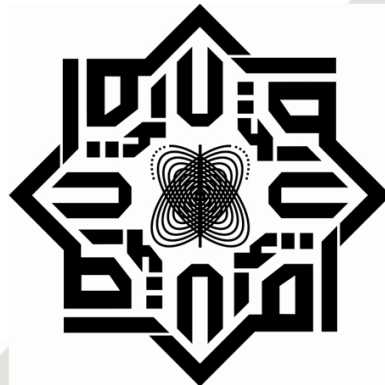


**THE TEACHER'S ROLE TO BUILD AN EFFECTIVE READING
CORNER IN THE CLASSROOM AT SENIOR
HIGH SCHOOL 1 UKUI**



UIN SUSKA RIAU

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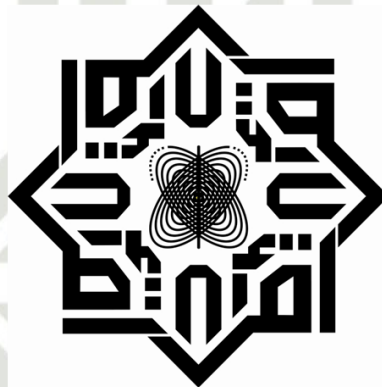
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**THE TEACHER'S ROLE TO BUILD AN EFFECTIVE READING
CORNER IN THE CLASSROOM AT SENIOR
HIGH SCHOOL 1 UKUI**

Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Undergraduate Degree in English Education
(S.Pd.)



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Finally, the researcher realizes that there are many shortcomings in this thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis. May Allah almighty, the lord of Universe bless you All. Aamiin.

Pekanbaru, 2 Juni, 2021

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ABSTRACT

Nurmaisaroh, (2021): The Teacher`s Role to Build an Effective Reading Corner in the Classroom at Senior High School 1 Ukui.

This research aimed to analyze the teacher`s role to build an effective reading corner in the classroom at Senior High School 1 Ukui. This research intended to describe and analyze phenomenon, condition, or other things in which the result is presented in the form of research report. The research participant was an English teacher while the data was collected through semi-structured interview and documents. All the interview questions and responds are transcribed and coded. Then, the documents are used to support the interview. The result of this study indicates that there are five main roles done by an English teacher at Senior High School 1 Ukui which are Planning the reading corner, organizing the reading corner, using the reading corner, integrating the reading corner, maintenance and troubleshooting.

Keywords: Teacher`s Role, Reading Corner

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ABSTRAK

Nurmaisaroh, (2021) : Peran Guru dalam Membangun Pojok Baca yang Efektif dalam Ruang Kelas di SMA N 1 Ukui.

Penelitian ini bertujuan untuk menganalisis peran guru dalam membangun pojok baca yang efektif dalam ruang kelas di SMA N 1 Ukui. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisa fenomena, kondisi, atau hal lain yang hasilnya disajikan dalam bentuk makalah penelitian. Peserta pada penelitian ini adalah seorang guru Bahasa Inggris, sedangkan data di kumpulkan melalui proses interview dan juga di ambil dari dokumen. Seluruh pertanyaan dan jawaban dari interview diubah dalm bentuk salinan. Keudian, dokumen digunakan untuk melengkapi interview. Hasil dari penelitian ini mengindikasikan bahwa terdapat lima tahap yang di lakukan oleh seorang guru Bahasa Inggris di SMA N 1 Ukui, yakni perencanaan pojok baca, mengatur pojok baca, penggunaan pojok baca, mmengintegrasikan pojok baca, pemeliharaan dan pemecahan masalah.

Kata kunci: Peran Guru, Pojok Baca

ملخص

نور ميسرة، (٢٠٢١): دور المدرس في بناء ركن القراءة الفعال داخل الفصل في المدرسة الثانوية الحكومية ١ أوكوي

هذا البحث يهدف إلى تحليل دور المدرس في بناء ركن القراءة الفعال داخل الفصل في المدرسة الثانوية الحكومية ١ أوكوي. ويهدف أيضا إلى وصف وتحليل الظواهر أو الظروف أو الأشياء الأخرى التي تم عرض نتائجها في شكل الورقة البحثية. وفرده مدرس اللغة الإنجليزية، والبيانات تم جمعها من خلال المقابلة والتوثيق. وجميع الإجابات المحسولة عليها من خلال المقابلة تم تدوينها على الورقة. والتوثيق يكمل نتائج المقابلة. ونتيجة البحث دلت على أن هناك خمسة مراحل قام بها مدرس اللغة الإنجليزية في المدرسة الثانوية الحكومية ١ أوكوي، وهي تخطيط ركن القراءة وتنظيمه واستخدامه ودمجه وحفظه وحل مشكله.

الكلمات الأساسية: دور المدرس، ركن القراءة.

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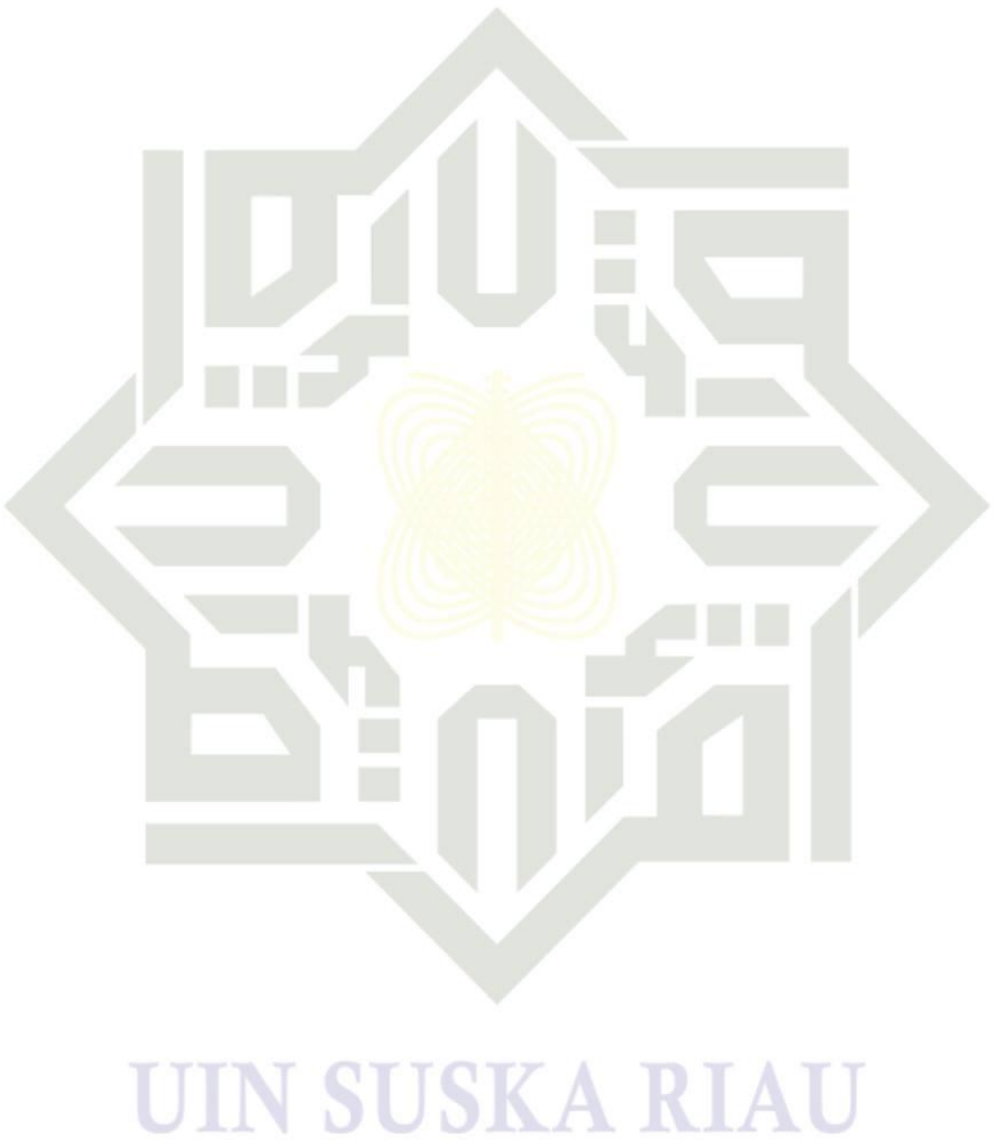
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is the process of gaining information critically and creatively for the purpose of understanding reading text, as well an assessment of the circumstance, values, and impact of reading (Farboy, 2009). According to Sulasih (2016) reading is also interpreted as spelling or pronouncing what is written, recited, predicted, and guessed. Reading is a process of involving physical and mental activity. One of the physical activities in reading is moving the eyes along the lines of writing in a reading text, and mental activity can ensure the acquisition of maximum understanding. According to Nugroho (2016) reading is an activity of thinking to understand writing. More recently, Gates, Duke, and Stouffer (2016) argued that definitions of reading must go further by attending to the process as it occurs in the context of “socio-culturally constructed literacy practices”, including the values, beliefs, and power relation that characterize those practices, such as those related to language, gender, ethnicity, religion, economics, and geopolitics.

Reading corner or classroom library is one of the efforts to increase the student`s literacy level. The reading corner is a place located in a corner the room is furnished with a collection of books. The Ministry of Education and Culture (2016) explains that the reading corner is a room which is located in the corner of the classroom which is equipped with a collection of books and acting as an extension of library functions. Through the reading corner students



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are trained to get used to reading books, so it makes students love to read. Reading Corner has a choice of books that are age-appropriate and interesting, carefully selected to start children enjoying books. Research shows that students in classrooms with high-quality class libraries read 50 percent more than students who do not have access to libraries in classrooms (Booksource, 2003). It means that the reading corner have the important role to increase the students literacy.

To build an effective reading corner actually needs teachers role. The new teachers should be able to build their reading corner or classroom libraries (Catapano ,2009). Usually, in junior high school and senior high school or vocational level, teachers assign the students to make the reading corner with their creation. However, many facts were found, the teacher gave all the things about the reading corner to the students without their role. Whereas, there are several things that must be done by the teacher to build an effective reading corner. According to Catapano (2009) there are some guides that must be followed by the teachers to build an effective reading corner. It means the teachers must play an active role in a building process of reading corner, start from planning until becomes an effective reading corner.

Regarding teacher`s role, according to Moustofa (2013), the teacher`s role is to encourage and accept the students` autonomy and create a comfortable atmosphere for student expression, acting as guides for their students. Related to a comfortable atmosphere for student`s expression, the teacher can use the reading corner as a place or media for students. The teacher can play the



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possible role in the reading corner, considering that the role of teacher is not just teaching in the classroom. Gutstein (2007) Friere saw teachers as partners of students who were persuading agency as opposed to teachers being positioned as enforcers, disciplinarians, and police officers”. According to Yukhymenko (2014) the teacher is not the information provider or controller. Rather, the teacher facilitates, coaches, and models good problem solving skills for their students. Teacher`s expectations determine the understanding of their own role, as the sense of efficiency in the work that teachers experience can also depend on how they see themselves as professionals (Ben-Peretz, Mendelsohn, and Kronb, 2003). Teacher`s expectations are influenced by the experience and knowledge they acquire during their educations for the teaching profession, as during this period teachers begin to build their professional image of themselves as a teacher (Rodrigues et al.,2018)

Many studies that are relevant to the problem examined by the researcher have been reviewed by the previous research. Namely: 1). A study of good practices in classroom libraries, kindergarten through second grade by Michele Boniscavage. 2). The research by Bintang Pamungkas-Optimizing the function of the reading corner in Muhammadiyah Elementary School grade 1 Pangkal Pinang to promote the culture reading. 3). Implementation of fond reading through the reading corner program in social studies subjects in class VIII at SMPN 2 Sumber Cirebon District by Alfian Handina Nugroho. But the results of this study have not examined about the teacher`s role to build an effective



reading corner. This allows the researcher to conduct the research because the problem is not a duplication from previous research.

SMA N 1 UKUI is one of the state senior high school in Pelalawan regency. As a formal institution, this school also provides English as a compulsory subject in this school. Based on 2013 curriculum as used at this school, English is learned for 45 minutes for one hour of learning, the allocation for learning English is learned for 90 minutes in two hours of learning for one week. In the curriculum 2013 or K-13 for high school students there now requires to read books for a minimum of 15 minutes before conducting teaching and learning activities at the school every day. The ability to read and to increase the reading interest of the students are the goals that need to be achieved. SMA N 1 UKUI has a class reading corner and library as facilities to increase the reading ability and reading interest of the students.

Based on the preliminary interview with one of the English teachers in SMA N 1 UKUI, It was found that the teacher has the role to make the reading corner is effective, not just a symbol or a display. The teacher aimed the students to read some book when they have discussed about some topics in the learning process. For example, the students can find some short story book and read it as an additional sources when they have a narrative lesson topic. Based on the preliminary study the researcher found the fact that the existing reading corner was still ineffective, due to the low reading interest of students to take advantage of the reading corner without having been instructed by the teacher.

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There is a lack of need to investigate teacher`s role in building an effective reading corner.

Based on the explanation above, the researcher felt interested in conducting the research by a title “**The Teacher`s Role to Build an Effective Reading Corner in the Classroom at SMA N 1 UKUI**”.

B. Problem

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follow:

- a. What is the teacher role in building reading corner in the classroom at SMA N 1 UKUI?
- b. Why does the teacher need to play a role in building an effective reading corner in the classroom at SMA N 1 UKUI?
- c. How effective is the reading corner that has been implemented at SMA N 1 UKUI?

2. Limitation of the Problem

Based on identification of the problem, the researcher focused the problem of the research on Teacher`s Role to Build an Effective Reading Corner in the classroom at SMA N 1 UKUI.

3. Formulation of the Problem

Based on the problem above, the researcher formulates the problem in the research “What is the teacher`s role in building an effective reading corner in the class at SMAN 1 UKUI?”



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C. Objectives and significances of the Research

1. Objective of the Research

Based on the formulation of the problem, the objective of this research is to explore the teacher's role in building an effective reading corner in the class at SMAN 1 UKUI.

2. Significances of the Research

- Hopefully, the findings of this research are able to benefit toward English Teacher.
- For the researcher, to add knowledge in building an effective reading corner.

D. The Reasons of Choosing the Title

There are some reasons why the researcher interested in carrying out this research.

The reasons are as follow:

- The title of the research is relevant with the research status as a student of English Education Department.
- The title is not yet investigated by other previous researcher.
- The location of the research facilities to conduct the research.

E. Definition of Terms

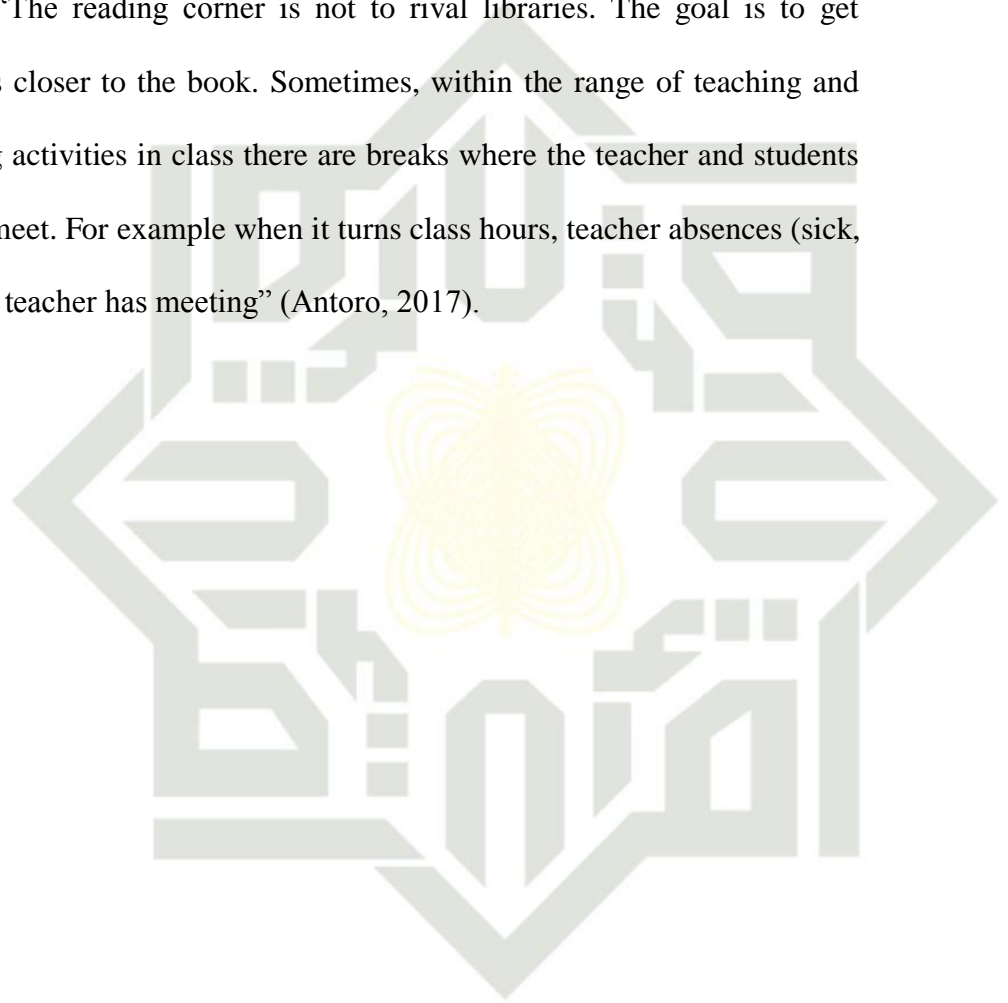
1. Teacher's Role

“The role of teacher is more than standing before the pupil and only teaching, a good teacher in instruction implies a large number of

activities, which he/she performs in order to ensure that all the children receive quality instruction” Zeiger (2014). In this case, teacher does her role as a guide teaching with reading corner.

Reading corner

“The reading corner is not to rival libraries. The goal is to get students closer to the book. Sometimes, within the range of teaching and learning activities in class there are breaks where the teacher and students do not meet. For example when it turns class hours, teacher absences (sick, etc.), or teacher has meeting” (Antoro, 2017).



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teacher`s Role

A teacher plays very important role in the education`s world. According to Abel (2015) role is a dynamic aspect of position or status. If someone exercises the rights and obligation according to his or her position, than he or she has carried out a role. According to Catapano (2009) the teachers have roles to generate interest and motivation for reading, to support differentiated through better matching of students with text, and to provide the means to practice necessary to develop reading skills.

To increase the students` reading interest, the Ministry of Education and Culture launched a reading corner as a literacy program. The teacher`s role is needed support the reading corner as a literacy program. According to Catapano (2009) the new teacher should be able to build their classroom libraries. In their research seems that although teachers know they should have a classroom library and have dedicated space to their collections, use of the books was not woven into the life of the classroom in most cases. Teachers are needed to build the effective reading corner because the teacher is a manager in the class (Wiyani, 2013). Teacher is responsible for all activities and programs in the classroom, including the reading corner because it is part of the class.



According to Kirchoff (2013), the teacher`s role in determining the book levels and topic will create high enthusiasm for reading in the students. Teacher must have a clear plan and setting to increase the student`s enthusiasm to read some book. Teachers also should have the capacity to determine the right types of books for the students of different level and interest. According to Guthrie, et al, (2000) claim that in order to develop students who are highly engaged readers, teachers also need to be highly engaged in reading. It means that when teachers assign the students to read, the teachers themselves also read.

Rice (2003) reveals that good teachers highlight the importance of independence of the pupils and encourage them to express their imagination. Pupils are motivated to learn from contents or lesson adjusted to their interest and inspiration. That is why the reading corner must be filled with the reading sources other than textbook. Teacher must also play a role to guide students to create reading corners as attractive as possible, so that the pupils feel comfortable and always interested in reading books. This implies that the teachers have influences and responsibility for the information of an effective reading corner. With such an influence and responsibility, they feel great honour and joy. That is why all teachers should strive to be good teachers.

The teacher has several roles that must be performed. According to Amri (2013) teachers have role in their daily activities at school, namely as:

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1). Corrector

Teachers assess and correct all learning outcomes, attitudes, behavior, and evaluators actions at school.

2). Inspiratory

The teacher inspires students about how to learn well.

3). Informatory

The teacher provides good and effective information about the material has been programmed as well as information on the development of science and technology.

4). Organizers

The teacher plays a role in managing various academic activities both intracurricular and extracurricular activities so that the effectiveness and efficiency of children can be achieved by the students.

5). Motivator

Teachers are required to be able to encourage their students to have high motivation and active learnings most of the time.

6). Initiator

The teacher becomes the originator of ideas for advancement in education and teaching.

7). Facilitator

Teachers should be able to provide facilities that allow students to learn optimally

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8). Supervisor

Teachers provide guidance to their students in dealing with learning challenges and difficulties. Teachers also should be able to help, improve and critically assess the learning process carried out so that it can be optimal.

9). Demonstrator

Teachers are required to be able to demonstrate what was taught in didactic manner, so that students can understand the lesson optimally.

10). Class manager

Teachers should be able to manage the class well because the class is a gathering place for teachers and students.

11). Mediator

The teacher can act as a media provider and mediator in the learning and teaching process.

13). Evaluator

Teachers are required to be able to access learning products and learning process.

Based on the explanation above it can be concluded that the teacher's roles help students in the process of self-development and also talent optimization and the ability besides that, the teacher plays an important role in a classroom management, one of which the teacher acts as a facilitator who facilitates students in learning activities including reading corner as a literacy program that can be achieved. Teachers also



can guide students to improve their reading interest by providing reading corner.

2. Effective Reading Corner

A reading corner is a place that is located in a corner a room equipped with a collection of books. Ministry of education and culture (2016) explains that the reading corner is a room which is located in the corner of the classroom which is equipped with a collection of books and serves as an extension of library functions. Through the corner reading students are trained to get used to reading books, so that make students like reading. Reading corner according to Gipayama (2011) is a room that provides book with large or small amounts to read, borrow, and to do reading activities. Ministry of Education and Culture (2016) as well explains that a reading corner is a corner or a place being in classroom that is used to organize books or resources other studies in order to increase interest in reading and learning students going through a fun reading activity.

The reading corner based on above description can be concluded that the reading corner is a room equipped with book collections and serve as an extension of the library's functions. Reading corner need to be arranged properly so that students are interested in using it, by means of textbooks and non-lessons displayed on a shelf in accordance with classroom conditions and pay attention to its beauty. It is also necessary to provide a carpet and table so that students can sit comfortably.

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Reading corners are used to foster interest in reading in students who are equipped with several collections of reading books. The Ministry of Education and Culture (2016) explains the purpose of the reading corner, namely to introduce students to various sources of reading for used as a medium, learning resource, and giving a pleasant reading experience. Class reading corner optimally utilized to support the success of the process learning. Morrow (2014) explains the purpose of the reading corner is to make it easy for students to find information, foster interest read.

The purpose of the reading corner is based on the description above, namely the reading corner made by utilizing a corner or other strategic place in the classroom. The type of reading material placed in the reading corner class can be in the form of textbook, story books, students work and teachers, newspapers, clippings, and other learning resources. The reading corner is used to bring the library closer to the students.

Reading corner is the realization of the School Literacy Movement or (Gerakan Literasi Sekolah/GLS) launched by the government through the regulation of the Minister of Education and Culture No. 23 of 2015. This program is a comprehensive effort that involves all school members. According to Abidin (2009) the School Literacy Movement or GLS that implementation of reading corner is a program with various elements of support. The elements are principle, teachers, and students. So, it is clear that the teacher is involved in build an effective reading corner. In line

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with this idea in Gambrell's article, he proposed that there are six items that serve as reading incentives to assist classroom reading culture, including teacher design clear reading model, rich reading environment, free choice books, chances to interact with others, familiar with reading information, and appropriate reading incentive, Martin (2006). Based on the Martin's explanation that the teacher is one of the elements that contribute to the success of reading corner.

Teachers also should have the capacity to make a reading corner as a facility in learning and teaching process. As an effort to support literacy program that launched by the Ministry of Education and Culture. The support statement from Wiyani (2013) stated that the teacher also plays a role as a learning management, managing and arranging various learning activities. Classroom arrangement which includes the following activities:

- 1). Holding the learning facilities needed in teaching and learning process.
- 2). Laying out the learning facilities to support the implementation of teaching and learning process.
- 3). Caring for existing learning facilities in the classroom.
- 4). Make improvements to the layout of existing learning facilities in the classroom.

As it is known that the reading corner is also included in the scope of the class. So it can be concluded that the teacher are fully responsible in building and managing an effective reading corner.

There are five roles of teacher to build an effective reading corner according to Catapano (2009). Such as planning, organizing the reading corner, using the reading corner, integrating he reading corner, maintenance and troubleshooting.

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a. Planning

Planning the classroom library or reading corner always starts with considering how to access book and how many to include. Reading corner should include a variety of texts of various formats genres, and types, including text that can be applied to study in a range of content areas.

b. Organizing the reading corner

Regardless of the size of the classroom condition of the environment, decoration and organization can make all the difference. In organizing the reading corner, the teacher should create a place in the classroom that invites individual relaxation or opportunities for interaction among a small group of three to four students. Diller (2005) suggest additional components (e.g., soft lighting, music, puppets, clipboards, and pencils) for teachers to consider as resources become available that may enhance the atmosphere and utility of the classroom library.

c. Using the reading corner

1) Opening the Reading Corner

When the library is organized, established to complement the curriculum, and inviting to students in the classroom, it is time to open the library and invite students to explore. As with all the areas of the classroom, rules for use of the library need to be established and are likely to be remembered if the students help



develop the rules. Posting simple guidelines for using the reading corner, along with a map of how the library is organized (Reutzel&Fawson, 2002), will help promote independent use and maintenance of the library.

Diller (2005) recommends having students participate in book sorting activities during the first week of school. Start with simple sorts (fiction and nonfiction), and then move to sorting by more fine-grained categories related to topics (e.g., weather and dinosaurs) or genre (e.g., historical fiction, biography, and poetry), depending on the grade level.

2) Check out and Return

One of the most difficult things for teachers to establish in their classroom library is the checking out and returning of books. The teachers should making a check-out system has to be easy to manage and should rely on the students to do as much of the work as possible. Using a page for each student allows the student to copy the title and enter the date they are checking out of the book. For the other choice, the teachers recommend store with their name and personalized design. When books are selected from the library, the student simply placed the paint stirrer in the spot from which the book was taken. When ot comes time for re-shelving, students can simply find their marker and place the book back in its designated spot.

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d. Integrating the reading corner

Posted reminders (e.g., “How to choose a book” chart) can help students maintaining some independence and still choose appropriately leveled text for independent reading. As an instructional tool, teachers can review reading logs with students as part of individual conferencing in order to assess the range of topic or genres selected and to help the teacher monitor the student`s selection or just right text. Teacher might also use this time to recommend additional selections that could be of interest to students. Fountas and Pinnell (2001) recommend taking advantage of independent reading time for independent conferencing, guided reading, and small group literature study. In order to capitalize on students own growing love of books and progress in reading, they should be provided with many opportunities to discuss what they are reading in small or large groups, or even with reading buddy.

e. Maintenance and troubleshooting.

Despite the care teacher may take in organizing the reading corner, teaching the check in and check out system, and monitoring student use, difficulties can always arise. Diller (2003) recommends taking informal anecdotal notes on two or three students per day to monitor a student`s ability to make good selections, read for understanding, care for materials, respond to literature through discussion or reviews, and make recommendations. In the same way,

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Miller (2002) recommends keeping a notebook about each child, so notes from anecdotal observations and conferencing can be periodically reviewed and used to determine individual or small group instructional needs. As with maintaining any skill, regular practice makes perfect. Be sure to teach, review, and reteach the organization system, strategies for text selection, and the procedure for re-shelving at various throughout the year.

The purpose of this reading corner is to increase interest reading of students. Catapano (2009) and the Ministry of Education and Culture (2016) have similar to explain several achievement indicators of utilization and development of reading corners among others:

- 1). There is a reading corner in each class with collections library material.
- 2). Increasing reading frequency among students.
- 3). The use of reading corners in the learning process.
- 4). The reading corner class is organized and managed at the end of each lesson.
- 5). Collection of library materials in the reading corner of the class is regularly updated.
- 6). There is an activity for the teacher to read the book aloud or the student reading independently by using a collection of class reading corners.
- 7). There are a list of collections and a list of class recaps.



- 8). Improving student`s reading and communication skill and teacher also.

The Implementation of Reading Corner

The implementation of reading corner is a process to implement policy from political policy into administrative policy. More concisely, it is the development of policies to perfect a program, Nugroho, (2016). According to Nurdin (2004) the implementation of reading corner leads to activity, action, or the existence of a system that is running in a learning process.

Reading Corner is the use of classroom corner as a place to collect books from students in each class. The implementation of reading corner program is expected to stimulate students in order to be fond of reading and have a good mindset to support Indonesian subject. The use of classroom corner as reading corner also supports school library. In addition to reading, borrowing and exploring the source of knowledge from the school library, students can also take advantage of reading corner in their classes. Books available on shelf of reading corner are students' book collection, so they can exchange with their friends.

The implementation of reading corner will create a conducive and effective classroom atmosphere. In this situation students will discuss, interact, and dialogue so that they are able to construct their own scientific concepts and rules, not by way of forcing or lecturing. Students also need to be familiarized with different opinion, so that they will become an

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intelligent and critical figure. Of course, democratically, without ignoring the rules of knowledge. In addition, teachers also need to provide reinforcement to students so that there is no wrong concept that will conflict with the values of truth itself, Batubara & Ariani (2018).

In learning and teaching process teachers are expected to provide learning process with various components of language skills. Competence provides learning related to various factors, including formulating indicators and objectives, organizing materials, constructing evaluation tools, designing activities, mixing methods and techniques, and exploring resources and instructional media, Amri (2011). The reading corner will help teacher in the teaching process. The teacher can use reading corner as a supporting media and a reading sources for students in certain material in learning.

B. Relevant Research

Previous research on exploring teacher's role to build an effective reading corner in the classroom has been done in different level of education. However, limited studies on exploring reading corner are found. These studies on this issue in context are presented in the following sections.

1. Khoiriyatun Ni'mah (2018) an analysis of the implementation of teachers role in reading corner at the students of grade IV B Madrasah Ibtidaiya (MI) Ma'arif, Salatiga City. The object of this research was the use of reading corner program and teacher modeling for the subjects of Indonesian in 2018 which was applied in semester one. The type of this



research was a qualitative descriptive research. This research is intended to describe and analyze phenomenon, condition, or other things in implementing innovative learning activities with non-monotonous classroom atmosphere. The result of this research was the teacher created conducive learning atmosphere for students to learn so students had high motivation and awareness to read.

2. Mei-Ju Chou, (2016) also did the research about reading corner environment. The title is “Operating Classroom Aesthetic Reading Environment to Raise Children Reading Motivation”. The aims of this research was to explore how preschool educators understand about raising children`s reading motivation through operating classroom. This was a qualitative research, Data collection methods included observation, interviews, children`s relative document, drawings and hands-on work. The main results were extracted as below: young children`s reading motivation including interest, perceived control, collaboration, involvement, and efficacy were promoted through classroom aesthetic reading environment and parent-child shared reading promotion activities.

3. Moh Adib Rofi`uddin and Hermantoyo “The Influence of Reading Corner toward increasing students reading interest in SMP Negeri 3 Pati. The purpose of this research was to find how the Influence reading corner on increased reading interest students in SMP Negeri 3 Pati. This research used design quantitative research design with the kind of research correlation that are used to determine the relationship between variable.

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The result is there is significant influence between the variables X (reading corner) and Y (increased interest in reading students) in SMP Negeri 3 Pati. It means to have a positive linear relationship which means that if the library service quality, the higher the students' interest in reading.

4. Bintang Pamungkas (2018) a study about Optimizing the function of the reading corner in Muhammadiyah Elementary School grade 1 Pangkal Pinang to promote the culture reading. This study aims to describe the function of reading corner I SD Muhammadiyah Pangkalpinang. The type of research used was a qualitative research with type of phenomenology research. The research results showed that the function of reading corner provides a new atmosphere in class, also when there is free time that can be used for reading. In addition, it made students happy to read with a mentored teacher. Teachers provided books reading in accordance with the needs of students and trying to add a collection of reading so that students do not get bored reading in the corner read.

In conclusion, this research is similar with previous research about reading corner subject. But there is no research talking about teacher`s role to build an effective reading corner. Therefore the researcher wants to investigate the teacher`s role to build an effective reading corner in the classroom at Senior High School 1 UKUI.

C Operational Concept

Based on the theories and previous research above, then it is necessary to clarify the phenomenon used in this research. So in this

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Teacher`s Role in Building Reading Corner

research the phenomenon is the effectiveness of the performance of teacher`s role to build an effective reading corner in the classroom. Therefore, the effectiveness of the teacher`s role to build an effective reading corer in the classroom into following conceptual frameworks.

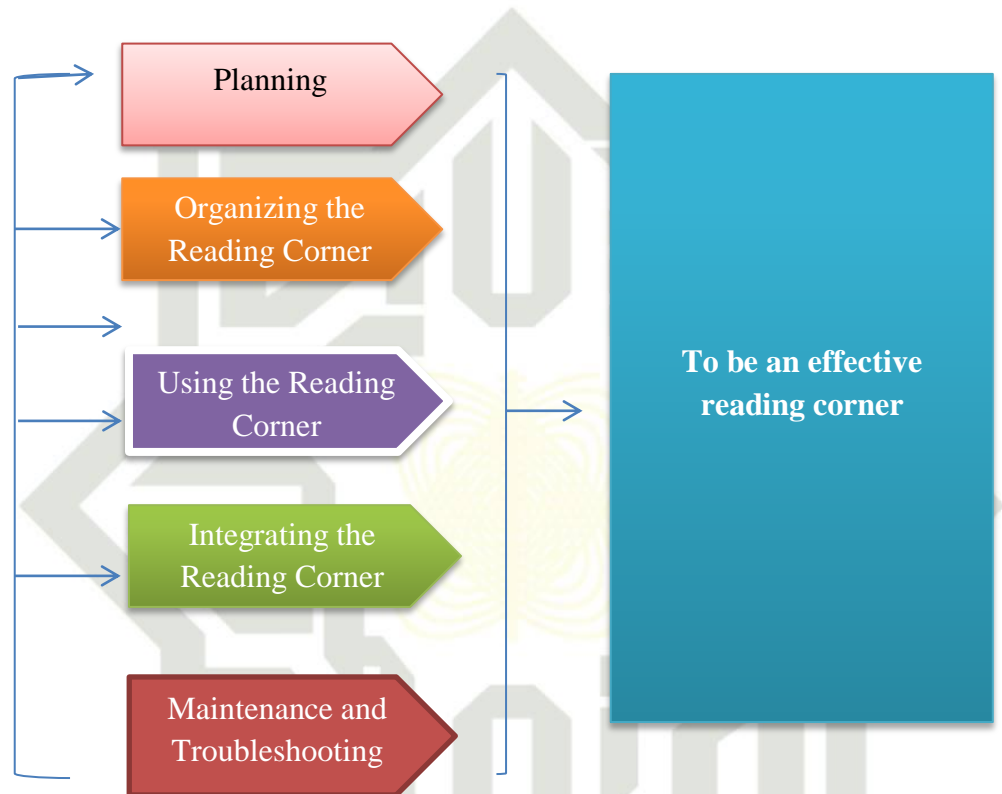


Figure I. Theoretical Framework of building an effective reading corner, (Catapano, 2009)

encantumkan dan menyebutkan sumber:
 penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The type of this research is qualitative research. This research is intended to describe and analyze phenomenon, condition, or other things in which the result is presented in the form of research report, Arikunto (2010). Creswell (2008) stated that qualitative research is analyzing the data for description and theme using text analysis and interpreting the larger meaning of the results.

According to Creswell (2012), a center phenomenon is key concept, idea, or process studied in qualitative research. Case study design will be conducted in this research. According to case study Yin (2011) are qualitative data in which researcher describing or explaining the events of the cases in its real world context, to school classroom experiences or activities. It is supported by Denzin & Lincoln (2005), case study is a process inquiry about the case and product that inquiry. Nuardi (2013) case studies tell about story, and are often very lively and colorful ways of presenting of research.

Then, Mackey and Gas (2012) says “Conducting case studies can be very practical because only a small number of individual or sites are normally involved, and thus participants may be easier to recruit and obtain permissions from than in a study with a different design for which hundreds of permission (from institution, parents, children, or others) might be required”. This research case means describing or explaining the events of the case(s), to

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explore the teacher`s role to build an effective reading corner in the classroom at Senior High School 1 UKUI.

B. Location and Time of the Research

1. Location of the Research

The location of the research was Senior High School 1 Ukui. It was located in Jalan Lintas Timur Ukui Dua, Pelalawan regency.

2. Time of the Research

The research was conducted on February-May 2021.

C. Subject and Objective of the Research

The subject of this research is English teacher of Senior High School 1 Ukui. The object of this research is teacher`s role in building and effective reading corner at the classroom in English classroom at Senior High School 1 UKUI.

D. Participant of the Research

The participant of this research is one of English teachers in SMA N 1 UKUI. The researcher chooses only one of the English teacher. The technique of selecting the participants used purposive sampling. According to Sugiono (2011), purposive sampling is a data sampling technique with certain considerations. Raco (2010) added that purposive sampling is defined as a data source sampling technique in accordance with the aims and objectives of the research. In purposive sampling, the researcher will select individuals and sites to understand the central phenomenon (Cresswel, 2008).

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E. Technique of Data Collection

1. Interview

Interview is most often collected by researcher in qualitative descriptive research Dornyei (2007). Based on Cohen *et al* (2007) said that Interviewing is a valuable method for exploring the construction and negotiation of meaning in a natural setting. Berg (2007) asserted the interviewees are enables to speak in their own voice and express their own thoughts and feelings. And other advantages from interview are:

- a. Can be done face to face or over the phone.
- b. The researcher can ask further questions to gain more in-depth information.
- c. Interviewees can be given a sample of questions to prepare for the interview.
- d. Allows researcher to collect people's ideas, opinions, values and beliefs about a certain topic.

Furthermore, Interview was used as technique used when researcher wanted to do a background study to find problems. Besides that, interview was also used if researcher wants to know the in depth facts about responders (Sugiyono, 2017). In this research, the researcher applied the structured interview where the questions of the interview had been prepared beforehand and were asked to the subjects. In setting the data sources, method to collect the data, and research instrument, the researcher



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considered some aspects such as energy, time, fund, and other factors whether it was supporting or hampering the research (Arikunto, 2014).

2. Observation

Observation is defined as observation and recording in a manner systematic of symptoms that appear on the object of research (Margono, 2003). Observation and recording of objects in place the occurrence or occurrence of events so that the observer or observer being with the object under investigation is called direct observation. Whereas an indirect observation is observation and recording which was done not at the time the event took place, for example through films, slides or photos. Observation techniques are divided into two types, namely the technique of open observation and close do observation. Observation form the ideal and most accountable. In this technique, researchers make observations openly and with reveal the personal or institutional identity that it represents clear.

F. The Technique of Data Analysis

In grounded theory research design, the data was analyzed through constant comparative data analysis. Constant comparison is an inductive (the specific data is analyzed to generate broader analysis) data analysis procedure which compares incidents in the data to other incidents, incidents to categories and categories to other categories (Creswell, 2012). This theory was espoused by with theories states Miles and Huberman the steps of analyzing the data can broken down as follows:

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1. Data Reduction

The data had been collected from the fields might be very large in quantity. Data reduction means the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up transcription. The data reduction is analyzing that sharpens sorts, focuses, discards and organizations such as a way conclusion could be drawn and verified. Data reduction means to sort the most important information and to reduce the data by converting them into summary. By the data reduction, It means the researcher made data more specific to easy in draw some of data based on the data collection.

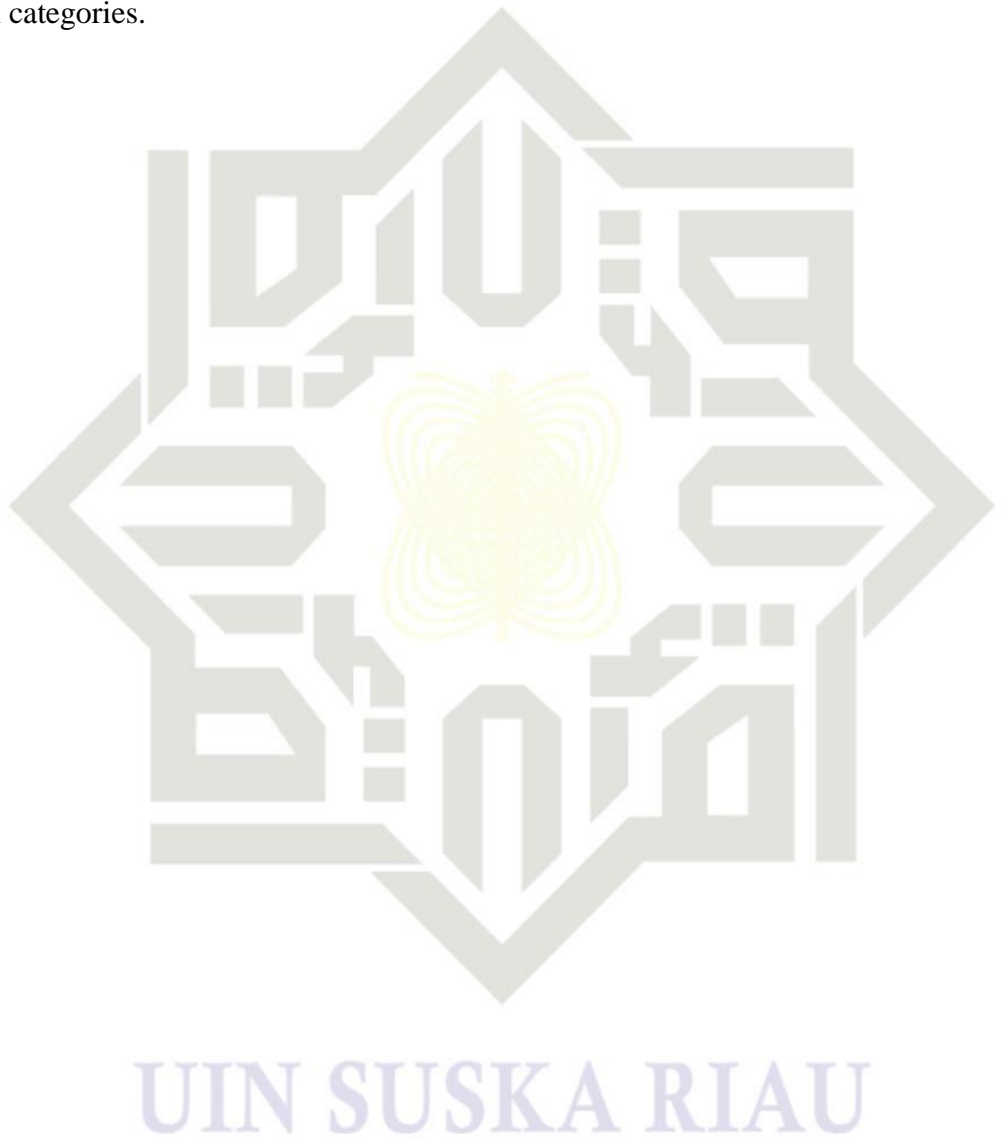
2. Data Display

In qualitative research, data display was done in the form of short description, chart, and correlation between categories, flow chart and many more. Displaying the data is defined to present the data. Data display is designed to assemble organized information into an immediately accessible, compact form so that they can see what happens in and either draw justified conclusion. It means, the researcher was led of complex data into simple or selective form, so it will be easy to understand. By displaying the data it would be easier for researcher and to plan the next step in doing the research (Sugiyono, 2017).

3. Conclusion drawing or verification

It means to explain the meaning of the data. Conclusion was described in theme. Therefore, the conclusion in qualitative research could either

answer the research question proposed at the beginning or no. The conclusion in qualitative research is a new finding that has never been found before. Finding can be a description of an object that is not so clear and will get clearer after the research. Finding can also be comparison between categories.



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding of this research indicates that the teacher play a big role in build a reading corer at senior High School 1 UKUI. Reffering to Catapano (2009), there are five activities that a teacher must to do to conduct an effective reading corner in the classroom. They are planning, organizing the reading corner, using the reading corner, integrating the reading corner, and maintenance and troubleshooting. The research findings present and discuss the answer of the research problem purposed by the researcher. The data is gained from an interview conducted by the researcher. To support the data obtained from the interview, the researcher also provide documents such as lesson plan that will also be explained in this chapter.

From the interview, researcher found some data about several activities done by the teacher related to build an effective reading corner at Senior High School 1 UKUI. The interview was done based on the guidelines which refer to the theory brought by Catapano (2009). The questions and responses of the interview were transcribed and analyzed to find out the answer of the research question. Meanwhile, the documents were obtained from the subject. The documents will also be broken down and discussed in this chapter.

Findings of interview

Interview was used as the main instrument in this research. In this section, an English teacher was interviewed to see if they have conducted



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any role related to build an effective reading corner in the classroom based on Catapano (2009). They are:

a. Planning the Reading Corner

As stated by Catapano (2009), the first step for the teacher to build an effective reading corner is planning. From the interview, we know that the teacher has a role in planning the reading corner. First teacher planning about the place of reading corner and size of the place, and also teacher think and prepare the books that will include in reading corner, as stated by her in the interview:

“For the preparation of the reading corner in this high school, first we provide the place, because there is very little room, so we use classroom first, we take a quarter of the classroom, yaa.. for four or six people inside, do the reading there. About book preparation, we can ask from students, some bring books to school, some students bring two to three books, from parents, from guests and even teachers can also bring books”.

The theory by Catapano (2009) breaks down planning the classroom library or reading corner always starts with considering how to access books and how many to include. Reading corner should include a variety of texts of various formats genres, and types, including text that can be applied to study in a range of content areas. The teacher puts a various genres and types in the reading corner, as her stated in the interview:



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“There are any type and genre of books in our school, there in terms of cookbooks, knowledge books, scientific papers, student`s textbooks. There are also novel, fiction, and non-fiction”.

According to Catapano (2009) some of the book collections should be including text that can be applied to study. Similar with the theory of Catapano (2009), Mrs. Sari explains that the reading corner at Senior High School 1 UKUI is used in the some learning process. This is her statement in the interview:

“The reading corner is very used in the learning process. One of them are for narrative text materials and procedure text materials because many source from reading corner, such as text how to making something, procedure text can be taken from the reading corner”.

b. Organizing the Reading Corner

The theory of building an effective reading corner by Catapano (2009) stated after planning the reading corner, teacher must have roles in organizing the reading corner. Regardless of the size of the classroom condition of the environment, decoration and organization can make all the difference. Diller (2005) suggests additional components (e.g., soft lighting, music, puppets, clipboards, and pencils) for teachers to consider as resources become available that may enhance the atmosphere and utility of the classroom library. Besides the decoration, in organizing the reading corner Mrs. Sari



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consider about the ventilation, comfortable, seating, and size. This is her statement in the interview:

“For organizing, besides the decoration, we select the room in terms of ventilation, in terms of comfort, seating. For the size, there may be around 1x2 meters. Basically four to six students can read there”.

Other than creation and decoration, Catapano (2009) stated in organizing the reading corner, the teacher should create a place in the classroom that invites individual relaxation or opportunities for interaction among a small group of three to four students. Based on the interview, Mrs. Sari said the size of the reading corner is big enough. It can receive for three until five students. This is her statement from the interview:

“For the reading corner in the class, it is enough for three until four students. Because the room is large enough, we take a quarter from the room. Because our classrooms also large enough, can accommodates nearly thirty to thirty five students there”.

In organizing the reading corner, teacher is responsible not only for displaying the books. The teacher is also responsible and plays a role in many things, such as ensuring a comfortable reading corner environment, ensuring content of books collection, and management. In the theory of Catapano (2009) Students should be involved regularly in helping organize the space and materials, monitoring effectiveness,



and troubleshooting problems the reading corner should be organized for optimum independence. Because of that, in this case Mrs. Sari trying to always involve students in every steps in build an effecting reading corner. One of them is to clean the reading corner, so that is always looks clean and comfortable to use. The method used by Mrs. Sari is makes a picket schedule per day and always monitoring this activity through the class leader. As she stated in the interview:

“As for the monitoring the reading corner, I asked the participation from the class leader, so through the class leader I asked him every day, whether the picket members had carried out their duties to clean the reading corner. So from the class leader I got the answer that the reading corner had been cleaned. I monitoring from the class leader, who is got picket today in reading corner, if not yet, I will immediately ask the students”.

According to Catapano (2009) every few weeks some books should be rotated. It is intended that the book collection in the reading corner is update regularly. Mrs. Sari also does that thing. She ask to students voluntarily to bring some books to update the book collection in the reading corner, as her stated below:

“The reading corner is updating regularly, yes. By add new books from students to add the collection, like that”.

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c. Using the Reading Corner

The next activity according to Catapano (2009) is using the reading corner. The first part in using the reading corner is opening the reading corner. The students in Senior High School 1 UKUI are very enthusiastic when the reading corner is opened in the first time. They are very excited to use the reading corner, so they have to take turns. As stated by Mrs. Sari in the interview.

“For the situation and condition first time reading corner was used very enthusiastic. Eeee... Because the reading corner can contains about four until six students. Because of this enthusiastic, for the first time it was make to use rounds, like shifts. Because if you read it you have to be comfortable, so only a few first, then when you finish it will be replaced with other members”.

1) Opening the Reading Corner

Catapano (2009) said for the first time opening the library, teacher should invite students to explore. Introduce the reading corner and give literacy instruction. This is also done by Mrs. Sari. She said she as a teacher give the literacy instruction to the students, but also many students have own initiative to read and often use the reading corner. This is statement by Mrs. Sari in the interview:

“There is an activity inviting the students to the reading corner, also for giving an instruction to read in reading



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corner, eee.. Then there is also students own initiatives. But for the instruction may be I tell at the class time. at the end of the class for using time efficiently as possible by reading in the reading corner. And Alhamdulillah for their own initiative also many have initiative for reading in the reading corner”.

In this part of opening the reading corner, Catapano (2009) said as with all the areas of the classroom, rules for use of the library need to be established. Posting simple guidelines for using the reading corner will help promote independent use and maintenance of the library. Appropriate with this theory, Mrs. Sari does the same way. She also make some guidelines for students to using the reading corner. As she said in this interview:

“We make rules for eee.. Reading corner one of them is eee.. do not spoil the books, do not exceed the capacity, eee... students that reading there, because if over it is not comfortable, then do not bring snacks to the reading corner, and.. What` s more yaa.. do not provoke a fuss, like that.. Because in the reading corner it is hoped that there will be silence around it, to be comfortable, Yes”.

Then an additional from Diller (2005) recommends having students participate in book sorting activities. Start with simple sorts (fiction and nonfiction), and then move to sorting by more fine-grained categories related to topics or genres. In build an



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effective reading corner, Mrs. Sari always involve the students including in sorting books. As her stated in the interview:

“For sorting books, teacher asks students helping. In this school students have a big role in using the reading corner, eee.. For the example in tidy up the books, sorting books that are starting to break, we very involve the students. Because it is, yaa they know what the books are in the reading corner at their class”.

2) Check out and Return

The next step in using the reading corner is check out and return. According to Catapano (2009) the teachers should making a check-out system has to be easy to manage and should rely on the students to do as much of the work as possible. Using a page for each student allows the student to copy the title and enter the date they are checking out of the book. Based on the interview with Mrs. Sari, we know she does the same things and makes check out system in using the reading corner. This is her statement in the interview:

“For check out book in the reading corner in our school we do. Like make notes for knowing in and out the books, eee who is borrow, who is five back, eee.. This is using for knowing eee.. Book integrity and the feasibility of the books lent to students”.

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3) Integrating the Reading Corner

The next step in build an effective reading corner by Catapano (2009) is integrating the reading corner. In this section teacher can help students maintaining some independence and still choose appropriately leveled text for independent reading.

“There is the activity reading independently, eee.. who have a very high level of enthusiasm for reading, when they have a break time, they do a little reading activity in the reading corner. So, there they take advantage of their break time, break time for reading. Who have enthusiastic, high reading awareness”.

According to Catapano (2009) in order to capitalize on students own growing love of books and progress in reading, they should be provided with many opportunities to discuss what they are reading in small or large groups, or even with reading buddy.

“To give orders to students in small groups, yes. Because the reading corner allows for small discussions, eee.. asking what have you read today? What they got, what knowledge can be taken in the books in books that they have already read, like that”.

4) Maintenance and Troubleshooting

In carrying out all the steps to build an effective reading corner there are difficulties faced by the teacher. As stated by

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Catapano (2009) difficulties can always arise in organizing the reading corner, teaching the check in and check out system, and monitoring students use. Catapano (2009) stated that the last steps in build an effective reading corner are maintenance and trouble shooting. In this case the teacher is required to be able to solve the problems that are often faced by the students. In additional at this part, Diller (2003) recommends taking informal anecdotal notes on two or three students per day to monitor a student`s ability to make good selections, read for understanding, care for materials, respond to literature through discussion or reviews, and make recommendations. Miller (2002) recommends keeping a notebook about each child, so notes from anecdotal observations and conferencing can be periodically reviewed and used to determine individual or small group instructional needs. Almost similar with done by Mrs. Sari. She also makes small notes for students that have low reading interest or anything about student`s problem in the reading corner, as her stated in the interview:

“For problems that are often faced about this reading corner, eee.. the students are less enthusiastic, some students in the class less enthusiastic about reading. So for this problem I make the solution, make small notes of students who are less enthusiastic about reading. Then I met the students, or the students go to meet me. I emphasize again to often reading in the reading corner, like that”.



Furthermore, based on the observation, the researcher saw the reading corner at Senior High School 1 Ukui is effective. The student`s reading enthusiastic in this Senior High School is big enough. Based on the observation, when the students arrive in the school in the morning and the bell at the start of the lesson has not rang yet, some of the students visit the reading corner for read some material that will they learn in that day. Students do reading activity in the reading corner in the break time, and also in the learning process. There is some instruction from the teacher to make some groups, and the students discuss about the material of the lesson in their group. At that time, they discuss about Pahlawan Stories and take the book sources from the reading corner. In the reading corner I found the check-in and out book, there are name, date, title of book and sign in the check-in and out book.

The condition of the reading corner in Senior High School 1 Ukui is clean and comfortable. The size of the reading corner is big enough, it can contain four students there. It is similar with the theory of Catapano (2009) the teacher should create a place in the classroom that invites individual relaxation or opportunities for interaction among a small group of three to four students. The book collections is complete, there are textbook, fiction, papers, magazine, and others. It is similar that Mrs. Sari said in the interview with the observation that researcher does.

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B. Discussion

Based on the findings, it can be seen that an English teacher done her role`s in build an effective reading corner at Senior High School 1 UKUI can be broken down as follows:

The English teacher of Senior High School 1 UKUI thinks about many things to build an effective reading corner. The first she does is planning the reading corner. The books and how to access books, the comfortable of reading corner, the size, ventilation, lighting, and seating are the things that prepared by the teacher to build an effective reading corner. Teacher also used the reading corner in the learning process. She instructs the students to search some book as a source when they learn about narrative and procedure text. What the teacher does aligns with the theory of Catapano (2009) which says some of the book collections should be including text that can be applied to study.

The next step according to Catapano (2009) is organizing the reading corner. In this part, there are several things done by the teacher such as managing the cleanness of the reading corner and updating book collection regularly. For manage the classroom cleanness, teacher monitoring the cleanliness and tidiness of the reading corner by asked the participation from the class leader, so through the class leader she asked him every day. The teacher also updating the book collection regularly by adds new books from the students.

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The next step according to Catapano (2009) is using the reading corner which is divided into two activities. The first is opening the reading corner. The situation and condition for the first time reading corner used was very enthusiastic. The teacher invited the students to the reading corner, also for giving an instruction to read in reading corner. Because the students very enthusiastic, the teacher makes rounds, like shifts to use the reading corner. so the students feel comfortable in using the reading corner. The second activity is check out and return. The teacher makes notes for knowing in and out the books, for knowing who is borrow, who is give back. This is using for knowing book integrity and the feasibility of the books lent to students.

The other step is integrating the reading corner. In this step, the teacher instructs the students to do reading independently. This is success for some students, when they have a break time, they do a little reading activity in the reading corner. Then, the teacher also instructs the students to discuss in small groups. The teacher may ask about what have you read today, what they got, what knowledge can be taken in the books in books that they have already read. Then, the students do the discussion in the small groups at the reading corner.

Aligned by the theory by Catapano (2009), the very last step is maintenance and troubleshooting. In this part, the teacher is required to be able to solve the problems that are often faced by the students about reading corner. The problem that often faced about this reading corner is some students in the class less enthusiastic about reading or low reading interest. So

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for this problem the teacher tries to make the solution. The teacher makes small notes of students who are less enthusiastic about reading or low reading interest. Then, she emphasize again to the students to often using the reading corner. The teacher said the other trouble in Senior High School 1 UKUI is not all the classes use the ceramics floor. For that`s classes, the students wear their shoes when entering the classroom,. Because the reading corner is in it, so they are lazy to take off their shoes when using the reading corner. This makes the reading corner in the classroom not effective. Because the student feel difficult and not comfortable to come to the reading corner, so the reading corner is rarely use.

However this deficiency is somehow solved by the school, through the deputy principle of facilities and infrastructure by the annual building program. With this program gradually the shortage of reading corner can be overcome, and can increase the students reading interest. Considering this school used 2013 curriculum, the school will try to continue to upgrade its facilities.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research is to analyze the teacher's role to build an effective reading corner in the classroom done by the English teacher at Senior High School 1 UKUI. Thus, to meet the objective, the researcher has conducted the research by conducting two instruments which are interview and documents. The interviewee was one of the English teachers at Senior High School 1 UKUI. The interview was done based on the theory by Catapano (2009). Meanwhile the documents are obtained from that English teacher at Senior High School 1 UKUI in form of lesson plan. Based on the interview with the teacher and the documents, Several steps by Catapano (2009) in build an effective reading corner were found at Senior High School 1 Ukui, such as: In planning the reading corner, teacher prepare about place of reading corner and size of the reading corner, also about preparation of book collection. For the place, teacher using a quarter of the classroom, and for the books collection the course is from the students, teacher, parents, etc.

In organizing the reading corner, teacher makes the reading corner comfortable. The size of reading corner is about 1x2 m and can accommodate four to six students. The teacher monitoring the cleanliness and tidiness of the reading corner by asked the class leader every day. The book collections is updating regularly by adding new book from students. In using the reading corner for the first time, the students very enthusiastic, so the teacher makes to



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use rounds, like shifts. For using the reading corner there are two steps. The first is opening, the teacher inviting the students to the reading corner, also for giving an instruction to read in reading corner. The teacher also makes rules in using the reading corner that should be obeyed by the students. The next part in using the reading corner is check out and return, in this part teacher makes notes for knowing in and out the books, who is borrow, who is give back. The next step is integrating the reading corner, there is the activity reading independently and discuss in the small group by the students. The last step is maintenance and troubleshooting. The problem in this reading corner is some students are less enthusiastic in reading. The solution from the teacher to solve this problem is make small notes of students who are less enthusiastic about reading, then met the students and emphasize again to often reading in the reading corner.

From the observed it can conclude that the theory of Catapano (2009) is found at this Senior High School, and what the teacher said in the interview is similar with the observation that researcher does. The activity that teacher and students do in the reading corner is refer to the theory of Catapano (2009). The teacher already plays her big role in build an effective reading corner in the classroom at Senior High School 1 UKUI.

B. Suggestion

Form the conclusion above, the researcher would like to offer some suggestion especially for English teacher to increase students reading interest in the reading corner. Teacher need to more pay attention to the existing

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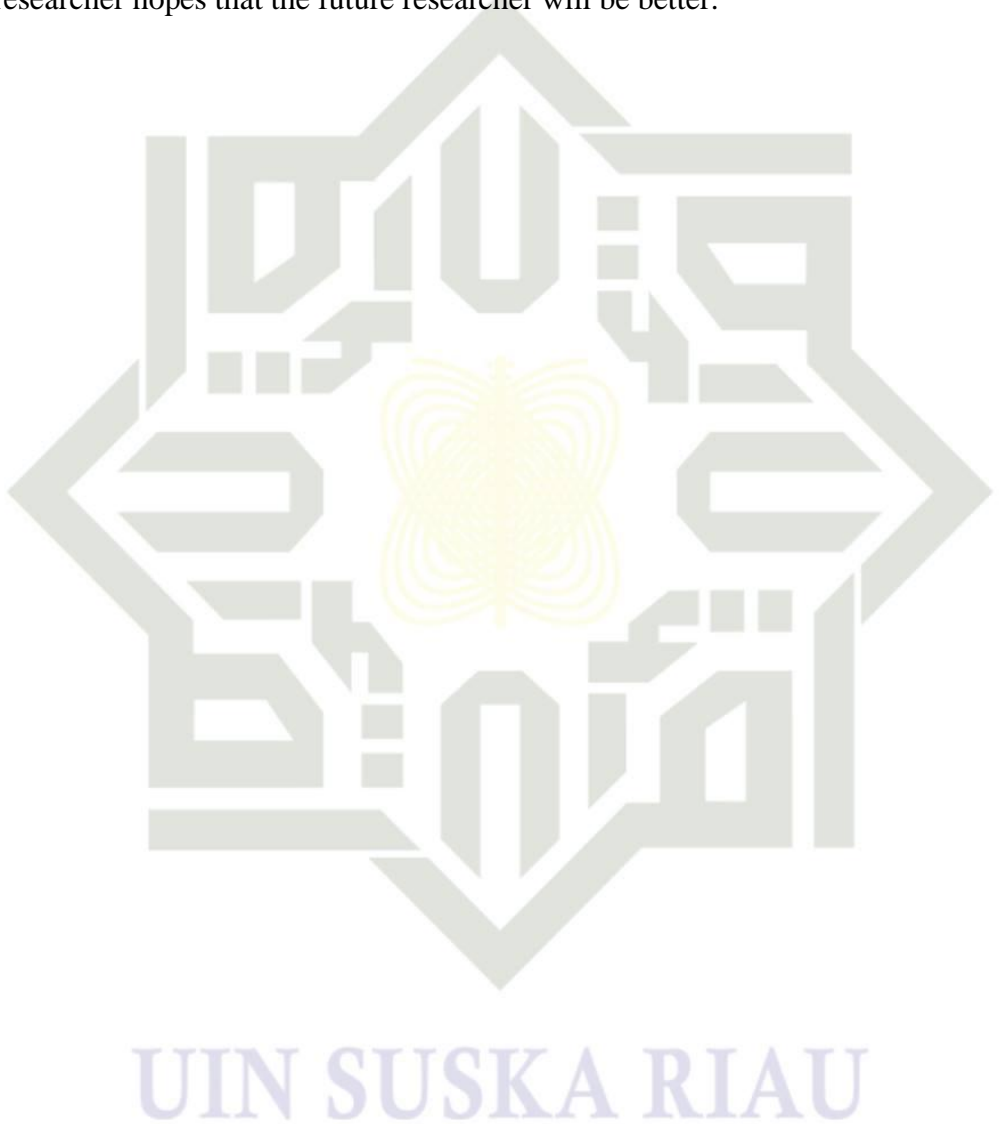
theory by the experts and conduct reading corner activity accordingly. And the researcher would to suggest the students to be active to visit the reading corner, more fond of reading, and pay attention about the environment of the reading corner. For further research on teacher`s role and effective classroom library, the researcher hopes that the future researcher will be better.

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APPENDIXCES

SYLLABUS
NARRATIVE TEXT

Appendix 1 Syllabus

Nama Sekolah: SMA Negeri 1 UKUI

Kelas/Semester: X/ Genap

Mata Pelajaran: Bahasa Inggris

Standar Kompetensi: Berbicara

3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) alam konteks kehidupan sehari-hari.

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Kompeten	Materi Pokok Pembelajaran	Nilai dan materi yang diintegrasikan	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Alokasi waktu	Alat dan sumber belajar
Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara	<ul style="list-style-type: none"> Percakapan transaksional dan interpersonal yang memuat ungkapan: <ul style="list-style-type: none"> meluluskan permintaan, serta menyatakan perasaan <i>relief</i>, dan <i>pleasure</i>. 		<ol style="list-style-type: none"> Memeragakan percakapan yang tersedia. Menjawab pertanyaan berdasar percakapan sebelumnya. Menyusun kalimat-kalimat acak menjadi percakapan yang 	<ul style="list-style-type: none"> Mampu melakukan percakapan transaksional /interpersonal secara akurat, lancar, dan berterima menggunakan tindakan 	1 jp	<ol style="list-style-type: none"> Buku <i>PR Bahasa Inggris SMA/MA XIA Intan Pariwar</i> hal. 5–6. Kamus Inggris–Indonesia dan Indonesia –Inggris. Buku-buku lain yang relevan.



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 - Dengan cara yang jujur dalam bentuk report, narrative, dan analytical exposition text dalam konteks sehari-hari.
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<p>baik.</p> <p>4. Memeragakan percakapan yang sudah urut.</p> <p>5. Membuat percakapan berdasarkan panduan yang tersedia.</p> <p>6. Membuat percakapan dengan ungkapan yang telah dipelajari.</p> <p>7. Memeragakan percakapan yang sudah dibuat.</p>			<p>tutor:</p> <ul style="list-style-type: none"> - melulu skan per min ta an, sert a me- nyata kan peras aan relief, pain, dan pleas ure. <p>Mampu mengem- bangkan wacana transaksion al pendek menjadi sebuah obrolan atau interaksiona l yang lebih panjang.</p>		
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Standar Kompetensi: Berbicara

- Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative, dan analytical exposition text dalam konteks sehari-hari.



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Materi Pembelajaran	Pokok	Nilai dan materi yang diintegrasikan	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Alokasi waktu	Alat dan sumber belajar
Monolog <i>narrative</i> .		Pendidikan karakter (*) Kasih sayang Ekonomi kreatif (*) Tekun	<ol style="list-style-type: none"> Membaca teks yang tersedia dengan lafal dan ucapan yang benar. (*) (•) Menjawab pertanyaan yang tersedia berdasarkan teks tersebut. Menceritakan kembali cerita di kegiatan sebelumnya dengan kata-kata sendiri secara lisan. <p>Menyampaikan secara lisan cerita yang diketahui.</p>	Mampu mengungkapkan makna gagasan dalam monolog sederhana berbentuk <i>narrative</i> dengan ragam bahasa lisan secara akurat, lancar, dan berterima.	1 JP	<ol style="list-style-type: none"> Buku PR Bahasa Inggris SMA/MA XIA Intan Pariwaraha hal. 11–12. Kamus Inggris–Indonesia dan Indonesia–Inggris. Buku-buku lain yang relevan.

Standar Kompetensi: Berbicara

- Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative, dan analytical exposition text dalam konteks sehari-hari.



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Materi Pembelajaran	Pokok	Nilai dan materi yang diintegrasikan	Kegiatan Pembelajaran	Indikator Pencapaian kompetensi	Alokasi waktu	Alat dan sumber belajar
Teks fungsional pendek: pengumuman lisan tentang kabar bahagia dan sedih.	lisan	-	<ol style="list-style-type: none"> Menyusun kalimat-kalimat acak menjadi pengumuman yang runtut. Menyampaikan pengumuman pada kegiatan sebelumnya secara lisan dengan menggunakan kata-kata sendiri. Menyampaikan pengumuman lisan berdasarkan situasi yang dipilih. 	Mampu mengungkapkan makna gagasan dalam teks fungsional lisan sederhana berbentuk pengumuman lisan tentang kabar bahagia dan sedih dengan akurat, lancar, dan berterima.	1 JP	<ol style="list-style-type: none"> Buku <i>PR Bahasa Inggris SMA/MA XIA Intan</i> Pariwara hal. 16. Kamus Inggris-Indonesia dan Indonesia-Inggris. Buku-buku lain yang relevan



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Appendix 2 Instrument

List of questions:

1. Apa saja hal yang dipersiapkan oleh guru dalam perencanaan pembangunan pojok baca?
 1. What things are prepared by the teacher in starting the planning for the construction the reading corner?
2. Apakah guru menyertakan buku dari berbagai tipe dan genre dalam perencanaan pojok baca? Jika iya, genre apa saja yang termasuk?
 2. Does the teacher include books from various type and genre in planning the reading corner? if yes, what kind of genres are included?
3. Dalam perencanaan pojok baca, apa yang guru perhatikan selain dekorasi?
 3. In organizing the reading corner, what do teacher's pay attention besides decoration?
4. Mengenai ukuran pojok baca, apakah ukurannya cukup untuk 3-4 siswa?
 4. Regarding the size of reading corner, is the size enough for 3-4 students?
5. Bagaimana guru memonitor kebersihan dan kerapian pojok baca?
 5. How do teachers monitor the cleanliness and tidiness of the reading corner?
6. Bagaimana kondisi dan situasi ketika pojok baca pertama kali digunakan?
 6. How is the condition & situation when the reading corner is used for the first time?
7. Apakah guru mengundang siswa untuk menggunakan pojok baca, memberi instruksi untuk membaca, atau mereka mempunyai inisiatif sendiri?

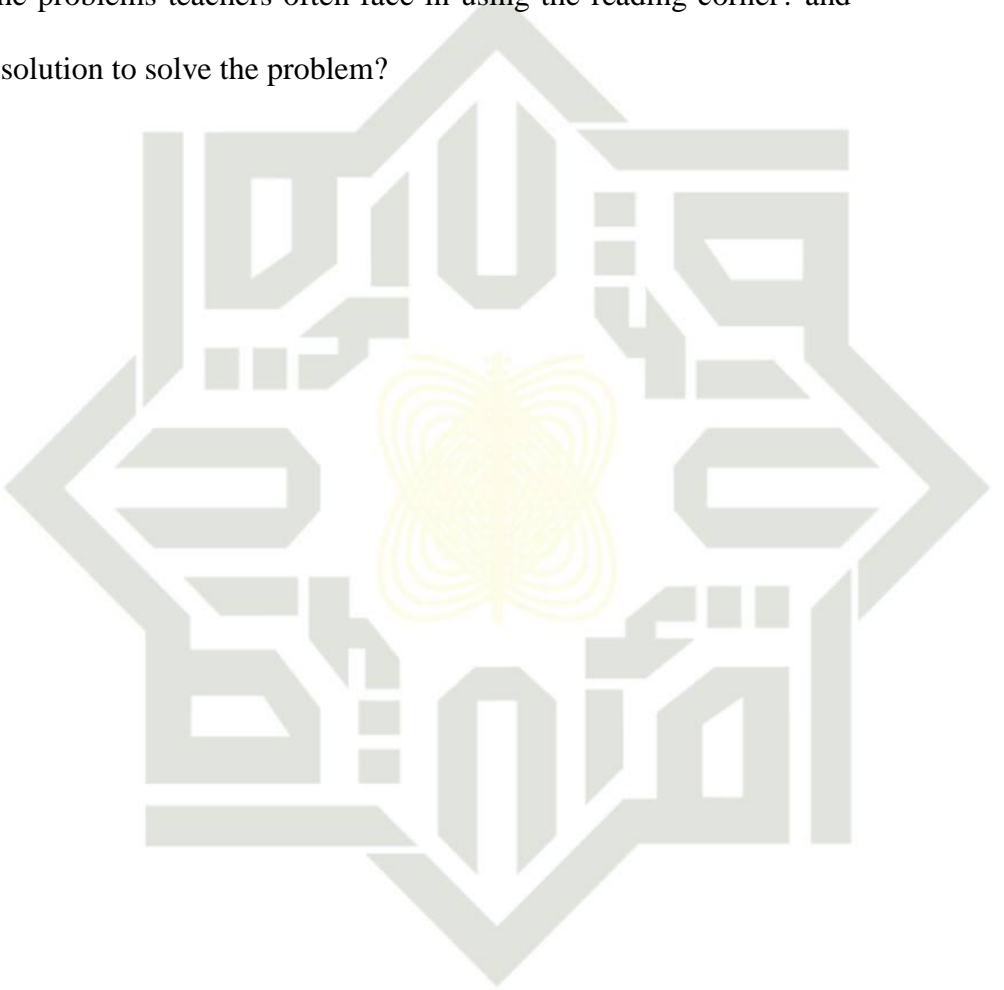


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7. Does the teacher invite students to use the reading corner, give reading instruction, or do they have their own initiative?
 8. Apakah guru membuat peraturan atau pedoman untuk siswa dalam menggunakan pojok baca?
 8. Did the teacher make rules or guidelines for students in using the reading corner?
 9. Apakah pojok baca digunakan dalam proses pembelajaran?
 9. Is the reading corner used in the learning process?
 10. Apakah koleksi buku di pojok baca di perbaharui secara teratur?
 10. Are the books collections in the reading corner regularly update?
 11. Apakah guru menyortir buku sendiri atau meminta bantuan siswa?
 11. Did the teacher sorting a book by herself or ask students to help?
 12. Apakah guru membuat cek out sistem untuk mengelola buku di pojok baca?
Jika iya, bagaimana sistemnya?
 12. Did the teacher make check out system to manage the book in the reading corner? if yes, how is the system?
 13. apakah ada aktivitas siswa membaca sendiri dengan memanfaatkan koleksi buku di pojok baca?
 13. Is there an activity for the student reading independently by using a collection of class reading corner?
 14. apakah guru memberi perintah membaca kepada siswa dan mendiskusikan dalm group kecil apa yang telah mereka baca.

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14. Did the teacher give literacy instruction to students and discuss what they are reading in small group?
15. apa masalah yang sedang dihadapi guru dalam penggunaan pojok baca? Dan apa solusi untuk mengatasi masalah tersebut?
16. What are the problems teachers often face in using the reading corner? and what is the solution to solve the problem?



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APPENDIX 3

CODED TRANSCRIPT

TRANSCRIPT INTERVIEW

R: Baiklah bu, kita mulai pertanyaannya, yang pertama: apa saja hal yang di persiapkan oleh guru dalam perencanaan pembangunan pojok baca?

Ok mam, we start the question, the first: what things are prepared by the teacher in starting the planning for the construction the reading corner?

T: Eee.. untuk persiapan pojok baca yang ada di SMA ini, pertama kita menyediakan tempatnya dulu, berhubung ruangnya sangat minim, jadi kita manfaatkan ruang kelas saja dulu, ruang kelas itu kita ambil seperempatnya, yaa.. untuk di dalamnya bisa empat sampai enam orang, melakukan baca disitu.

Eee.. for the preparation of the reading corner in this high school, first we provide the place, because there is very little room, so we use classroom first, we take a quarter of the classroom, yaa.. for four or six people inside, do the reading there.

R: Persiapan bukunya gimana bu? Perlu di persiapkan atau gimana?

How about to prepare the book mam? Does it need to be prepared or how?

T: Kalau untuk persiapan buku, kita bisa meminta dari siswa, ada bawa buku ke sekolah, ada yang membawa dua sampai tiga buku, dari orang tua, dari tamu, bahkan dari guru-gurunya bisa membawa bukunya.

About book preparation, we can ask from students, some bring books to school, some students bring two to three books, from parents, from guests and even teachers can also bring books.



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R: Baiklah pertanyaan kedua, apakah guru menyertakan buku dari berbagai tipe dan genre dalam perencanaan pojok baca? Jika iya, genre apa saja yang termasuk?

Ok the second question, does the teacher include books from various type and genre in planning the reading corner? if yes, what kind of genres are included?

T: Kalau untuk tipe dan genre disekolah kita banyak, ada dari segi buku masakan, buku pengetahuan, karya ilmiah, buku pelajaran siswa. Terus kalau untuk novel, fiksi, non fiksi juga ada.

There are any type and genre of books in our school, there in terms of cookbooks, knowledge books, scientific papers, student`s textbooks. There are also novel, fiction, and non-fiction.

R: Pertanyaan selanjutnya, apakah pojok baca digunakan dalam proses pembelajaran?

R: The next question, is the reading corner used in the learning process?

T: Iya.. eee.. pojok baca sangat digunakan dalam proses pembelajaran, salah satunya untuk materi-materi narrative dan procedure karena banyak sumbernya dari pojok baca seperti text membuat sesuatu, text procedure bisa di ambil sumbernya dari ruangan pojok baca.

T: Yes.. eee.. the reading corner is very used in the learning process. One of them are for narrative text materials and procedure text materials because many source from reading corner, such as text how to making something, procedure text can be taken from the reading corner.

R: Dalam perencanaan pojok baca, apa yang guru perhatikan selain dekorasi?



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In organizing the reading corner, what do teacher`s pay attention besides decoration?

T: *Kalau untuk perencanaan selain dekorasi kita menyeleksi ruangan itu dari segi ventilasi nya, dari segi kenyamanan, tempat duduk, kalau untuk di ruangan kita, kita bikin pakai karpet. Kalau untuk ukuran mungkin ada sekitar 1x2 m. pokok nya bisa untuk 4 sampai 6 orang lah bisa membaca disitu.*

T: For organizing, besides the decoration, we select the room in terms of ventilation, in terms of comfort, seating. For the size, there may be around 1x2 meters. Basically four to six students can read there.

R: *Mengenai ukuran pojok baca, apakah ukuran nya cukup untuk tiga sampai empat siswa?*

R: Regarding the size of the reading corner, is it enough for three until four students?

T: *Kalau untuk ukuran pojok baca di kelas, cukup untuk tiga sampai empat siswa. Karena ruangan nya itu lumayan besar, kita pakai seperempat dari ruangan kelas. Kebetulan ruangan kelas kita juga besar, bisa menampung hampir tiga puluh sampai dengan tiga puluh lima siswa di dalam nya.*

T: For the reading corner in the class, it is enough for three until four students. Because the room is large enough, we take a quarter from the room. Because our classrooms also large enough, can accommodates nearly thirty to thirty five students there.

R: *Baiklah, untuk pertanyaan kelima, bagaimana guru memonitor kebersihan dan kerapian pojok baca?*



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R: Ok, for the fifth question, how does teacher monitoring the cleanliness and tidiness of the reading corner?

T: Kalau untuk memonitor ruangan pojok baca, saya meminta partisipasi dari ketua kelasnya, jadi melalui ketua kelasnya saya menanyakan tiap harinya, apakah anggota piket nya telah melaksanakan tugasnya untuk membersihkan ruangan pojok baca nya. Jadi dari ketua kelas nya saya mendapatkan jawaban kalau ruangan pojokbaca nya telah di bersihkan.

T: As for the monitoring the reading corner, I asked the participation from the class leader, so through the class leader I asked him every day, whether the picket members had carried out their duties to clean the reading corner. So from the class leader I got the answer that the reading corner had been cleaned.

R: Jadi membuat jadwal piket untuk perhari nya gitu ya bu?

R: So make picket schedule per day, is it right ma'am?

T: Iya.. dari ketua kelasnya di monitor, siapa yang sudah piket hari ini untuk ruangan pojok baca, kalau belum nanti saya yang langsung menanyakan ke anaknya.

T: Yes.. I monitoring from the class leader, who is got picket today in reading corner, if not yet, I will immediately ask the students.

R: Baiklah kita ke pertanyaan selanjutnya, apakah koleksi buku di pojok baca di update secara teratur?

R: Ok we got the next question, are the book collection in the reading corner updated regularly?



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T: Eeee.. kalau untuk di update secara teratur, Iya. Dengan cara menambah kan buku buku baru yang berasal dari siswa untuk menambah koleksi, kayak gitu.

T: Eeee.. for it is updating regularly, yes. By add new books from students to add the collection, like that.

R: Baiklah, untuk pertanyaan ke enam, bagaimana kondisi dan situasi ketika pojok baca pertama kali di gunakan?

R: Oke, for the sixth question, how are the conditions and situations when the reading corner used in the first time?

T: Untuk situasi dan kondisi pertama kali pojok baca nya di gunakan sangat antusias. Eeee... karena ruangan nya bisa untuk empat sampai enam orang, saking antusias nya untuk saat pertama kali, di bikin pakai, ini.. pakai putaran, seperti shift gitu. Karena kalau membaca kan harus nyaman jadi hanya beberapa dulu, nanti selesai baru di ganti dengan anggota yang lain.

T: For the situation and condition first time reading corner was used very enthusiastic. Eeee... Because the reading corner can contains about four until six students. Because of this enthusiastic, for the first time it was make to use rounds, like shifts. Because if you read it you have to be comfortable, so only a few first, then when you finish it will be replaced with other members.

R: Baiklah untuk pertanyaan selanjutnya, apakah guru mengundang siswa untuk menggunakan pojok baca, memberi instruksi membaca, atau mereka mempunyai inisiatif sendiri?

R: Ok for the next question is, does the teacher invite students to use the reading corner, give literacy instruction, or do they have their own initiatives?



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T: Kalau untuk mengundang ke pojok baca ada, untuk menginstruksikan untuk membaca di pojok baca ada, eee.. terus untuk inisiatif siswa sendiri juga ada, tapi kalau untuk instruksi mungkin saya sampaikan di jam pelajaran, di akhir pelajaran untuk menggunakan waktu seefisien mungkin dengan cara membaca di pojok baca. Dan Alhamdulillah kalau untuk inisiatif mereka juga banyak yang berinisiatif untuk membaca di pojok baca.

T: There is an activity inviting the students to the reading corner, also for giving an instruction to read in reading corner, eee.. Then there is also students own initiatives. But for the instruction may be I tell at the class time. at the end of the class for using time efficiently as possible by reading in the reading corner. And Alhamdulillah for their own initiative also many have initiative for reading in the reading corner.

R: Pertanyaan selanjutnya, apakah guru membuat peraturan atau pedoman untuk siswa dalam menggunakan pojok baca?

R: The next question, does the teacher make rules or guidelines for students in using the reading corner?

T: Ya, kami membuat peraturan untuk eee.. ruangan pojok baca salah satunya eee.. tidak merusak buku, tidak melebihi kapasitas eee..siswa yang membaca disana karena kalau kelebihan tidak nyaman, terus tidak oleh membawa makanan ringan kedalam ruangan pojok baca, dan.. apalagi yaa. Tidak memancing keributan, gituu.. karena dalam ruangan pojok baca itu di harapkan hening untuk sekitarnya, agar nyaman yaa. Iyaa..



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T: Yes, we make rules for eee.. Reading corner one of them is eee.. do not spoil the books, do not exceed the capacity, eee... students that reading there, because if over it is not comfortable, then do not bring snacks to the reading corner, and.. What`s more yaa.. do not provoke a fuss, like that.. Because in the reading corner it is hoped that there will be silence around it, to be comfortable, Yes..

R: *Pertanyaan selanjutnya, apakah guru menyortir buku sendiri atau meminta bantuan siswa?*

R: The next question, did the teacher sorting a book by herself or ask students to help?

T: *Eeee.. kalau untuk menyortir buku, guru meminta bantuan siswa. Di sekolah ini siswa sangat berperan besar dalam penggunaan pojok baca, eee.. contoh nya dalam merapikan buku nya, menyortir buku yang mulai rusak, jadi kalau untuk siswa sangat- sangat kami libatkan. Karena memang, yaa mereka mengetahui apa-apa isi buku yang ada di pojok baca di kelas mereka.*

T: Eeee... for sorting books, teacher asks students helping. In this school students have a big role in using the reading corner, eee.. For the example in tidy up the books, sorting books that are starting to break, we very involve the students. Because it is, yaa they know what the books are in the reading corner at their class.

R: *Pertanyaan selanjutnya, apakah guru membuat cek out sistem untuk mengelola buku buku di pojok baca? Jika iya, bagaimana sistem nya?*

R: the next question, did the teacher make a check out system for managing books in the reading corner? if yes, how is the system?



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T: Eee.. untuk cek out buku di pojok baca di sekolah kita dilakukan. Seperti membuat catatan kecil untuk mengetahui keluar masuknya buku, eee siapa yang meminjam, siapa yang mengembalikan, eee.. ini di gunakan bertujuan untuk mengetahui eee.. keutuhan buku dan kelayakan buku yang di pinjamkan kepada siswa.

T: Eee.. for check out book in the reading corner in our school we do. Like make notes for knowing in and out the books, eee who is borrow, who is five back, eee.. This is using for knowing eee.. Book integrity and the feasibility of the books lent to students.

R: *Pertanyaan selanjutnya, apakah ada aktivitas siswa membaca sendiri dengan memanfaatkan koleksi buku di pojok baca?*

R: the next question, is there an activity for the student reading independently by using a collection of class reading corner?

T: *Eee.. untuk aktivitas siswa membaca sendiri ada, eee.. yang tingkat antusias membacanya sangat tinggi mereka melakukan aktifitas keluar main untuk membaca sedikit di dalam ruang pojok baca. Jadi disana mereka memanfaatkan ruang istirahatnya, waktu istirahatnya untuk membaca. Yang memiliki antusias, kesadaran membaca yang tinggi.*

T: Eee.. there is the activity reading independently, eee.. who have a very high level of enthusiasm for reading, when they have a break time, they do a little reading activity in the reading corner. So, there they take advantage of their break time, break time for reading. Who have enthusiastic, high reading awareness.



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R: Baiklah pertanyaan selanjutnya, apakah guru memberi perintah membaca kepada siswa dan mendiskusikannya dalam group kecil tentang apa yang telah mereka baca?

R: Ok the next question, did the teacher give literacy instruction to students and discuss what they are reading in small group?

T: Eee.. untuk memberikan perintah kepada siswa dalam group kecil, Iya. Karena ruangan pojok baca nya memungkinkan untuk melakukan diskusi-diskusi kecil, eee.. menanyakan apa yang sudah kalian baca hari ini? Apa yang mereka dapatkan, ilmu apa yang bisa di ambil dalam buku yang mereka baca, kayak gitu.

T: Eee.. to give orders to students in small groups, yes. Because the reading corner allows for small discussions, eee.. asking what have you read today? What they got, what knowledge can be taken in the books in books that they have already read, like that.

R: Baiklah pertanyaan terakhir, apa masalah yang sering di hadapi guru dalam penggunaan pojok baca? Dan apa solusi untuk mengatasi masalah tersebut?

R: Ok the last question, what are the problems teachers often face in using the reading corner? and what is the solution to solve the problem?

T: Untuk masalah yang sering di hadapi tentang pojok baca ini, eee.. siswa nya kurang antusias, beberapa siswa yang ada di dalam kelas kurang antusias dalam membaca. Jadi kalau untuk masalah itu saya bikin solusinya, membuat catatan kecil siswa-siswa yang kurang antusias dalam membaca, kemudian habis

ini saya temui anak nya, atau anak nya yang menemui saya. Saya tekankan lagi untuk sering-sering membaca di pojok baca, gitu.

For problems that are often faced about this reading corner, eee.. the students are less enthusiastic, some students in the class less enthusiastic about reading. So for this problem I make the solution, make small notes of students who are less enthusiastic about reading. Then I met the students, or the students go to meet me. I emphasize again to often reading in the reading corner, like that.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 4

Surat Perpanjangan Pembimbing



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Kampus 2 - Jl. R. Soekarno Km. 15 Tanjung Pekanbaru Riau 28294 P.O. BOX 1004 Telp. (0756) 7577307 Fax. (0756) 21128

Nomor : Un.04.F.II.4/PP.00.9/6151/2021 Pekanbaru, 30 April 2021
Sifat : Biasa
Lamp : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Nurdiana, S.Pd I, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamuallaikum warahmatullahi wabarakatuh

Dengan gormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau
menunjuk saudara sebagai pembimbing skripsi mahasiswa :

Nama : Nurmaisarah
NIM : 11714202486
Semester/Tahun : Pendidikan Bahasa Inggris
Program Studi : THE TEACHERS ROLE TO BUILD AN
EFFECTIVE READING CORNER IN THE
CLASSROOM
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat
bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan
Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi
sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihatirkan
terima kasih

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wasalam
an. Dekan
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

- Hak Cipta Dilindungi Undang-Undang
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.


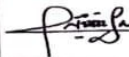

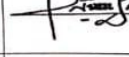
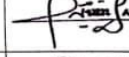
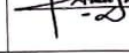
KEGITAAN BIMBINGAN MAHASISWA (PROPOSAL)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nurdiana, S.Pd.I, M.Pd.
 - a. Nomor Induk Pegawai (NIP) : 19810822201411 2 003
3. Nama Mahasiswa : Nurmaisaroh
4. Nomor Induk Mahasiswa : 11714202486
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	25 Februari 2021	Instrument.		
2	4 Mei 2021	Revising Chapter III,		
3	24 Mei 2021	Revising Chapter IV.		
4	31 Mei 2021	Revising Chapter IV and Chapter V.		
5	1 Juni 2021	Revising Grammar, Punctuation, and Conjunction, Checking Appendices.		
6	2 Juni 2021	Approved for Munaqasyah Examination.		

Pekanbaru, 2 Juni 2021
Pembimbing,



Nurdiana, S.Pd.I, M.Pd.
NIP.19810822201411 2 003



- Hak Cipta Dilindungi Undang-Undang**
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Pengesahan Perbaikan Proposal



PENGESAHAN PERBAIKAN UJIAN PROPOSAL


Nama Mahasiswa: Nurmaisarah
 Nomor Induk Mahasiswa: 11714202486
 Hari/Tanggal Ujian: Jumat, 20 November 2020
 Judul Proposal Ujian: The Teacher's Role to Build an Effective Reading Corner in the Classroom at SMAN 1 UKUI
 Isi Proposal: Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Amelia, MPd	PENGUJI I		
2.	Mainar Fitri, MPd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

 Dr. Drs. Alimuddin, M. Ag
 NID: 1966609241995031002

Pekanbaru, 1 Februari 2021
 Peserta Ujian Proposal


 Nurmaisarah
 NIM 11714202486

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UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 26293 P.O. BOX 1004 Telp. (0761) 7077307 Fax (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nurdiana, S.Pd.I, M.Pd.
 - a. Nomor Induk Pegawai (NIP) : 19810822201411 2 003
3. Nama Mahasiswa : Nurmaisaroh
4. Nomor Induk Mahasiswa : 11714202486
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	3 Agustus 2020	Revising the Cover and Chapter 1		
2	4 September 2020	Revising Chapter 2, Found the grand theory		
3	18 September 2020	Revising Theoretical Framework and Operational Concept		
4	23 September 2020	Approved for Proposal Examination		

Pekanbaru, 23 September 2020
Pembimbing,

Nurdiana, S.Pd.I, M.Pd.
NIP.19810822201411 2 003



Surat Izin Melakukan Prariset

- Hak Cipta Dilindungi Undang-Undang**
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FAKULTAS TARBİYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO BOX 1304 Telp. (0761) 561647
 Fax (0761) 561647 Web www.uin-suska.ac.id E-mail: eban_uin-suska@ya000.co.id

Nomor : Un.04/F.II.4/PP.00.9/1167/2021 Pekanbaru, 04 Februari 2021
 Sifat : Biasa
 Lamp. : -
 Hal : *Mohon Izin Melakukan PraRiset*

Kepada
 Yth. Kepala Sekolah
 SMA Negeri 1 UKUI
 di
 Tempat

Assalamu 'alaikum warahmatullahi wabarakatuh
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NURMAISAROH
 NIM : 11714202486
 Semester/Tahun : VII (Tujuh)/ 2021
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
 Wakil Dekan III

 Dr. Drs. Nursalim, M.Pd.
 NIP. 19660410 199303 1 005



Surat Izin Melakukan Riset

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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 UKUI

Alamat : Jl. Lintas Timur Ukui Dua Kode Pos : 28388
 E-mail : sman01ukui@gmail.com Telp/Fax : 085272877087
 NSS : 3010-4060-7006 NIS : 300060
 Akreditasi : A

SURAT IZIN MELAKSANAKAN RISET
Nomor : 006/420/SMAN.1/2021

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 1 Ukui, dengan ini menerangkan :

Nama : NURMAISAROH
 NIM : 11714202486
 Fakultas : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
 Jenjang : S.I
 Perguruan Tinggi : UIN Suska Riau

Bahwa nama tersebut yang tercantum di atas akan melakukan *Kegiatan Riset/Pra Riset dan Pengumpulan Data Untuk Baha Skripsi*. Di SMA Negeri 1 Ukui Kecamatan Ukui Kabupaten Pelalawan Provinsi Riau.

Demikian surat pernyataan ini di buat dan diberikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.

Ukui, 08 Februari 2021
 Kepala Sekolah

 ANDHALA, S.Pd
 NIP. 19780409 200604 1 004



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Surat Rekomendasi



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/38721
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/1338/2021 Tanggal 9 Februari 2021, dengan ini memberikan rekomendasi kepada:

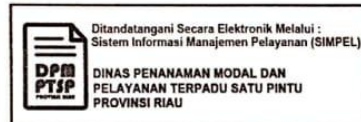
- | | |
|----------------------|---|
| 1. Nama | : NURMAISAROH |
| 2. NIM / KTP | : 117142024860 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE TEACHER'S ROLE TO BUILD AN EFFECTIVE READING CORNER IN THE CLASSROOM AT SENIOR HIGH SCHOOL 1 UKUI |
| 7. Lokasi Penelitian | : SMA NEGERI 1 UKUI |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 16 Februari 2021



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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Surat Izin Riset



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 17 Feb 2021

Nomor : 071/Disdik/1.3/2021/ 2430
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada :
Yth. Kepala SMA Negeri 1 Ukui
di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor 503/DPMPSTP/NON IZIN-RISET/38721 Tanggal 16 Februari 2021 perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : NURMAISAROH
NIM : 117142024860
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE TEACHER'S ROLE TO BUILD AN EFFECTIVE READING CORNER IN THE CLASSROOM AT SENIOR HIGH SCHOOL 1 UKUI
Lokasi Penelitian : SMA NEGERI 1 UKUI

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



Dr. Eng. YUSRI, S.Pd., S.T.M.T
Pembina Tingkat I
NIP. 19661231 199102 1 007

Tembusan
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Surat Selesai Melakukan Riset



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 UKUI**

Alamat : Jl. Lintas Timur Ukui Dua Kode Pos : 28388
 E-mail : sman01ukui@gmail.com Telp/Fax : 085272877087
 NSS : 3010-4060-7006 NIS : 300060
 Akreditasi : A

SURAT KETERANGAN
Nomor : 042/420/SMAN.1/2021

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 1 Ukui, dengan ini menerangkan :

Nama : NURMAISAROH
 NIM : 11714202486
 Fakultas : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
 Jenjang : S.I
 Perguruan Tinggi : UIN Suska Riau

Bahwa nama tersebut yang tercantum di atas telah selesai Melakukan *Kegiatan Riset* di SMA Negeri 1 Ukui Kecamatan Ukui Kabupaten Pelalawan Provinsi Riau.

Demikian surat pernyataan ini di buat dan diberikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.



24 Mei 2021
 Kepala Sekolah
ANDI ALA, S.Pd
 NIP. 19780409 200604 1 004

Documentations

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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an Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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No	Nama	Judul Buku	Tanggal Perolehan	Donor
1	Wahid Cahyadi	Latihan penerjemah	16-02-2019	Wahid
2	Yeni Kana Wati	Bumi Manusia	16-02-2019	Yeni
3	Abdunomad Adnan	Empedri Ombak	20-05-2019	Abdunomad
4	Nurra Hasanah	Saman	21-05-2019	Nurra
5	Maulana Iqbal	Konik Abadi	23-03-2019	Maulana
6	Afriscani	Tanggalannya kapal Von Der walck	25-02-2019	Afriscani
7	Anggini Fitriani	Musa Janda: kisah Budaya	02-11-2019	Anggini
8	Erlang Widayana	Mohammed Hatta Hati Nurani Bangsa/Consense of Nation 1902-1980	12-4-2019	Erlang
9	ISSABEL NIVE A	HUJAJI	19-4-2019	Issabel
10	Milda Yuni	Tiada objek di Paris	23-4-2019	Milda
11	Shinta Aeni	Ayat-ayat Cinta	23-4-2019	Shinta
12	JULIANA	PERGI	30-4-2019	Juliana
13	Andhra	Esas Waktu	3-5-2019	Andhra
14	SABRINA KHARUNISA	FILSAFAT PENDIDIKAN ISLAM	13-5-2019	Sabrina
15	Romdani	Kamus Indonesia	21-5-2019	Romdani
16	SALMA WINERDA	Inggris BUMI (Tere Live)	27-5-2019	Salma



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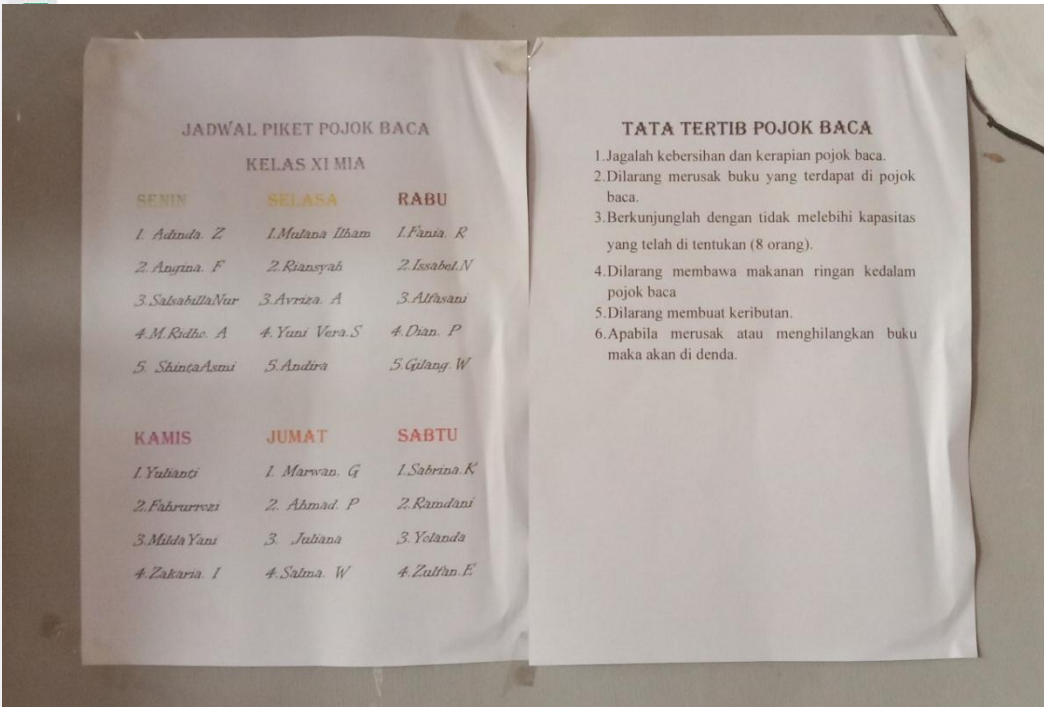
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No	Nama	Judul Buku	Tanggal Pengembalian	Denda
1.	Ulwan Cepeta S	Larkar Petani	16-02-2019	
2.	Yuni Vera Wati	Bumi Manusia	18-02-2019	
3.	Muhammad Adnan	Ekspedisi Cibarum	30-02-2019	
4.	Muhammad Haranah	Saman	30-03-2019	
5.	Maulana Ilham	Komik Naruto	30-03-2019	
6.	Alfatani	Tenggelamnya Kapal Van der Wijck	1-04-2019	
7.	Anggira Fitriani	Musa Jawa: Siang Budaya	12-04-2019	
8.	Eilang Wiguna	Mohammad Hatta Hati Nurani Bangsa/Conscience of Nation 1902-1980	20-04-2019	
9.	ISSABEL Nur A	HUJAU	25-04-2019	
10.	Milida Yani	Tuanda Ojek di Paris	30-04-2019	
11.	Shinta Asmi	Ayat ayat cinta	30-04-2019	
12.	JULIAKHA	Pergi	7-05-2019	
13.	Andita	Saris Waktu	10-05-2019	
14.	Sabrina Kharumisa	FILSAFAT PENDIDIKAN ISLAM	20-05-2019	
15.	Ramdani	Kamus Indonesia-Inggris	27-05-2019	
16.	Salma Wanda	BUMI (Tere Uye)	1-06-2019	



PERSONAL INFORMATION

Curriculum Vitae

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Full Name : Nurmaisaroh
 Sex : Female
 Place, Date of Birth : Rengat, 30 Mei 1999
 Nationality : Indonesia
 Religion : Islam
 City : Pekanbaru
 Mobile : +6282271555663

EDUCATIONAL BACKGROUND

2017 ---	Present undergraduate students State University Sultan Syarif Kasim of Riau .
2014-2017	Senior High School 1 Pangkalan Lsung, Riau, Indonesia
2011-2014	Junior High School 1 Ukui, Riau, Indonesia.
2005-2011	Elementary School 001 Ukui, Riau, Indonesia