

CHAPTER IV

FINDING AND DISCUSSION

The data presented is data obtained through the results of research that has been carried out by distributing interviews then the subjects taken by researcher are students who have carried out Extensive Reading learning in Journals, which are on the UIN Antasari Banjarmasin campus, as for the objects in this study is student, The initial step in this study, the researcher distributed the questionnaire to students and after that interviewed students who were on campus at that time, the researcher made observations on march 17th 2023 for a deeper discussion the researcher placed all the correct information from which students they all involved in the implementation of this learning process is necessary to help students in Extensive Reading learning when reading journals.

Based on the data that has been collected, the researcher promises that the description will be supplemented with information that supports the data, then the data collection is adjusted to the focus of the problem that has been previously determined. This chapter presents the findings and discussion of the research. The researcher provided data about the strategies used by students in extensive reading.

A. Finding

This section presents findings based on two studies gleaned from questions and interviews. What is more, based on data obtained by the following researcher is the finding:

1. Strategies in Reading Journal

In this research, the researchers collected data by asking questions to students who had studied journals in extensive reading, the researchers created a interviewed students designed to obtain responses from the students about their opinions regarding the use of Journal reading strategies. Researcher found that different strategies were used by students to start Extensive Reading learning by reading a journal to continue reading and understanding it.

Strategy is a special way that students take to understand the contents of the text. We need to find the strategies students use in finding main ideas and detailed information. To discover the strategies used by students, processes and products in reading need to be discussed. The process of researcher found 3 out of 9 strategies that students had chosen to help with work in reading journals using strategies, according to students using strategies were very helpful in the learning process of reading journals. The following were the 3 strategies most chosen by students.

a. Previewing

Reading by understanding what is in the work, students use previewing to understand When students read assignments, they will be familiar with the content and purpose before they start reading. This helps make reading an easier, faster, and more effective learning experience. students say:

“Because I think this strategy is easy to use to understand a journal or article, I think active reading (previewing) is the best strategy to read journals.”

Previewing that will help the readers to understand deeply about the journals. During the interview a student explained how he used previewing 1) Read and think about the title. 2) Start turning the page, reading and thinking about each bold heading. 3) When you reach the end of the chapter, write down what these titles say. the aims and objectives of this chapter. Then start actively reading it. This activity creates a framework that provides focus for the purpose of reading. Using previewing also makes it easier for them to discuss anything such as statements from these students:

“Because by understanding and reading what is in a story I can know what things are discussed in the reading.”

“The reason why i chose this strategy because I always use this strategy when reading, and this strategy really helps me when reading.”

“With this strategies you can understand clearly with the topic that you read.”

Students who use previewing by reading titles, discussing topics, and answering questions, Strategies most commonly used by students to find the main idea or to support detailed information. Students often use previews before reading.

“i usually use active reading especially focus on the question and fast reading technique, bcs its faster and easier to find what we want to know from the text.

With this strategy you can clearly understand the topic that you read.

because when I focus on the question, I get the point of the information well. The reason I chose this strategy is because taking notes makes it easier to understand reading material”

Preview allows students to guess what the text is about by reading the title or subtitle. Before reading, you will look at pictures and photos to know the meaning of the vocabulary used in the text, and answer some questions about the text to reinforce your basic knowledge.

b. Fast Reading

Most of them have used several strategies with the aim of not getting bored because they have used these strategies, so researchers can conclude that reading with speed reading strategies to start reading journals when they know where the important points are then they use other strategies. method. such as taking notes or discussing. however, not all strategies are suitable for all students but with some students fast reading is a very suitable strategy for them some they say:

“because speed reading takes some of the keywords on the page to draw conclusions about the contents of the journal and saves time, I tend to ensure myself what I am looking for in reading some texts before I read one. So there must be some keywords or point of view that I should find in those texts. In that way, I don't have to be focus on, Anything else beside what I am looking for. It is easy for me to not waste my time to read the unimportant parts.”

In addition, based on interviews conducted by researchers with several other students, they use fast reading when they are pressed for example when it is time to collect a summary from a journal, they will use the fast-reading strategy. And they say :

“Yes, it help me read things faster and still getting the general idea of the reading materials, employing a strategy provides a systematic and purposeful approach to reading, leading to better understanding, efficient reading, and a more meaningful reading experience.”

Expert fast readers use their peripheral vision to catch more words at once. Their rapid eye movements scan material differently, rather than linearly. In speed reading, the eyes don't fixate on one word long enough for it to register in the brain. Research has shown that reading speed increases with practice. students can also increase their reading speed by reading and practicing regularly. students argue that:

“Because I like to speed when I reading. I just see the word what I want to search. If I have to compare all of those three, fast reading will be the best for me to apply because it includes important steps to comprehend the whole text.”

That is their response regarding the fast-reading strategy. most students believe they have less time to read the material they need or are interested in reading speed will allow students to read more material in the same amount of time they spend reading now. Fast reading is very helpful when students are lazy to read a lot of journals

as one student said 'Everyone have their own way to gain knowledge. It can be from reading, listening to audio, watching videos or whatever. I am not sure that we can force someone to read while they are tend to be more easily gain knowledge from anything besides reading.

It is not fair for them, that is why there are so much learning and teaching method. But if you want the exact answer for your question, the easiest way is to provide them what they like to read.

“Me as an example, I do not like to read. But I like theatre of mind, like stories and movies. Novels provide the same thing right, so I bought and downloaded some novels and I read them when I want.”

By using fast reading students will be more focused on what they will read and will make them more focused on the goals they are looking for.

c. Take notes

During interviews many students associated Take notes with fast reading, there were also those who linked the three strategies because taking notes, could help the process of reading journals, the link between the three was previewing using preview, or previewing, reading titles, to deepen the content of in addition, they prefer to use preview strategies, from thinking over topics to other strategies such as predicting content and checking vocabulary in context. The strategies used by students to find detailed information also vary. in

order to remember all of that they use take notes to record and mark the points they will remember.

And the connection with fast reading is that fast reading strategies are very helpful in a reading process. Speed reading can also pick up points in journal texts, for example one journal discusses a topic to find out what its purpose is, what is discussed in a journal discussion, then it is necessary to read hurry up first, so that it's easy to remember the points, the text of the discussion journal they also need take notes because it can make it easier for them to remember where the important things are.

The table above is the reason they chose the Take Notes strategy, the Take Notes strategy can help. There is also a problem that one student said about using the strategy 'I often face challenges in the reading process, including difficulty understanding the text, reading slowly, struggling to stay focused, lacking effective reading strategies, feeling unmotivated or uninterested, having limited vocabulary and background knowledge, finding critical reading challenging, and managing time effectively.

A low factor that affects students' reading ability is having weak literacy skills. This means they struggle with things like understanding words, reading fluently, and comprehending what they read. When literacy skills are low, it makes it hard for students to read and understand written texts, which can impact their

academic success. Building strong literacy skills is important for becoming a better reader. Because of that the Take Notes strategy can help with as one student said:

“I use the take notes strategy more often, and the reason I chose this strategy is because taking notes makes it easier to understand reading material.”

“Among the strategies mentioned, the strategy of “Take notes” is relatively easy to understand.”

The points they are looking for, the answers to the questions they are looking for in the journal by only looking at the results of the notes they have written on the note, without having to open the journal to re-read, so they can immediately look for answers on the Take Notes they wrote or important points.

2. The Student Perception of Using Strategies in Extensive Reading

Based on the data the researcher has obtained the strategies used by students when reading extensive reading journals, there are 3 strategies out of 9 strategies used by students in reading, namely previewing, fast reading. The following are 3 findings found by researchers. The following is student perception of using those strategies

a. Previewing

Reading by understanding what is in the work they often spend a few minutes to start reading difficult journals, using previewing can motivate them to read it, and they said its more

accurate and increase the ability to understand and remember what to do so that it is not too difficult to find out what the author wants to say or how they plan to say it. Previewing can also help estimate how long it will take to read so that you can plan your time more efficiently. They also explained how they used previewing.

The trick was to break up the task into smaller blocks instead of trying to read through the entire journal at once. So, they share it first and then when they want to submit their assignments, they are not overwhelmed anymore to read the journal, and they will not be late anymore because they read a lot of journals, they just have to look at the blocks they have made. and also, the goal is to understand each paragraph, each paragraph is usually discussed, so to find out, use previewing.

b. Fast reading

Fast reading can seem like a daunting task, especially since it can take a long time. There are many journal contents, the fast reading, process is also capable of processing information at high speed. Speed reading can also retrieve points in journal texts, for example one journal discusses a topic to find out what its purpose is, what is discussed in the discussion of a journal, it is necessary speed read first, and this strategy is the fastest when reading questions in exams. or find information quickly from a text. student says that:

“because it's easier for me to understand when using that strategy it's very simple for them, Because i like to speed when i reading I just see the word what i want to search, Looking for information in quick access.”

Using the fast reading strategy students can focus more when doing assignments, and when reading journals it is the perception of the student.

c. Take notes

They use Take Notes because they can help, take notes are among the 3 that are chosen by many students who they think can help in reading journals in extensive reading the researcher found that every student has used take notes because it can make it easier for them to remember where the important points are, points what they are looking for, answers to the questions they are looking for in the journal by only looking at the results of the notes they have written on notes.

Take notes also help students remember, nowadays there is such a thing as a sticky note, it is a small piece of paper for making beautiful and various kinds of notes. so that is one thing that makes students happier to make notes, besides its helpful function it can also make beautiful and aesthetic books.

There are many main advantages of notes, namely notes are useful when repeating the concept of material obtained and the prepare in take notes itself makes a difference understudies get it the fabric in the journal and you can rely on it more than

cellphones or laptops, because there are some lecturers who prohibit its use electronic tools during learning, so when students are in a state of forgetfulness they can look back at the notes they wrote or for example during an emergency, such as when the battery runs out or the power goes out at a critical moment, you will not be able to use a cell phone that has run out of battery or a laptop to record something. Under these circumstances notes are your heroes.

The problem faced by students when reading journals is lazy when reading because there are lots of journals, always procrastinating when given assignments so students will feel burdened on assignment day, that is the reason students are lazy to read as said by student :

“Males membaca, Panjangnya paragraf sehingga membuat pembaca merasa malas dan bosan Laziness of a person”

Apart from being lazy, there are also a number of things that make students dislike reading journals, such as:

“I think Unfamiliar vocabularies, it makes them to be lazy in reading”

“A low factor that affects students' reading ability is having weak literacy skills. This means they struggle with things like understanding words, reading fluently, and comprehending what they read. When literacy skills are low, it makes it hard for students to read and understand written texts, which can impact their academic success. Building strong literacy skills is important for becoming a better reader.”

So besides being lazy, students also find problems, namely

new vocabulary, struggle with things like understanding words, reading fluently, and comprehending. low interest in reading seen from indicators of reading ability is one of the problems with low interest in reading because not all students are able to read well if there is a new vocabulary, students who do not have good reading skills will certainly be disturbed in reading activities so that they can reduce interest in reading.

In addition, one of the students also argued that apart from within there are also external factors such as the friendship environment, and the lack of adequate facilities, for reading as the following student said:

“A low factor that affects students' reading ability is having weak literacy skills. This means they struggle with things like understanding words, reading fluently, and comprehending what they read. When literacy skills are low, it makes it hard for students to read and understand written texts, which can impact their academic success. Building strong literacy skills is important for becoming a better reader.”

External factors that cause low reading interest in students are a less supportive school environment, the role of the school library is not maximized, limited books/reading materials, a less supportive family environment, the environment around students influences students' interest in reading, one of which is the school environment. the next cause of low interest in reading is the role of the school library which has not been maximized.

The results showed that the library's role was not maximized, namely the condition of the library which was not well maintained, the services of librarians were not optimal, the library layout was not neat, and there were no library cards for students. The role of the library that has not been maximized in fostering interest in reading is due to the fact that librarians are given additional tasks to take care of school administration so that they are less focused on managing the library.

B. DISCUSSION

After obtaining and processing the data in the form of a description, the researcher discusses the findings of this study from observations and interviews with the theories collected in chapter two. As mentioned in the previous chapter, this study aims to help students easily read a large number of journals by using strategies. Researchers find data about how student's complete assignments from reading a journal, researchers take interviews and questionnaires to collect data related to journals reading strategies in extensive reading, researchers have found that reading learning strategies are a key element in developing students' understanding.

1. Strategies used by the students in extensive reading journals

Reading is about introducing words, from just showing the letters and how they combine to form specific words to understanding the meaning of each word in the context of the entire text. Basically,

reading strategy is how readers understand what they read and what they do when they don't understand. This helps students in reading and improving reading comprehension. the researcher found 3 out of 9 strategies that students had chosen to help with work in reading journals using strategies.

According to students using strategies were very helpful in the learning process of reading journals because by using strategies they could find what goals they would be looking for, what they would find, how do they read a lot of journals, with strategies they can find them easily, and many strategies that students can use, students can choose what strategies they want, which they think are easy to use, and strategies that they are comfortable using when reading a journal, the following 3 strategies were chosen by students:

Previewing The strategy before reading that is often used by students is previewing. reading with understanding what is in the work they often take a few minutes to start reading difficult journals, using previewing can motivate them to read it, and they say more accurately and increase the ability to understand and remember what to do so it is not so difficult to find out what the author wants to say or how they plan to say it, students using the previewing strategy can help them in doing assignments and answering questions in the journal, like a theory that states that:

Reading becomes very important in the education field, where students need to be exercised and trained in order to have a good reading skill. Reading is also central to a student's experiences at school and in everyday life. Thus, teaching students to read is a major task for reading teachers today. Sirait et. al (2020). States that in this modern era, reading skill becomes the main thing for humans because the developments in every aspect of life grow and develop very quickly. Reading can be done anywhere and anytime. Strategies used by students in finding main ideas and detail information are varied. Students frequently used more than one strategy in finding main ideas and detail information.

The strategy that often used by students in finding main idea was taking from the first sentence in paragraph. The strategy that frequently used by students in finding detail information were referring to subject in previous sentence, choosing the right word from the provided option, finding the answer from dictionary and mentioning the place and time directly. All students did previewing strategy before answering the question but in an interview they preferred answering questions in reading text directly without taking previewing strategy.

Strategy before reading that often used by students is previewing. Fellag (2006) describes preview, or view in advance, the reading title and any subheadings (smaller titles within the reading) or art

(photographs, drawing, etc.) that accompany the reading. In other words, previewing is to guess the content of the text through reading the title or subheadings. Add prior knowledge before reading by seeing pictures or photographs, knowing the meanings of some vocabularies used in the text and answer some questions related with the text.

Prichard and Andrew (2016) used eye tracking technology to evaluate the previewing strategies of Japanese L2 readers of English. Participants were giving task to read the text and making summary about the text. The eye tracking data revealed that most participants did little or no previewing of the text. Besides that, the participants also lack of summarizing skills.

Before they read the journal they will see the title, subtitles on the front page so they can understand a little what the contents of the journal are like the theory stated by Fellag (2006) explaining preview, or preview, reading titles and subtitles (headlines). the smaller ones in the reading) or art (photos, drawings, etc.) accompanying the reading. In other words, preview is guessing the contents of the text by reading the title or subtitle.

Improve your pre-reading knowledge by looking at pictures or pictures, knowing the meaning of some terms used in the text, and answering a few questions related to the text. Prichard and Andrew (2016). Based on the activities before reading the text, the author found that preview is one of the 3 strategies chosen by the students to read the

newspaper, showing that the preview strategy is easy to use by the students and comfortable while reading. newspaper.

Before reading the text, students must look at the text first. Basically, there are three preview strategy options: (1) answer some questions from the passage; (2) think about the topic and (3) predict the content and check the vocabulary in context. Based on the data, all students chose to use the preview strategy. Based on the transcribed interviews, they wanted to read the text directly and answer the questions. In addition, they prefer to use preview strategies, from thinking by topic to others such as content prediction and contextual vocabulary testing.

The strategies students use to generate ideas also vary. They used more than one strategy of reading newspapers to find what they were looking for, and different strategies were used for different types of questions. There are different types of questions for detailed information such as finding references, finding synonyms, and providing definitions. Strategies students use to find the word they refer to are mentioning the topic in the previous sentence, referring to the previous sentence, mentioning an incomplete word, mentioning the next word, and combinations of words. sentence.

Based on the researcher findings above, there is a link to the theory (National Reading Panel, 2000). Previewing is one method for developing mental representations, but basic knowledge can also be

improved by re-teaching key words in the meaning of the text, which seems especially important. important because of the close relationship between vocabulary and comprehension. Reteaching has consistently been shown to be an effective reading intervention for struggling learners (Burns, 2007; Rose, 1984; Rousseau & Yung Tam, 1991). In minutes, browse your document. Don't take notes, don't underline anything, and just skim the text. Skim reading while keeping your goal in mind.

Fast reading is the strategy most chosen by students in reading journals, they say that using fast reading strategies is very helpful in a reading process. Fast reading can also take points in journal texts, for example one journal discusses a topic to find out what the goal, what is discussed in the discussion of a journal, it is necessary to read fast first, reading journals using fast reading can help students focus more on doing assignments, because when reading using fast reading the reading will finish faster so the focus is not divided, fast reading is the process of quickly recognizing and absorbing phrases or sentences on a page at once, rather than identifying individual words.

Fast reading is very helpful in the reading process because it can be more focused research (Haberlandt & Graesser, 1985; Haberlandt, Graesser, Schneider, & Kiely, 1986; see also Gernsbacher, 1985; Just & Carpenter, 1987). Processes at the word level, sentence level, text level, and other levels contribute simultaneously to the representation

of the text produced by the reader. Word-level processes include encoding operations that translate the physical features of a word into an abstract format and access operations that retrieve the word's meaning from memory.

At the sentence level, fast reading readers connect word concepts in relation to clauses and propositions. At the text level he samples new arguments from successive parts of the text (eg, Kintsch et al., 1975) and integrates them with the current representation of the text.

Fast reading, according to Konstant (2010), is not reading words faster than the reader did before. It is the ability to play at a speed appropriate to the content being played. This means that playback speed can be flexible depending on the material being played. Speed reading, also known as skimming, is a method of locating specific information in a large amount of reading material. fast reading greatly assists students in keeping to the teacher's set time.

Expert speed readers use their peripheral vision to catch more words at once. Their rapid eye movements scan material differently, rather than linearly. In speed reading, the eyes don't fixate on one word long enough for it to register in the brain. Research has shown that reading speed increases with practice. students can also increase their reading speed by reading and practicing regularly. Students argue that :

“i like to speed when i reading. I just see the word what i want to search.”

If I have to compare all of those three, fast reading will be the best for me to apply because it includes important steps to comprehend the whole text'. that is their response regarding the fast-reading strategy. most students believe they have less time to read material they need, or are interested in. Fast reading will allow students to read more material in the same amount of time they spend reading now. Thus, it gives students more time to read the material they want. As students' fast reading skills improve, they will also train themselves to focus on important details in reading material.

They will begin to remember more of the material they read, as well as find time to continue doing the things that are holding them back to read more. Most of these fast readers will find that they are able to triple their reading speed in a matter of a few weeks. However, they must make a commitment to learn how to speed read. they should do the suggested exercises. A few minutes of practice each day of this exercise will greatly speed up their learning. With every self-improvement project they do, they need to stay motivated and focused on what you want to achieve. Learn how to remove negative influences from your everyday life. In addition, a well-directed program of physical exercise will be very helpful in maintaining a positive state of mind. Read the attachment first if you want. The content of the appendix is not related to speed reading, but a positive attitude will help.

There are many suggested exercises in steps that will guide them through reading more quickly.

They should practice this as many times as necessary until they feel comfortable with the concept the step focuses on. Once you're comfortable, time yourself and pace yourself. Use the time sheet provided for this. Also, always time yourself for exercises in the indicated courses. If you find that you are progressing faster than you originally planned, achieve your original goal in less time, then repeat your goal statement for a faster pace.

For example, let's say you found that reading was three times faster at the end of week two than week three. Restate the goal at the end of week two to read five times faster by the end of week four. Now working towards that goal. According to Konstant (2010), do not read words faster than the reader did before. It is the ability to play at a speed appropriate to the content being played. This means that playback speed can be flexible depending on the material being played. To help you understand the author's arguments and conclusions more easily and quickly, look for phrases like "on the other hand.," "in conclusion," "Anyway." and "finally." and save time when looking for information.

Take notes during interviews many students associated Take notes with fast reading, there were also those who linked the three strategies because taking notes, could help the process of reading journals, the link between the three was previewing using preview, or

previewing, reading titles, to deepen the content of In addition, they prefer to use preview strategies, from thinking over topics to other strategies such as predicting content and checking vocabulary in context.

The strategies used by students to find detailed information also vary. In order to remember all of that they use take notes to record and mark the points they will remember. and the connection with fast reading is that fast reading strategies are very helpful in a reading process, speed reading can also take points in journal texts, for example one journal discusses a topic to find out what its purpose is, what is discussed in the discussion of a journal, then it is necessary to read quickly beforehand, so that it is easy to remember the points.

The discussion journal text they also need take notes because it can make it easier for them to remember where the important ones are, the points they are looking for, the answers to the questions they are looking for in the journal by just looking at the results of the notes they have write on the note, and there is a connection with the theory Taking notes will help you focus more and read more actively. Don't be a photocopy man; if you really need all the words, just photocopy your reading. Identify major and minor arguments as well as supporting evidence. Give your reaction to what you read (agree, disagree, or a question).

Make sure you are not taking notes over and over again in order to understand a complex problem. Any note that involves recording information gathered from one or more sources. Such a record forms a stable external memory to help plan future activities, learning, reflection or creation. Therefore, it is important to understand this joint operation for both theoretical and practical reasons. (Piolat et al, 2005).

The take notes function shows that the process of taking notes is facilitative. Research into determining optimal note-taking behavior is discussed as a number of ways to facilitate note-taking, such as viewing a lecture several times, taking notes on a provided framework, or generative note-taking activities. The retention function implies that log review is also facilitative.

Research that addresses specific review behaviours, such as organization and elaboration, is discussed as well as the advantages of reviewing given records. note taking improves learning with notes being able to make students actively process material and relate it to existing knowledge, taking notes with paper and pen can make it easy for students to remember what they write, making it easy for them to complete assignments when answering questions. as described by (Kiewra, 1989).

Different clarifications have been advertised as to why the impact encoding isn't as tall as one might anticipate (for a survey, see Carrier & Titus, 1979; Hartley & Davies, 1978; Kiewra, 1989; Ladas, 1980b). In this meta-analysis, I addressed some of the foremost important clarifications by counting balance factors within the coding. To begin with, the coding impact can be restricted by the quality of the note-taking prepare understudies utilize.

Advocates of the encryption theory (e.g., Bretzing & Kulhavy, 1979; Di Vesta & Gray, 1972; Einstein, Morris & Smith, 1985; Peper & Mayer, 1978, 1986) contend that recording makes strides learning by fortifying the recorder to effectively handle data. record and relate it to their existing information. Different clarifications have been advertised as to why the effect encoding isn't as tall as one might anticipate (for a survey, see Carrier & Titus, 1979; Hartley & Davies, 1978; Kiewra, 1989; Ladas, 1980b).

In this meta-analysis, researcher addressed some of the foremost important clarifications by counting balance factors within the coding. To begin with, the coding impact can be restricted by the quality of the note-taking handle understudies utilize. Advocates of the encryption speculation (e.g., Bretzing & Kulhavy, 1979; Di Vesta & Gray, 1972; Einstein, Morris & Smith, 1985; Peper & Mayer, 1978, 1986) contend that recording progresses learning by fortifying the recorder to effectively handle data. archive and relate it to their existing

information.

The problem faced by students when reading journals is lazy when reading because there are lots of journals, always procrastinating when given assignments so students will feel burdened on assignment day, that is the reason students are lazy to read students also find problems, namely new vocabulary, struggle with things like understanding words, reading fluently, and comprehending. As said : by the fact that Indonesia is one of the developing countries with low public interest in reading.

Thoughts of the People, stated that based on the "Most Littered Nation in the World" study conducted by Central Connecticut State University in 2016, Indonesia was ranked 60th out of 61 countries regarding reading interest. At the basic education level, children's reading habits are still low (Putra, 2008: 131). This needs special attention from all parties so that the problem of interest in reading can be resolved immediately. Prasetyono (2008: 21) states that the low interest in reading in children is caused by several things, such as unattractive titles and contents of books, expensive book prices, so those with a mediocre income cannot afford to buy books to meet their reading needs.

Low interest in reading seen from indicators of reading ability is one of the problems with low interest in reading because not all students

are able to read well if there is a new vocabulary, students who do not have good reading skills will certainly be disturbed in reading activities so that they can reduce interest in reading. External factors that cause low reading interest in students are a less supportive school environment, the role of the school library is not maximized, limited books/reading materials, a less supportive family environment, the environment around students influences students' interest in reading, one of which is the school environment. the next cause of low interest in reading is the role of the school library which has not been maximized. The results showed that the library's role was not. As said by : The next causal factor is the limited number of books/reading materials, from the research results it is known that the availability of books needed and attracting students' interest is still incomplete.

According to Prasetyono (2008: 32) the condition of books in Indonesia has not attracted much interest in reading, the number of reading books available has not met the needs of the Indonesian population. Rahim (2008: 28) suggests that interest in reading is a strong desire accompanied by one's efforts to read. Someone who has a strong interest in reading will be seen in his willingness to take the time to frequently carry out reading activities on his own awareness. Based on Rahim's opinion, it is known that someone who has a low interest in reading will not be willing to take the time to read books on his own awareness.

In accordance with the opinion of Prasetyono (2008: 29) who argues that the low interest in reading in students is caused by several factors such as internal factors and student external factors. Internal factors are factors that cause low interest in reading students that come from within the student, while external factors are factors that cause low interest in reading students that come from outside the student's self. Based on the results of the study, the internal factors that cause students' low reading interest are students' reading ability and lack of reading habits. The ability to read is one of the factors causing low interest in reading that comes from within students.