamping, dia kan dipinjami, tidak harus beli, dia dipinjami saja, itu yang paket ya,, da 1 anak 1 hanya ada beberapa mungkin yang akrena nggak cukup ya sehingga 1 buku 2 anak, kalau toh tidak cukup, di perpustakaan ini kita bisa pinjam pada sata pembelajaran, misalnya ya ketika materi ips ya anak-anak gak ada buku paket tapi di perpustakaan ada, itu kan bisa dipinjam pada sata pembelajaran. artinya kan masalah penunjang seperti buku ya nggak ada masalah menurut saya, disamping dia juga mencari materi di luar kan gampang sekali iya kan cuma kan kemauan ya minat untuk ini yang masih kurang,</p>
11.	Apa saja hambatan/kesulitan yang anda alami dalam menumbuhkan minat baca siswa?	<p>Iya, hambatan lebih ke diri siswa sendiri. jadi semacam disini gurunya itu tidak banyak tantangan. saya merasakan tidak banyak tantangan.</p> <p>Apa ya masalah ini sih, e mungkin kedisiplinan jadi anak sini tuh sering kalo masuk itu jam pembelajaran dimulai itu kan masih ada 1 2 anak yg terlambat, itu kan masalah disiplin ya, kemudian juga e ini mungkin ya karena dorongan ya dari orang tua atau perhatian orang tua terhadap anak yg masih sangat kurang, sehingga, ya tidak ada ini apa namanya katakanlah kalau di sekolah kita kondisikan bahwa anak itu harus membaca, kita berusaha untuk memberikan apa namanya kita kegiatan-kegiatan di sekolah, tapi kalau di rumah orang tua tidak memantau katakanlah kamu tadi dapat pelajaran apa, ada tugas apa, tidak bertanya seperti itu kan apa ya anak-anak merasa ini kurang mendapatkan perhatian dari orang tua ya akhirnya hanya diterima di sekolah saja, sementara dari sekolah itu guru itu dengan adanya full day ini kan nggak boleh ada pr, pr itu kan nggak ada, jadi yang namanya tugas itu kan harus diselesaikan di sekolah, nah ortu kalau saya amati itu kurang memperhatikan itu, minimalkan tanya ya, tadi ada tugas apa, tadi apa kegiatannya, kemudian ulangnya bagaimana dan seterusnya, ini kan ya mungkin karena apa ya ortu disini kan mayoritas dari ekonomi menengah ke bawah ya jadi mereka lebih sibuk dengan ya urusannya sendiri, perhatiannya sendiri bahkan mungkin tidak jarang yang ketemu anaknya ya hanya beberapa menit saja ya, jadi dia pagi berangkat ketika anaknya masih tidur kemudian juga pulang sudah malam kemudian ketika ada masalah itu juga sulit kadang mendatangkan orang tua itu sulit</p>

Name : Bu Nuning

Date : 20 Maret 2019

No.	Question	Answer
1.	Bagaimana minat baca siswa sebelum anda menerapkan upaya menumbuhkan minat baca?	Sampai sekarang mbak yo masio sudah ada upaya itu lho minat e gak ono susah sekali.
2.	Bagaimana inisiatif siswa untuk membaca?	Nggak ada. Kalau nggak karena ada tugas, gak kira mereka membaca. yakin saya harus disuruh. harus dipaksa. disuruh saja kalau ndak diliatin satu satu gitu lho. ini tugas yang saya berikan ini kan saya kan ngerjakan media persiapan lho mbak jadi gk sempatkan jelaskan Jad anak-anak saya beri tugas, saya gak sempat ngecek. ya kayak gitu hasilnya. kayak gitu
3.	Apakah siswa selalu bersemangat ketika membaca buku pelajaran?	Ndak semuanya memang. kalau berupa soal seperti itu biasanya mereka masih mau membaca. apalagi saya kalau bilang ayo nanti masuk nilai ulangan harian ayo ini nanti bisa mengurangi nilaimu. gitu nanti mereka semangat Kalau nggak ada ancaman saya teang kyak ini tdi slowly karena saya mengerjakan tugas yg lain ya tenang saja mereka
5.	Apakah siswa memiliki keinginan untuk selalu membaca?	1 kelas paling 1 2 anak yang seperti itu
7.	Apakah upaya anda untuk menumbuhkan minat baca siswa?	Salah satunya ya memberi tugas. harus itu. pemberian tugas itu harus. entah itu hanya sekedar merangkum itu harus. Kalau saya gk mau merangkum supaya lebih simple biasanya kayak materi produksi. saya beri soal entah 5 soal. 1 jelaskan pengertian produksi. 2 sebutkan faktor produksi. itu kan dia mau membaca dan menulis. kalau merangkum kadang masih ya itu saja 1 atau 2 kalimat saja yang mereka ambil. pemberian tugas harus ada tugas kalo gak ada ya gak moco ya gak sinau untuk model pembelajaran yang jelas kalau disini, bisanya Cuma itu mbak, ceramah, tanya jawab, kalau dimodel-model lain akhirnya ramai ndak tercapai tujuannya tujuan pembelajarannya ndak tercapai kayak misalnya bermain peran, kemudian diskusi, itu nanti kalau diskusi ya 1 2 anak saja yang lainnya nebeng saya nggak suka mangkanya. tugas berkelompok itu ya sebenarnya harus ada komunikasi dengan temannya tapi kalau tugasnya trus nebeng itu saya nggak mau jadi jarang saya pakai diskusi. tugas individu kelompok bu ndak individu.

		<p>Jadi ya ceramah, tanya jawab, itu saja, itu tok mbak, penugasan ceramah tanya jawab penugasan ceramah tanya jawab penugasan ceramah tanya jawab. itu tok wes. saya beri tugas pun kalau saya nggak menjelaskan gak tercapai tujuan nanti saya beri tugas berikutnya posttest misalnya. ya tidak akan tercapai posttestnya, tetep nilainya. ips itu klo disini mencapai kkm atau lebih itu sulitnya minta ampun. nah lebih sulit dari mtk karena mereka males baca.</p> <p>Dan lagi ips kan tidak menentukan kelulusan kan bayangannya mereka kan. nah tidak ada di unbk jadi lebih santai lagi</p> <p>Sebelum pembelajaran itu membaca, terus misalnya pertemuan minggu depan, saya sudah beritahu hari ini, minggu depan akan membahas soal ini minggu depan kita akan mmbahas maeri ini dibaca dirumah jadi nanti dikekas tinggl bu nuning tinggl menjelaskan apa yg kalian belum paham. nanti kalau sampe sekolah minggu depan pertemuan berikutnya ada yang mau dibaca? diem, ada yg mau ditanyakan? diem. itu dia nggk ngerti sama sekali akhirnya wes ceramah lagi, baca ini, gitu. Karena itu tidak gk bisa dijagakno lek ndek omah, kemungkinan besar mereka gak membaca. 15 menit itu paling wes untuk mteri yang akan dipelajari hari ini, hari ini harus begitu, kadang membaca sak merangkum e pisan, 1 jam. nanti jam kedua baru saya jelaskan, dr yg kamu baca, merangkum tadi ada yang kamu tanyakan? jadi, lambat gitu lho pembelajarannya. jadi menunda</p>
8.	Bagaimanakah respon siswa terhadap kegiatan tersebut?	<p>Mereka sih nggak kalau respon secara verbal itu nggak anu kok. mereka ya mereka lakukan saja, meskipun kenyatannya endingnya zonk, tapi didepan saya kelihatan mereka mengerjakan sibuk dengan bukunya dengan tulisannya. tapi itu hanya bertahan beberapa menit, kalau nanti setelah-setelahnya mereka akan sibuk dengan urusan-urusannya sendiri. jadi harus keliling di cek kalau gak gitu kadang sampai kalo tak jarne mbak yo sampe habis pelajaran gitu mbak yo saya keliling gitu masih ada yang gak mengeluarkan buku sama sekali</p> <p>Hasil mngrjkan? beberapa anak memang hasilnya bagus mbak, tulisannya bagus, rangkumannya bagus, ada yang seperti itu. ada yang nggak sama sekali. ada yang ngerangkum sama sekali. kecuali saya sudah begini atau saya sudah memasukkan nilai ke daftar nilai gitu ya, hayo tugasmu ndi, itu baru iya bu sebentar bu, ngerangkum lah dia, itupun hanya seperti itu hnya 2 3 kalimat begitu sudah bu</p>
10.	Menurut anda, apa	Yang mempermudah itu sebenarnya ada kalau mereka saya

	saja yang mempermudah/faktor pendukung anda dalam meningkatkan minat baca siswa?	<p>minta ke internet, atau yang secara online, mereka kan suka, suruh browsing itu suka, tapi saya tak bisa membatasi apa yang mereka browsing apa yg mereka lihat.</p> <p>Dirumah mbak disekolah nggak boleh bawa hp. ada sih lab tapi kalau semester akhir gini di steril untuk persiapan kelas 3, tapi kalau seperti itu biasanya yang protes wali murid. bu kok bolak balik ke warnet aja to bu. ya kalau gk gitu anaknya gak mau baca. cepak i buku lho gk gelem moco</p> <p>Fasilitas lengkap. sudah sudah memenuhi lah dari buku iku tok lho wes. sebenarnya kalo mereka mau membaca kan kita seandainya mau membuat soal pun ndak akan lepas dari buku paket yang mereka pegang, tapi kenyataannya kan nggak di baca sama sekali</p>
11.	Apa saja hambatan/kesulitan yang anda alami dalam menumbuhkan minat baca siswa?	<p>Mereka memang sulit. dari anaknya sendiri, yokopoya, ya dari individunya sendiri, kalau yg rajin memang rajin ya ada mbak, tapi sing blas iku yo mbok ditutuk mbok...</p> <p>Ada mbk seperti itu beneran ada.</p> <p>Motivasi siswa? nah itu yang paling besar, meskipun saya ngueyel koyok opo lak motivasi anak sendiri dari anaknya sendiri nggak ono nggak bisa mbak, gawe model-model model pembelajaran koyok opo ae ggak bisa, kalau dari anaknya nggak. anaknya sendiri nggak ada niat oh saya ingin pinter oh saya pingin nilai saya bagus, itu ndak malah kalo nilainya misalnya 1 kelas itu semuanya gak nyampe kkm</p>

Name : Bu Tri Erna

Date : 16 April 2019, 09.00

No.	Question	Answer
1.	Bagaimana minat baca siswa sebelum anda menerapkan upaya menumbuhkan minat baca?	<p>Untuk IPS ya kebanyakan itu kurang. memang apalagi untuk kalau siswa sini ya kelas 9 juga kurang.</p> <p>Kalau saya mengajar di kelas lower/biasa, itu minat bacanya kurang</p> <p>Keas 94 95 itu kelas yang bagus. saya 123 itu ya biasa aja.</p>
2.	Bagaimana inisiatif siswa untuk membaca?	<p>Sebenarnya ada ya tapi kenyataannya ya gak ada. disini kan ya ada literasi tapi ya sebagian besar itu ngobrol. ada ya hanya sedikit saja</p>
3.	Apakah siswa selalu bersemangat ketika membaca buku pelajaran?	<p>Tergantung materi ya. kalau buku teksnya banyak gambar itu juga suka. lihat-lihat. tapi kalau bacaan aja tulisan aja itu ya kurang</p>
4.	Bagaimana respon siswa ketika diperintahkan membaca?	<p>Biasa kalo kelas-kelas seperti saya ini</p>

5.	Apakah siswa memiliki keinginan untuk selalu membaca?	Ada keinginan itu ada ya, hampir semuanya ya
6.	Apakah bahan bacaan yang dibaca oleh siswa bervariasi?	Di SMPN 23 kan ada jam untuk literasi pagi. bacaan itu bervariasi. buku-buku bacaan buku cerita. kebetulan kalau buku ceritanya gak cukup atau buku ceritanya ketinggalan itu pake buku paket. yang dibaca itu. 30 menit karena membaca sambil meresume kalau kelas 9. meresumanya bentuk menyimpulkan jadi di ambil intinya, maksud dari bacaan itu apa, ngresume yang banyak itu nggak, tapi harus di ambil intinya. Cuma dia kan ada waktu 30 menit dibaca paling 2 lembar itu yg diresume itu, intinya dari cerita itu apa, kelas 9 sudah mengarah ke seperti itu, penalaran, analisa
7.	Apakah upaya anda untuk menumbuhkan minat baca siswa?	Ya ya sementara saya ya mengikuti itu literasi ya supaya anak2 itu punya minat baca sehingga mereka juga membaca buku2 yang lain. Novel, buku cerita, legenda ya seperti itu. kalau sudah seperti itu kan juga kita juga sering motivasi, e mengarahkan kan gitu ya akhirnya ada minat baca ke buku IPS. Ya sebelumnya sambil ini aja sambil belajar kita menyampaikan materi itu anak-anak nanti kan diskusi ya dari diskusi itu kan juga membaca Tugas membaca: iya. kalau kita mau ngasih pr, atau ulangan an mereka harus membaca
8.	Bagaimanakah respon siswa terhadap kegiatan tersebut?	Bagus mbak. karena kan ada diskusi, ada soal, gitu kan harus menjawab sehingga harus membaca
9.	Bagaimana hasil/kemajuan dari minat baca siswa setelah anda melakukan upaya tersebut?	Ada mbak. kadang anak-anak kalau istirahat itu mau membaca, ke perpustakaan gitu, ya berarti kan ada minat bacanya . iya
10.	Menurut anda, apa saja yang mempermudah/faktor pendukung anda dalam meningkatkan minat baca siswa?	Motivasi. jadi harus selalu dimotivasi. sambil kita pada masuk kelas itu ya kita menumbuhkan motivasi dulu. ya saya cerita dulu ya apa keuntungan membaca itu. Iya pembukaan materi sebelum mengajar itu. jadi sebelum masuk ke materi itu kita arahkan juga Fasilitas iya. karena apa kalau kita suruh literasi suruh membaca kalau tidak ada yang dibaca itu ya tidak mungkin to. jadi kita fasilitasi buku-buku bacaan Biasanya 1 kelas itu sudah ada sendiri. dari perpustakaan itu sudah disediakan buku bacaan
11.	Apa saja	Kan kadang karena ini ya mbak ya karena pribadi masing-

<p>hambatan/kesulitan yang anda alami dalam menumbuhkan minat baca siswa?</p>	<p>masing, sehingga kita ya juga biasa dari yang ini aja yang dari keluarga yang pinggiran-pinggiranitu memang agak sulit. beda dengan yang di perumahan-perumahan biasa yang keluarganya sudah tertata bagus itu lebih mudah mengarahkannya. iya sudah ditanamkan minat baca sejak kecl</p> <p>Kelas 9 kan materinya kaitannya dengan benua dan samudra, jadi kadang-kadang sebelum menyampaikan itu kita sampaikan nanti dirumah dipelajari dulu, kan nanti dilanjtkan di sekolah. biasanya kalau masalah perpetaan anak-anak minat sekali. karena kan langsung praktek gitu tuh suka.</p> <p>Motivasi siswa sendiri? biasanya kok tergantung motivasi yang lain ya. kalau dari anak-anak sendiri ya sebagian besar ya mbak itu. karena apa yang IQ nya biasa minat baca nya kan emang susah gitu ya.</p> <p>Ulangan, siapa yang bagus d kasih pulpen 1 gitu aja sudah seneng, ketika hasilnya bagus itu kan dia membaca, dia mebaca dulu di rumah. Kita puji ya, kita puji bagus karena dapet nilainya bagus. jadid engan pujian, dengan reward anak-anak termotivasi utuk belajar , untuk membaca.</p>
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Name : Bu Tatik

Date : Selasa, 16 April 2019, 10.00

No.	Question	Answer
1.	Bagaimana minat baca siswa sebelum anda menerapkan upaya menumbuhkan minat baca?	Yang saya pegang kan ada 2 kelas yang masuk kelas unggulan jadi ya kelas 9 memang sudah tertata daripada kelas 7 Kalau, kebetulan gini ya mbak ya. kebetulan yang syaa pegang ini kan anak-anak yang unggulan. untuk anak-anak ini, biasanya minat bacanya lebih baik dibanding kelas yg biasa.
2.	Bagaimana inisiatif siswa untuk membaca?	Kalau minat baca anak-anak sekarang agak kurang sebenarnya. apalagi kita notabene sekolah pinggiran. tapi ya sekali lagi, kalau yang saya pegang itu sudah memang notabene anaknya antusias dari siswanya terutama 94 kelas unggulan mbak
3.	Apakah siswa selalu bersemangat ketika membaca buku pelajaran?	Semangat sekali. kadang kan kita anak-anak antusias pada saat tanya jawab, baca buku dulu sebentar, tutup buku, kita tanya jawab. terus buka sebentar utup lagi tanya jawa, nanti baca lagi, tanya jawab.
5.	Apakah siswa memiliki keinginan untuk selalu membaca?	Kalau selalu mungkin enggak mbak ya. tapi kalau dibanding kelas lain bagus motivasi, daya saingnya tinggi mbak, tapi ya tetep dalam hal positif.
6.	Apakah bahan bacaan yang dibaca oleh	Bervariatif. biasanya kan kalau dari perpustakaan kan memang di kelas-kelas suda disiapkan ya mbak ya dari

	siswa bervariasi?	perpus sudah ada, jadi kadang anak-anak ada yang membawa buku sendiri dari rumah gitu kan.
7.	Apakah upaya anda untuk menumbuhkan minat baca siswa?	<p>Karena memang rata-rata yang kita hadapi saat ini kan banyak anak-anak yang memang motivasi belajar terutama ya mbak ya dalam rangka membaca juga itu kan sangat kurang ya. jadi salah satunya ya sebelum saya mengawali pembelajaran ya biasanya anak-anak saya suruh membaca dulu itu, jadi saya mereview materi sebelumnya itu baru kita masuk ke materi selanjutnya, seperti kita tayangkan di LCD, saya baca sebentar, ditutup, tanya jawab, itu sementara untuk memotivasi anak supaya ada minat untuk membaca itu.</p> <p>Diskusi ya mbak ya, biasanya kan ada discovery learning, ada PBL, pake ya untuk saat ini dll. tapi kalau saya lihat background anak-anak disini, saya lebih banyak tanya jawab.</p> <p>Diskusi juga, variasi sih, tergantung materi yang kita sampaikan. kalau untuk materi benua samudera ya kita lebih fokus anak-anak praktek langsung mbak saya tampilkan peta, anak-anak maju kedepan, untuk menunjukkan letak masing-masing benua, itu pun kadang anak-anak ada yang lupa jadi misalkan dia menunjuk biasanya disitubisa kan ada peta buta ya, jadi disitu dia menunjuk ini benua afrika kliru amerika, amerika kliru afrika, memang harus banyak memotivasi mereka agar banyak membaca</p> <p>Memotivasi cara? mungkin kalau karena disini sudah ada literasi. kadang-kadang kalau kita lengah ada yang mengerjakan sama sekali. itu biasanya saya cek, tidak langsung saya bagikan, tapi saya paraf dulu saya kumpulkan, jika jumlah tidak sesuai dengan siswa, berarti kan siswa ini tidak membaca nah itu baru ada sanksi, nah apa ya, artinya saksi ya supaya mereka tidak mengulangi lagi. itu salah satu upaya kita, biasanya saya panggil yang tidak meresume, tidak membaca literasi, saya cek mbak itu. kadang-kadang akna anak-anak ngobrol dengan anaknya, gitu ya. kalau tidak ada sanksi itu mereka menyepelekan mbak. iya background disini kan beda, beda dengan sekolah-sekolah ditengah-tengah kota, disini anak-anaknya kan di pinggiran kota malang, disini kita tidak hanya membentuk wawasan, tidak membentuk iq nya saja, Karena fullday gak bisa memberi tugas, jadi kita hanya menyampaikan ke anak-anak, nah besok yang kita bahas ini, kalian pelajari ini, baru dikleas nanti kan kita tanya. nah supaya mereka minat bacanya betul-betul kan anak alah wong gak ditunjuk aja, kita buat kuis. yang pertama soal</p>

		rebutan, 1 tunjuk jari, nanti yang gak bisa jawab ini tunjuk temennya, bukan saa yang menunjuk tapi temennya yang menunjuk. kalau dia tidak bisa menjawab dia berdiri, sampai pertanyaan itu terjawab, nah itu nanti anak termotivasi kalau saya nda membaca nanti aku ndak bisa menjawab nanti saya dihukum berdiri. kalau bisa njawab cepet kan bisa duduk tapi kalau pertanyaan ini sulit kan sampai ada yang bisa baru duduk.
9.	Bagaimana hasil/kemajuan dari minat baca siswa setelah anda melakukan upaya tersebut?	Alhamdulillah mungkin presentasinya nggak terlalu tinggi ya, tapi yang pasti dengan adanya upaya-upaya itu anak-anak jadi semangatnya lebih bagus dibanding sebelumnya, dan kita selalu pendampingan, kalau kita lengah dikit ya sudah kembali lagi, jadi memang kita tarik ulur, harus sering-sering memotivasi, nah 94 itu adang menjawab soal itu, pdahal mudah sekali itu kadang-kadang salah, it kurang hati-hati kurang memahami, ada 1 2 siswa yang seperti itu. di bisa mbak sampai juara KIR itu, tapi ya itu tadi dia memahaminya
10.	Menurut anda, apa saja yang mempermudah/faktor pendukung anda dalam meningkatkan minat baca siswa?	Memotivasi, kemudian memberikan reward itu juga. sekarang coba dibuka materi apa, dibaca dulu jadi saya pakai reward mbak. kalau ini tak upayakan membaca dulu. membaca materi di awal pembelajaran, tapi kalau tidak ada waktu ya kita langsung tanya jawab, tapi kalau materi baru, kita suruh mereka membaca terlebih dahulu. Disini memang unik-unik mbak, karakter siswanya juga unik tapi itu tantanga kita sebagai guru.
11.	Apa saja hambatan/kesulitan yang anda alami dalam menumbuhkan minat baca siswa?	Pertama memang kembali ke masing-masing siswa gitu ya. pada dasarnya alau anak itu memang sudah punya minat membaca tinggi, kita mengatakan saja itu sudah jalan. tapi bilamana anak yang backgroundnya males membaca, dan biasanya anak menggampangkan seperti itu itu biasanya memnag kita peru memberikan kayak reward gitu ya. besok kita akan mempelajari ini-ini. besok disekolah kita tanya jawab, siapa yang nanti bisa menjawab lebih banyak dalam jangka wakt beberaa menit itu kita kasih reward, kadang-kadang memotivasi siswa dengan cara seperti itu Memang disini masih menanamkan itu, jadi kalau ada reward mereka lebih semangat. diskusipun semangat, jadi beromba-lomba gitu saya bu, saya bu. jadi adanya reward sebagai salah satu yang mendukung sekali ya. meskipun 1 pulpen, permen, itu seneng. harus ada rewardnya gitu,. Sekali lagi tergantung ke anak itu sendiri. ya mungkin kalau kita tunggu mereka membaca, tapi kadang-kadang kan kala membaca pikirannya ada yang kemana-mana , Kesulitannya ya backgroundnya dari keuanganya juga yang kurang mendukung itu juga. Motivasi terutama dari diri

	sendiri yang bisa mempercepat atau memperlambat siswa. 2. tergantung materi. Pendampingan dan contoh orang tua.
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(With Students)

Name : Bunga Mei Cahayani

Class : 7,1

Date : 20 Maret 2019

No	Question	Answer
1.	Apakah kamu suka membaca	Hmmmm,, gini lho bu, terkadang saya gak mood bu, gak mood, iya, ya gimana ya bu, bacanya itu ngantuk. iya kayak tulisan-tulisan. kalau ada gambarnya ya saya suka bu. Iya kalau kadang kalau kayak disuruh nyari dibaca ya saya mbaca bu, Cuma kalau disuruh. iya disuruh dulu.
2.	Apa yang kamu lakukan ketika ada jam kosng di sekolah/dirumah	Enggak. bercanda, nggosip, iya aku suka
3.	Apakah kamu merasa senang ketika harus membaca	Males i, nggak bu, saya lebih lebih omong-omongan gitu bu, ya tergantung pelajarannya, kalau pelajaran yang saya sukai a saya membaca. Ips saya jarang bu, jarang. gimana ya, ips itu gak sulit se tapi kayak ya nggak suka aja gitu. Aku lebih suka ipa, Gk suka baca karena tergantung materi sama gurunya, aku suka guru yang mgasih tugas gitu lho bu, trus ngasih tugas, ngasih tugas trus nanti dikoreksi gitu lho bu, Iya dikasih juga tapi ya tapi kan dibiarkan aja itu ngerjakan apa nggak tapi kan nggak dilihat satu-satu ini. Dimasukkan nilainya, Nggak dicek, oh dimasukkan ya nilainya. meskipun telat penilaian e tetep dinilai
4.	Bahan bacaan apa saja yang kamu sukai	IPA, Nggak seneng novel aku. Buku-buku kayak pengetahuan gitu Buku teks suka terkadang kalau disuurrh orang tua. tapi kalau yang pelajaran saya sukai ya langsung. sampe ortu saya tu mendengarkan saya baca bu, saya terangkan kan ibu saya nggak tau nggk tau kyak tata surya gitu, saya terangkan
6.	Apakah ada kegiatan membaca khusus yang diterapkan oleh guru	Kadang kalau ada soal disuruh membaca buku, kalau mau ulangan gitu, Saya dirumah baca hp. Suka cari materi di internet tapi ips ndak. kalau di internet lebih enak. lebih paham diinternet daripada dibuku. Ngrangkum? jarang jarang bu Yang sering ya tugas-tugas nanti terus ditinggal, gak diperhatiin sikasih tugas saja terus beberapa hari kedepan disuruh menulis dipapan jawabannya
7.	Bagaimana perasaan kalian terhadap adanya kegiatan	Nggak suka aku. langsung enak an cak cek cak cek gitu lho bu langsung dikerjain langsung dibahas gitu. jadi punya itu lho gak lelet ngono lho arek-arek gak lelet. langsung cak cek

	tersebut	gitu, biar nggak menunda-nunda waktu. soalnya guru ipa it enak an gitu
8.	Apakah ada kesulitan yang kamu rasakan ketika membaca	Kadang-kadang. kalau pas masalah ekonomi gitu. iya soalnya langsung tau kalo ada gambarnya kayak gini
9.	Apakah kamu sering ke perpustakaan	Terkadang, kalau nganterin temen pinjem novel. saya tidak suka bu
10.	Apakah menurutmu membaca itu penting	Penting bnget kalau pelajaran yg tertentu. ipa b ingg b jawa, itu pelajaran kesukaan saya
14.	Apakah kamu selalu ingin membaca buku meskipun tidak ada tugas	Harus ada tugas dulu baru say abuka buku. tapi pas ada tugas itu langsung otomatis buka buk, itu lngsung kyak kadang nancep gitu.

Name : Elsa Dwi Saputri

Class : 7,1

Date : 20 Maret 2019

No	Pertanyaan	Jawaban
1.	Apakah kamu suka membaca	Kalau ips sih suka. apalagi sejarah itu nomoer 1
2.	Apa yang kamu lakukan ketika ada jam kosng di sekolah/dirumah	Kalau males bicara ya mbaca, baca buku. Ips iya tapi di internet. pahamnya Cuma diinternet itu. suka karena lewat hp
3.	Apakah kamu merasa senang ketika harus membaca	E,, suka banget iya biar nggak males gitu. iya buku paket ips. iya gak masalah
4.	Bahan bacaan apa saja yang kamu sukai	Buku ips, bahasa indo, b inggris, ipa, sudah Banyak, novel, dongeng, kalau dongen itu, setelah saya cermati saya ceritakan itu semua
5.	Ketika membaca, apakah kamu selalu bisa memahami sepenuhnya	Kadang paham adang nggak. tapi kebanyakan tidak pahamnya kalau pahamnya sih lumayan
6.	Apakah ada kegiatan membaca khusus yang diterapkan oleh guru	Suka aja, uma kalau terlalu, kan kalau saya merangkum kan kurang paham ya, jadi antara penting-pentingnya sama enggak kan bngung, jadi hampir 1 buku itu ya diulis semua
7.	Bagaimana perasaan kalian terhadap adanya kegiatan tersebut	Suka, suka banget, tapi kalau tentang sejarah, kalau tentang perekonomian itu nggak
8.	Apakah ada kesulitan yang kamu rasakan ketika membaca	Iya, kadang kurang paham,

9.	Apakah kamu sering ke perpustakaan	Oya kalau pinter-pinternya, kalau sregap, kalau males ya nggak, tergantung mood. Nggak novel aja, ya matematika kadang
10.	Apakah menurutmu membaca itu penting	Kalau menurut saya membaca itu utama, kan kalau kita meBaca ya, terus nancep diotak, terus kalau ada prtanyaan kan nggak usaha lihat buku, apalagi kalau gak boleh open buku tinggal jawab, gitu
11.	Apakah dirumah kamu suka membaca	Iya ya tiap hari, apalagi kalau saya pegang hp itu malah dimarahi suruh cepet mbaca pelajaran, soalnya ortu kan tau klau nilai saya banyak yg jelek.
14.	Apakah kamu selalu ingin membaca buku meskipun tidak ada tugas	Iya kalau nggak males, kalau nggak males buku segini ya saya baca yang penting aja

Name : Nur Fatimah Andayani

Class : 8,5

Date : 20 Maret 2019

No	Question	Answer
1.	Apakah kamu suka membaca	Suka. karena membaca itu hobi saya bu, dari dulu membaca
2.	Apa yang kamu lakukan ketika ada jam kosng di sekolah/dirumah	Kalau misalkan ada waktu luang biasanya saya baca buku paket kalau gak gitu kan saya suka baca novel-novel gitu bu
3.	Apakah kamu merasa senang ketika harus membaca	Seneng. karena menurut saya membaca itu menambahkan wawasan baru secara gak langsung, karena saat kita membaca pasti kita dapat wawasan yg kita inget dikemudian hari lagi. Materi ips? enak sih bu soalnya sy sedikit suka sama ips. jadi kalau waktu mbaca saya sedikit rasa ingin tau saya lebih besar
4.	Bahan bacaan apa saja yang kamu sukai	Lebih sering novel kalau gak gitu buku pelajaran-pelajaran gitu bu biasanya
5.	Ketika membaca, apakah kamu selalu bisa memahami sepenuhnya	Biasanya bisa langsung paham karena disitukan materinya sudah lengkap, tapi kadang kalau ada kata-kata yang saya kurang mengerti biasanya saya tanyakan kepada guru secara langsung.
6.	Apakah ada kegiatan membaca khusus yang diterapkan oleh guru	Kalau pak suyitno, kalau beliau mau mengajarkan sesuatu beliau menyuruh membaca terlebih dahulu, setelah itu beliau memberikan pertanyaan, setelah memberikan pertanyaan, saat akan membahas beliau akan menjelaskan secara rinci jawaban dari pertanyaan tsb. Suka banget bu pak suyitno suka banget, enakan bu orangnya gak pernah marah, kalau kita nggak ngerti dijelasin lagi, dijelasin lagi gitu bu,
8.	Apakah ada kesulitan yang kamu rasakan ketika membaca	Biasanya ada tapi jarang-jarang bu, biasanya ada kata-kata yg saya kurang mengerti itukan biasanya kata-kata kayak luar negeri atau apa gitu kan bu ya, kata-kata asing

9.	Apakah kamu sering ke perpustakaan	Kalau biasanya ke perpustakaan itu untuk meminjam buku, kalau nggak gitu kalau biasanya ada waktu kosong buat belajar di perpustakaan
10.	Apakah menurutmu membaca itu penting	Menurut saya sih kalau menurut saya sendiri penting, karena nggak tau juga kan biasanya kalau ada ulangan harian nggak ada, biasanya kan udah persiapan udah prepare dari bacaan-bacaan yg sudah kita baca. Emang dulu suka membaca
11.	Apakah dirumah kamu suka membaca	Iya suka Kalau saya kan bacanya dari hp. iya dari internet, suka, materi-materi saya cari di internet, tapi kalau di internet ada materi yang nggak ngerti ya saya tanyakan ke gurunya bu, sesuai materi yang saya baca,
12.	Apakah orang tua selalu menyuruhmu membaca	iya bu soalnya kan habis maghrib tu, mesti orang tua saya bilang kamu nggak belajar gitu? jadi kan saya jadi udah rutinitas gitu lho bu sudah mulai habis maghrib sampai mau tidur tu baca dulu. orang tua mendukung iya mendukung kegiatan saya
13.	Apakah kamu selalu ingin membaca	Baca novel biasanya bu Biasanya buku teks itu apa saya mau mengerjakan tugas atau apa saya mau benar-benar mau belajar bu Kalau materi ips ya biasanya saya suka baca materi ips kalau saya benar-benar pengen belajar materi ips gitu bu. soalnya kan juga saya kan juga suka, jadi ya menurut saya enak gitu bu, jadi nggak ngebosenin

Name : Amelia Eka Febrianti

Class : 8,5

Date : 20 Maret 2019

No	Pertanyaan	Jawaban
1.	Apakah kamu suka membaca	Saya tergantung bu, biasanya tergantung mood, kadang suka kadang nggak. Ips suka, saya paling suka tu kalau baca materi ips tentang perlawanan-perlawanan Indonesia gitu lho bu
2.	Apa yang kamu lakukan ketika ada jam kosong di sekolah/dirumah	Biasanya baca buku kalau nggak gitu saya mengerjakan tugas yang belum selesai
3.	Apakah kamu merasa senang ketika harus membaca	Senang bu, ya menarik gitu, saya tertarik kepada materi perlawanan yang saya sukai. Materi suka saya suka,
4.	Bahan bacaan apa saja yang kamu sukai	Kalau nggak pelajaran komik
5.	Ketika membaca, apakah kamu selalu bisa memahami sepenuhnya	Kadang kalau kadang bisa kadang nggak, tergantung materinya bu
6.	Apakah ada kegiatan	Menyimak dari pak suytino? pernah, sering

	membaca khusus yang diterapkan oleh guru	
7.	Bagaimana perasaan kalian terhadap adanya kegiatan tersebut	Enak bu, soanya kan pas waktunya berhenti dulu, beliau menjelaskna yg tadi yg materi yg kita baca gitu lho bu, jadi setiap kali beliau bilang berhenti materi yang kita baca dijelaskan dulu baru lanjut lagi Sama nambah konsen juga Sanksi? iya, biasanya kayak disuruh ke depan terus ngejelasin materi yg tadi nggak didengerin gitu lho bu
9.	Apakah kamu sering ke perpustakaan	Kadang iya, kadang nggak, tergantung. Kalau ada kata-kata istilah ya itu sya langsung bisa saya tanyakan. Sering bu pinjam komik
10.	Apakah menurutmu membaca itu penting	Penting bu buat nambah wawasan juga
11.	Apakah dirumah kamu suka membaca	Hee,, tergantung bu,
12.	Apakah ortu selalu menyuruhmu membaca materi	Iya. selalu mengingatkan gitu bu, kalau suruh-suruh mbaca. jadi kayak waktu lagi nge game atau hp an gitu suruh belajar dulu, membaca
13.	Apakah kamu selalu ingin membaca	Ya, ada bu, tergantung buku yang saya baca Materi ips? nggak ngebosenin
14.	Apakah kamu selalu ingin membaca buku meskipun tidak ada tugas	Iya. bu, he ya saya habis baca materi gitu ya baca komik. jadi diimbangi gitu lho bu.

Name : Febiana

Class : 9,4

Date : 2 Mei 2019

No	Question	Answer
1.	Apakah kamu suka membaca	Lumayan senang
2.	Apa yang kamu lakukan ketika ada jam kosng di sekolah/dirumah	Kalau ada ulangan kalau nggak gitu ya baca dikit gitu. ada ulangan, terus kalau ada pelajaran kayak tanya jawab gitu baru buka buku
3.	Apakah kamu merasa senang ketika harus membaca	Senang sih, karena bisa menambah pengetahuan lagi
4.	Bahan bacaan apa saja yang kamu sukai	Novel, baca-baca wattpad gitu.
5.	Ketika membaca, apakah kamu selalu bisa memahami sepenuhnya	Nggak, harus dibaca 2 kali lagi harus dipahami betul gitu bu, dibaca berulang-ulang dulu baru paham
6.	Apakah ada kegiatan membaca khusus yang diterapkan oleh guru	Tanya jawab. Ya misalnya orangnya ngasih pertanyaan trus kalau ada yang bisa menjawab acungkan tangan, kalau beliau biasanya kalau orangnya mengganti bukan tugas itu biasanya kalau bisa njawab ditambahi nilainya Sebelum pelajaran mbaca?.Disuruh membaca sih, terus

		<p>tanya jawab gitu bu, kalau nggak gitu langsung mengerjakan di soal-soal latihan gitu di buku teks. Itu sering kalau IPS diskusi, Selalu merangkum saat literasi. Kuis Biasanya harus berdiri kalau nggak gitu nyanyi, nyanyi di depan kelas gitu sampai bisa menjawab, kalau nggak bisa dibantu temennya</p> <p>Hadiah kalau bisa njawab?</p> <p>Kalau hadiah barang sih nggak pernah tapi ke nilai. sama pujian</p> <p>Motivasi sebelum pelajaran?</p> <p>Iya, biasanya gitu, ngasih arahan gitu sebelum pelajaran, itu kayak di nasehati gitu lho bu. sudah kayak kewajiban itu kan harus literasi, kalau nggak literasi disuruh berdiri</p>
7.	Bagaimana perasaan kalian terhadap adanya kegiatan tersebut	Suka sih soalnya kan bisa saling bertukar pendapat gitu lho bu, dan kalau baca dibuku sih nggak sering banget, kalau selain baca dibuku kan bisa tanya jawab, kalau nggak tau kan bisa tanya langsung ke yang lebih bisa gitu
8.	Apakah ada kesulitan yang kamu rasakan ketika membaca	Ada bu, biasanya kalau ada kosakata yang agak kurang jelas gitu. ips kesulitannya Cuma misalnya kayak penemuan ini har ini kemudian tanya ketemen nanti diterangkan

Name : Chumairoh

Class : 9,4

Date : 2 Mei 2019

No	Question	Answer
1.	Apakah kamu suka membaca	Suka, ya suka bu karna enak aja kalau baca. Dirumah juga suka baca, orang tua juga nyuruh, biasanya kalau misalnya kayak waktunya belajar itu pasti disuruh baca
2.	Apa yang kamu lakukan ketika ada jam kosng di sekolah/dirumah	Ya biasanya baca, baca buku pelajaran juga baca buku novel
3.	Apakah kamu merasa senang ketika harus membaca	Seneng, ya enak
4.	Bahan bacaan apa saja yang kamu sukai	Novel sama ya buku-buku online itu bu, wattpad
5.	Ketika membaca, apakah kamu selalu bisa memahami sepenuhnya	Ndak sih, biasanya kan ada buku yang kayak bukunya bisa langsung dipahami sama anak-anak, ada juga yang masih rieweh gitu. Kalau IPS ada yg riewehnya juga
6.	Apakah ada kegiatan membaca khusus yang diterapkan oleh guru	Iya. ya baisanya tanya ajwab, ya nanti kan habis baca-baca buku gitu terus nanti itu tanya jawab, sama kayak misalnya yang temen satunya itu nanti yag tanya, yang temen yang lain itu njawab, terus ngasih pertanyaan ke temen lain gitu. pertanyaannya bu Tatik dulu, di umpan-umpan gitu. yang nggak bisa dihukum nyanyi. Diskusi iya sering. Merangkum sering, setiap pagi itu bu. tanya jawab ada.

		Kalau hadiah ndak, langsung hadiah nggak, tapi nilai. Motivasi? iya,
7.	Bagaimana perasaan kalian terhadap adanya kegiatan tersebut	Iya seneng, karen bisa menambah wawasan karena biar antara teman juga saling tau gitu lho bu,
8.	Apakah ada kesulitan yang kamu rasakan ketika membaca	Ada, kayak katakata yang sulit dipahami, itu kalau nggak tau ditanyaan ke temennya
9.	Apakah kamu sering ke perpustakaan	Jarang kalau ke perpustakaan ya baca-baca biasanya pinjam punya teman
11.	Apakah dirumah kamu suka membaca	iya baca, kalau waktunya belajar ya baca. kalau buku-buku pelajaran waktu belajar,
14.	Apakah kamu selalu ingin membaca buku meskipun tidak ada tugas	Biasanya ya nggak

Name : Egi Ramadhani

Class : 9,1

Date : 2 Mei 2019

No	Question	Answer
1.	Apakah kamu suka membaca	Hmm nggak terlalu, ya enggak terlalu suka, dari kecil nggak terlalu. Tapi orang tua selalu membaca
2.	Apa yang kamu lakukan ketika ada jam kosng di sekolah/dirumah	Hm nggak sih, nggak baca buku
3.	Apakah kamu merasa senang ketika harus membaca	Iya seneng
4.	Bahan bacaan apa saja yang kamu sukai	Kalau pas waktunya belajar ya baca buku pelajaran kalau nggak waktunya ya baca-baca buku novel gitu Buku pelajaran
5.	Ketika membaca, apakah kamu selalu bisa memahami sepenuhnya	Nggak, harus diulang lagi
6.	Apakah ada kegiatan membaca khusus yang diterapkan oleh guru	iya, selalu disuruh baca buku. iya sering diskusi, Iya tetep mbaca Memotivasi? iya. misalnya harus ya nasehati gitu harus rajin membaca. Hadiah? nggak pernah
8.	Apakah ada kesulitan yang kamu rasakan ketika membaca	Ada, ya bahasanya ada yang kurang dipahami
9.	Apakah kamu sering ke perpustakaan	Jarang
14.	Apakah kamu selalu ingin membaca buku	Nggak

	meskipun tidak ada tugas	
--	--------------------------	--

Name : Hafidzul Ulum

Class : 9,1

Date : 2 Mei 2019

No	Question	Answer
1.	Apakah kamu suka membaca	Lumayan bu
2.	Apa yang kamu lakukan ketika ada jam kosng di sekolah/dirumah	Jarang, ngbrol sama temen-temen
3.	Apakah kamu merasa senang ketika harus membaca	Seneng bu,
4.	Bahan bacaan apa saja yang kamu sukai	Beda-beda bu, komik gitu bu, buku IPS jarang, novel
5.	Ketika membaca, apakah kamu selalu bisa memahami sepenuhnya	Ndak, harus diulang-ulang
6.	Apakah ada kegiatan membaca khusus yang diterapkan oleh guru	Meresume saat literasi? iya bu Tugas membaca di rumah? jarang bu, biasanya disekolah kan tugas kelompok, jarang tugas membaca Suruh baca ketika minggu depan ada ulangan Diskusi? selalu, danTanya jawab Motivasi? pernah bu, tapi jarang Hadiah? gak mesti bu, tapi pernah, uang, ketika bisa njawab tapi itu tidak selalu
9.	Apakah kamu sering ke perpustakaan	Jarang bu, kalau minjem buku saja, iya yang buku untuk satu kelas.
11.	Apakah dirumah kamu suka membaca	Eenggak. Orang tua nyuruh
14.	Apakah kamu selalu ingin membaca buku meskipun tidak ada tugas	Tetep membaca

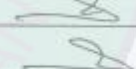
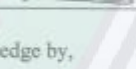
APPENDIX 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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EVIDENCE OF CONSULTATION

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Advisor : Mokhamad Yahya, Ph.D
Title of Skripsi : The Attempts Of Social Studies Teachers To Improve Students' Reading Interest/Habit At Smp Negeri 23 Malang

No	Date of Consultation	Consultation Material	Signature
1.	8 March 2019	Research Instrument	
2.	10 April 2019	Konsultasi bab I,II,III	
3	18 April 2019	Konsultasi bab IV	
4	24 April 2019	ACC bab IV	
5	2 May 2019	Konsultasi bab V	
6	9 May 2019	Revisi bab V	
7	13 May 2019	ACC Bab V	
8	16 May 2019	ACC Keseluruhan	

Acknowledge by,
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APPENDIX 8

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