

CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher discusses the research findings. The findings present what the researchers found during the study. The researcher collected data from observations, interviews, and documentation which were discussed based on the theory in the previous chapter and based on the research focus.

A. Research Finding

1. What strategies do teachers use on support students' reading habits to obtain new vocabulary at SDN BUDDAGAN 2.

The reading habit is a positive activity that is carried out continuously in terms of reading which is carried out because of the desire and interest to expand knowledge and add insight. Reading habits in students are where students are interested and motivated to carry out reading activities or students like reading activities and have curiosity in reading continuously. The habit of reading in students is one of the important things and it must be fostered from an early age. In this case, one who can foster and improve reading habits in students is a teacher. The teacher here plays an important role in providing education to students, one of which is the role to support reading habits in their students, and teachers also know how students are in daily life in class and how students are in learning conditions and know the condition reading habits of students'. In this case, to find out what reading habits are according to the teacher and knowing the reading habits of students at SDN BUDDAGAN 2, the researcher

interviewed Mrs. Faridatul Khairiyah as an English teacher for class V, based on an interview with Mrs. Faridatul Khairiyah, she said that:

"Reading habits in my opinion are reading activities that are carried out voluntarily without coercion for readers (students) to read, this is because those who already like reading will continue to read continuously without any orders or coercion because they are voluntary in carrying out reading activities, this is because they like reading activities so that reading becomes a routine activity for them."¹

Then Mrs. Faridatul Khairiyah revealed the situation regarding the reading habits of grade V students, based on the interview she said that:

"When it comes to the reading habits of my students, the reading habits of these 5th graders can't be said to be low nor can they be said to be high, because I saw that some of my students like reading and some don't like reading, so it's not evenly distributed."²

Based on the statement given by Mrs. Faridatul Khairiyah, it can be concluded that the reading habit of fifth grade students at SDN BUDDAGAN 2 Pademawu, not all of them like to read, there are some children who like to read and some who don't like to read.

Then the researcher conducted interviews with three grade 5 students to find out whether the three students liked to read and how often they read books. The first, according to Tegar Priambudi (Lk), the student said that:

"Sometimes I like to read, sometimes I do lazy, if the book has pictures like the lion's book I like it, but if it's a textbook I don't really like it. I only read books at school, never read books at home"³

¹ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

² Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³ Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022.)

Then the results of the interview according to Raisya Herzain (Pr), the student said that:

“I like to read, the book is a book of stories, stories fairy tales, legends and textbooks. I like to read books, almost every day I read books, both at home and at school”⁴

Then finally, according to Yasmine Arifin (Pr), the student said that:

"I like reading, I like reading story books the most, for example, the mouse deer's book, and at home I also have my story book. I like to read books, but I don't like to read books every day, either at home or at school”⁵

After knowing how often students read books and what kind of books they like. In this case it is required teacher's efforts in supporting students' reading habits so that all students can like reading books and read books more often. So that students who like to read books more and more like and often read books and students who don't like reading books can like to read books and read books more often.

Every teacher certainly wants teaching and learning activities in class running smoothly according to what has been planned and can achieve the desired goal. By looking directly different types of student characters. Of course the teacher should prepare all teaching and learning activities as well as possible. In teaching and learning activities a teacher must have a strategy or interesting methods according to learning so that students are interested to learn.

⁴ Raisya Herzain, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022.)

⁵ Yasmine Arifin, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022.)

In terms of reading too, the teacher must have a way so that students can read books more often. It is undeniable that almost all activities learning in the classroom students are required to read, because with reading students can get new things, in addition to reading also students can answer all the questions given teacher or in the book.

The results of observations at SDN BUDDAGAN 2 Pademawu and interviews conducted with Mrs. Faridatul Khairiyah, S.Pd. Most of the methods used are question-and-answer methods in the learning process in class. As a 5th-grade English teacher, in supporting students' reading habits, the question and answer method are used to find out whether students have read or not, by asking students directly. Based on an interview with a 5th grade English teacher, Mrs. Faridatul Khairiyah, S.Pd. She said that:

“I usually use the question-and-answer method. Because in my opinion, one of the ways to pay attention to children is by being asked frequently, so that we know how the child feels and his situation and how far the child understands the lesson. Besides the question-and-answer method, I also use an interactive instruction strategy with the aim of training students on cohesiveness and student cooperation with friends. For example, when I give the assignment to read with a classmate, students can work together with their friends to find and discuss new vocabulary they have found..”⁶

From the results of the statements expressed by Mrs. Faridatul Khairiyah, it is known that Mrs. Faridatul Khairiyah mostly uses the question-and-answer method in the learning process in class so that she can find out more closely about students' conditions in terms of reading. In

⁶ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

addition to using question and answer in the learning process, another strategy used by teachers in supporting students' reading habits to acquire new vocabulary is also using interactive instruction strategies. Interactive learning strategies are developed in a range of grouping and interactive methods. where students are made to form small groups to discuss and collaborate with their classmates.

After knowing how the students' reading habits 5th-grade SDN BUDDAGAN 2 Pademawu and the question and answer method used by the teacher when teaching and interactive instruction strategies, then researchers dig deeper information about what strategies the 5th-grade English teacher does in supporting students' reading habits to acquire new vocabulary. Here the researchers describe, several strategies used by the English teacher of grade 5 at SDN BUDDAGAN 2 Pademawu in supporting students' reading habits to acquire new vocabulary, in addition to the methods and strategies previously described.

1.) Using Interactive Instruction Strategies and Assigning Students 15 Minutes of Reading or 15 Minutes of Literacy.

Reading 15 minutes is a reading activity program that is carried out with the aim of getting students used to reading books. In its activities, reading for 15 minutes is included in one of the strategies used by the teacher in an effort to make students have the habit of reading. Besides reading for 15 minutes, another strategy used by the teacher is Interactive Instruction, after reading for 15 minutes students are expected to be able to

find new vocabulary from story texts that have been read in the book. when looking for new vocabulary, usually beforehand the teacher has ordered students to read the text of the story for 15 minutes with a friend sitting near the student, after that students discuss with their friends finding new vocabulary that they don't understand what the meaning of the vocabulary is. after finishing the discussion the students asked the teacher what the meaning of the vocabulary they found was. usually, the teacher will ask students to write on the blackboard new vocabulary they find that don't know the meaning and answer together.

That's what was done at SDN BUDDAGAN 2 Pademawu. On efforts to support reading habits in students to acquire new vocabulary, of course, careful planning and implementation by the teacher are needed. In this case, assigning students to read for 15 minutes is one form of the strategy carried out by the English teacher in supporting students' reading habits to acquire new vocabulary, especially grade 5 students at SDN BUDDAGAN 2 Pademawu.

Next, the researcher asked how the activities were 15 minutes of reading in the class was carried out. Based on joint interviews Mrs. Faridatul Khairiyah, she said that:

"In that class, usually at the beginning of the lesson, I ask students to read 15 minutes, most often it's me ask students to read the reading text that will be studied on that day mba, sometimes also story books, but mostly often that is the material to be studied that day."⁷

⁷ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

Then Mrs. Faridatul Khairiyah gave information about the activities she used in the 15-minute literacy. Mrs. Faridatul Khairiyah revealed that:

"When it comes to reading activities myself, sometimes I ask students to read together silently, sometimes also, I asked one student to read in front of the class and the other listens to her friend's reading, sometimes too take turns after the students read a few sentences I stop and I replace them with another friend to continue reading from his friend, and so on until his reading done. after that, the students, one by one asked about the new vocabulary they found but did not know what it meant. sometimes I write on the blackboard the vocabulary students find, sometimes they (students) write vocabulary on the blackboard and then together we discuss answering the meaning of the new vocabulary students find"⁸

Then the researcher wants to know the desired goals teacher in the 15 minute reading activity Mrs. Faridatul Khairiyah, she said that:

"From this 15-minute reading activity, apart from wanting to make students have a habit of reading and acquire a lot of new vocabulary. I want that the student understands the reading content. material to be studied, and by asking students to read in front of the class, I can find out which students read it fluently and which ones still need extra guidance to read, and also students can conclude from the results of reading"⁹.

Based on the information provided by Mrs. Faridatul Khairiyah, the researchers conducted observations to determine its implementation in the classroom. Based on the results of observations made, learning activities related to the teacher's strategy in supporting students' reading habits to acquire new vocabulary were carried out by Mrs. Faridatul Khairiyah for the class, namely providing stimulus to students in the form of questions related to previous learning as she has revealed that the method she uses

⁸ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

⁹ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

use is the question and answer method. and also using interactive instruction strategies as evidenced by the existence of making small groups with their classmates and reading books and discussing books that were read together.¹⁰ As in an interview with Ms. Faridatul Khairiyah, she said that :

"I use the question and answer method to find out how far students understand and remember the material provided previously and interactive instruction strategies aimed at fostering student cooperation and cohesiveness in class."¹¹

Furthermore, the researchers observed the 15-minute literacy activities in the classroom in class. the researcher saw that the 15-minute literacy activity carried out by the students was asking students to read together silently about the reading text entitled "the deer" in their story books, then students took turns asking about the new vocabulary they got and asking the meaning of the new vocabulary what they found.¹²

This 15-minute reading activity is not only done in at the beginning of the lesson, but at the time of doing the assignment, students who did not understand the contents of the reading text were asked to read the reading text about the story "the deer" again so that they could answer questions about finding the main idea in the text.

As based on an interview with Mrs. Faridatul Khairiyah, she said that:

¹⁰ Hasil Observasi Pada Tanggal 3 Oktober 2022.Pukul 08.00

¹¹ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

¹² Hasil Observasi Pada Tanggal 3 Oktober 2022.Pukul 08.00

"Literacy 15 minutes at the beginning of learning to get used to it children to read, other than that so that children want to read usually in the book there is a matter of finding the main idea or determine 5W + 1H, so that's what I told him to read Be careful first, then you can answer correctly."¹³

Next, the researcher interviewed three grade 5 students, regarding 15 minutes of reading activity, The first, according to Tegar Priambudi (Lk), the student said that:

"Yes, that's right, we read for 15 minutes every morning. If there is an assignment about a story, the teacher usually tells us to read first and then we can answer."¹⁴

Then the results of the interview according to Raisya Herzain (Pr), the student said that:

"Yes, in the morning before starting to learn to read 15 minutes first, and I was told to read in front of the class"¹⁵

Then finally, according to Yasmine Arifin (Pr), the student said that:

"That's right, usually every morning I read for 15 minutes. I've also been asked to read in front of the class"¹⁶

Based on the results of interviews with Mrs. Faridatul Khairiyah and students, it can be concluded that the 15-minute literacy activity carried out in grade 5 has gone well, namely at the beginning of the lesson students are asked to read together silently, sometimes one student is told to come forward and read alternately until the reading text is

¹³ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

¹⁴ Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

¹⁵ Raisya Herzain, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

¹⁶ Yasmine Arifin, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

finished , then together interpret the new vocabulary that is obtained after reading but do not know its meaning.

2.) Ask questions whose answers are in the book.

Give assignments in the form of questions whose answers are in book is one of the strategies used by the teacher to support students' reading habits. In addition to 15 minutes of literacy, another plan carried out by the 5th grade English teacher is to provide questions whose answers are in the book, as stated by Mrs. Faridatul Khairiyah, based on interviews, she said that:

“Due to time and space limitations, of course do not forget the strategy that I do is to give assignments in the form of questions to students whose answers are in the book, that way students can find answers with reading books especially when students study from home, and when students face to face in class it's just like that.”¹⁷

Next, the researcher asked what kind of tasks were given by the teacher whose answer is in the book, based on the interview from Mrs. Faridatul Khairiyah, she said that:

"Usually the task is from the story book that they read, usually it is at the bottom of the story text questions to understand the story, I usually make it a task to do at home".¹⁸

Then Mrs. Faridatul Khairiyah revealed the purpose of give assignments from the theme book. She said that:

"The goal is to make it easier for students to find answers, and train independent students to read the material again have been

¹⁷ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

¹⁸ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

studied in the story in order to be able to answer question of the story."¹⁹

Then, in its implementation in class based observations made by researchers, at the end of the lesson the English teacher gave assignments to students to do at home, namely working on the questions that were under the text of the story "the mouse deer" in the story book.

Then the researcher asked whether the students were given a task that the answer is in the book by the teacher. The first, according to Tegar Priambudi (Lk), the student said that:

"That's right, the teacher's job is usually the answer is in the book."²⁰

Then the results of the interview according to Raisya Herzain (Pr), the student said that:

"That's right, the teacher often gives assignments, the questions are under the story text and the answer is in the story text"²¹

Then finally, according to Yasmine Arifin (Pr), the student said that:

"Yes, that's right, the task is to do the questions under the story text"²²

Based on the results of interviews with teachers and students, researchers can conclude that the strategy provides tasks that The

¹⁹ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

²⁰ Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

²¹ Raisya Herzain, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

²² Yasmine Arifin, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

answer is in the text. The story is one of the simple ways for teachers to support students' reading habits. Due to the limited face-to-face learning, by giving assignments in the form of questions that are under the text of the story, this is one of the simple ways that the teacher does so that students want to read at home.

3.) Assigning Students to Read Outside Class

One of the strategies used by the English teacher for grade 5 at SDN BUDDAGAN 2 Pademawu is to assign students to read outside of class hours. In addition to reading activities during lessons, the teacher does not forget to remind students to read outside of class hours. As stated by Mrs. Faridatul Khairiyah:

"I also always remind students to read outside of class hours, for example, there is free time filled with reading books instead of playing."²³

Furthermore, researchers want to know what kind of activities what the teacher does to assign students to read outside of class hours, based on interviews, Mrs. Faridatul Khairiyah revealed that:

"I used to tell a story, for example about animals, for example the mouse deer, later the children were asked to find stories about other animals outside of class hours. can be at home or during recess. But not all children do it, there are some who remember and implement it, but there are also those who don't."²⁴

Furthermore, based on the observations made, at the end of the in learning, the teacher always reminds and assigns students to always

²³ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

²⁴ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

read not only when studying in class, but when there is free time, students must read, such as during recess or when returning home.

Then, the researcher asked the students whether the teacher Remind students to read outside of class time. The first, according to Tegar Priambudi (Lk), the student said that:

"Yes, every time we want to go home we are usually assigned to read again at home."²⁵

Then the results of the interview according to Raisya Herzain (Pr), the student said that:

"That's right, we are always told to read at home, the lessons we have learned, have also looked for fairy tales"²⁶

Then finally, according to Yasmine Arifin (Pr), the student said that:

"Yes, we are always reminded to read again during breaks or at home"²⁷

Based on the results of interviews and observations, it can be concluded that the teacher assigns students to read outside class hours with The goal is for students to actively read and take advantage of their free time to read not just play, then can remind students about the material they have learned.

From the explanation of the results of observations and interviews with 5th-grade English teachers and 5th-grade students at

²⁵ Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

²⁶ Raisya Herzain, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

²⁷ Yasmine Arifin, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

SDN BUDDAGAN 2 Pademawu, researchers can conclude that grade 5 teachers have several forms of strategy in supporting students' reading habits to acquire new vocabulary during learning process. The strategy used by the 5th grade English teacher at SDN BUDDAGAN 2 Pademawu in supporting students' reading habits to acquire new vocabulary, namely by get used to literacy 15 minutes, answer questions whose answers are in the book, and assigning students to read books outside of class hours.

2. What obstacles did the teacher find to implementing strategies on support students' reading habits to obtain new vocabulary at SDN BUDDAGAN 2 Pademawu.

An activity that has been planned and has a definite goal of wanting success in the activity. Likewise, with the teacher, the teacher is tasked with guiding students, one of which is in supporting students' reading habits to get new vocabulary, implementing the strategies carried out by the teacher supporting students' reading habits to get new vocabulary always be an obstacle in it that can hinder the achievement of a goal in supporting students' reading habits to obtain new vocabulary.

In this case, based on observations and interviews with English teacher in grade 5 and several students, the researcher found several inhibiting factors in supporting students' reading habits to obtain new vocabulary, including the following:

1. Lack of teacher creativity in supporting students' reading habits to obtain new vocabulary.

Creativity in choosing teaching methods is of course very required by a teacher, because the right teaching method can make students enthusiastic about taking lessons, the same is true in supporting students' reading habits to get new vocabulary, teachers are required to create a variety of methods to support students' reading habits to acquire new vocabulary, but in this case, it becomes one of the obstacles because it is still lack of knowledge and creativity of teachers in the use of interesting teaching methods. Based on an interview with Mrs. Faridatul Khairiyah, S.Pd. he said:

"For now the method that I use the most is just the question and answer method."²⁸

Next to find out what method is used by the teacher is appropriate or not, the researcher interviewed the three students, First, according to Tegar Priambudi (Lk), the student said:

"Yes, the teacher uses the question-and-answer method, there is no other way of teaching yet."²⁹

Then the results of the interview according to Raisya Herzain (Pr), the student said:

"Yes, actually asking and answering questions is sometimes good, sometimes it's also boring because it's just like learning"³⁰

²⁸ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

²⁹ Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³⁰ Raisya Herzain, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

Then finally, according to Yasmine Arifin (Pr), the student said:

"True, quite good but also boring sometimes"³¹

Based on the results of the interviews it can be concluded that the method used by the 5th grade English teacher has not varied, the teacher still uses the question and answer method because they have not mastered interesting teaching methods, especially in supporting students' reading habits to obtain new vocabulary.

2. Low reading culture for students.

One of the factors that can support a person's reading habits is being in an environment that has a culture good reading skills, but this kind of environment is very rare, especially in elementary schools. Likewise, what happened at SDN BUDDAGAN 2 Pademawu, one of the factors that hindered teachers from supporting students' reading habits was the low reading culture, both at home and at school. As based on an interview with Mrs. Faridatul Khairiyah, she said that:

“Yeah, It's quite difficult to get used to reading on students, most of those people prefer to chat than reading, as well as students who like it playing, chatting with friends, sometimes we've been told to read even they are still there who are cool to chat. That's it is not easy to improve the reading culture on students, must be constantly reminded.”³²

After knowing the teacher's response to reading culture students, then the researchers dig up information by interviewing the three

³¹ Yasmine Arifin, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³² Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

students to find out the state of their reading culture First, according to Tegar Priambudi (Lk), the student said:

"In class I only read when the teacher told me to, when I was at home I sometimes read if there was homework from the teacher."³³

Then the results of the interview according to Raisya Herzain (Pr), the student said:

"Sometimes I like to read in class, but I often talk to my friends instead of reading. If I have homework, I'll definitely read it"³⁴

Then finally, according to Yasmine Arifin (Pr), the student said:

"If there is no teacher, I usually play with friends and continue to chat, read it if the teacher tells you to read. At home every now and then if there is a story book, I like to read but sometimes bored too"³⁵

Based on the results of interviews that researchers obtained with Mrs. Faridatul Khairiyah and students in grade 5, it can be concluded that students at SDN BUDDAGAN 2 Pademawu have low reading culture, most students prefer chatting and playing rather than spending time reading, and only read when the teacher orders them to read. This is one of the obstacles faced by teachers in supporting students' reading habits to acquire new vocabulary.

3. The influence of technology

In modern times like today, people are no longer foreign to the emergence of new technologies, one of which is gadgets, because

³³ Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³⁴ Raisya Herzain, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³⁵ Yasmine Arifin, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

technology is very influential in the development of the times, there are positive influences and there are also negative influences. The positive influence of all insights, information, and knowledge about the world can be found through gadgets, while the negative effects are also numerous, what most often happens, especially in the world of students, is the influence of online games that make children forget the time when they have played. This was conveyed by Mrs. Faridatul Khairiyah a grade 5 English teacher, she said :

"one of the obstacles for students to read is difficult because they have a cell phone, most children when they have a cell phone must focus only on their cell phone to play games, ignoring the others let alone reading"³⁶

This is in accordance with the results of interviews conducted with 5th grade student, Tegar Priambudi (Lk), said :

“Yes, I prefer playing games than reading books”.³⁷

Similar to what Raisya Herzain (Pr) said :

“Yes, I prefer to play cellphones, play games, open tiktok than reading.”³⁸

And it's similar to what said Yasmine Arifin (Pr) :

"Yes, I like to play games on my cellphone at home, if I read a book when I have homework."³⁹

³⁶ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³⁷ Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³⁸ Raisya Herzain, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

³⁹ Yasmine Arifin, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

Based on the results of the interviews above, it can be concluded that the existence of gadgets is very influential in reading habits because students prefer to play games and even open the Tiktok application rather than read.

So, based on the overall results of the interviews, it was found Several factors inhibit students' reading habits, including the lack of teacher creativity in teaching, low reading culture, and the influence of technology.

3. How to overcome the obstacles found by teachers in implementing strategies on support students' reading habits to obtain new vocabulary at SDN BUDDAGAN 2 Pademawu.

In the context of efforts to overcome obstacles in supporting students' reading habits to acquire new vocabulary, as described previously, there are several teacher barriers in supporting students' reading habits to acquire new vocabulary, of course, this is not the case. becomes a reason as a barrier for teachers in supporting students' reading habits to acquire new vocabulary. Although there are several inhibiting factors, the teacher still tries to overcome these obstacles and continues to support students' reading habits to acquire new vocabulary. Likewise for grade 5 English teachers at SDN BUDDAGAN 2 Pademawu. The efforts to overcome these obstacles include the following:

1.) Keep motivating students

Providing motivation to students is one form of teacher's efforts to overcome barriers to low reading culture. The teacher gives motivation or encouragement to students to keep reading even though there is a low reading culture and so on. This is as conveyed by Mrs. Faridatul Khairiyah a grade 5 English teacher, she said:

“My efforts are still mostly motivating or encouraging on students to continue reading, because they see the low reading culture may also be due to a lack motivation from around, therefore my efforts continue to give motivation for students to be diligent in reading. if we, If you continue to be fixated on a low-reading culture environment, there will definitely not be a growing number of students who have the habit of reading continuously. So by continuing to be motivated by explaining the importance of reading and continuing to be encouraged to read in every learning activity, surely students will gradually get used to reading books. My way of motivating students is by explaining the importance of reading and giving praise to students who are always excited when they are told to read.”⁴⁰

Furthermore, researchers interviewed students to find out whether efforts to provide motivation are carried out by the teacher, according to Raisya Herzain, she said that:

"Yes, the teacher always reminds us to alwaysread"⁴¹

Then according to Tegar Priambudi, he said that:

"That's right, we are often reminded to read by the teacher, the teacher also likes to tell us the importance of reading."⁴²

⁴⁰ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

⁴¹ Raisya Herzain, Siswi Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

⁴² Tegar Priambudi, Siswa Kelas 5 SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

Based on interviews with Mrs. Faridatul Khairiyah and grade 5 students, it can be concluded that it motivates students to be diligent in reading in any situation, explains the importance of reading, and gives praise to students who read diligently is one effort to foster a sense of desire in students to read.

2.) Introducing books

Introducing books is one of the teachers do in overcoming barriers to the influence of technology on students. This was conveyed by the fifth-grade English teacher, Mrs. Faridatul Khairiyah, she said:

For the influence of cellphones, my efforts are the most introductory books on students such as short story books, folk tales interesting and easy-to-understand stories students when there is time in class, the goal is that provoke students have a sense of curiosity from continuation of the story told, later after that I can Ask students to look for other stories or continuations from the story that I read at home, so students will fill his free time at home to read books stories or you can use your cell phone to find stories.”⁴³

Based on the interviews, it can be concluded that introducing books and telling interesting stories to students can foster a sense of interest and desire for students to read.

3.) Conduct training for teachers

Lack of teacher creativity in teaching is wrong one inhibiting factor in supporting reading habits for students to acquire new vocabulary,

⁴³ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

therefore it is necessary to improve the quality of teaching for teachers by providing training to teachers to develop methods or ways of teaching that are interesting and creative.

Then the researchers interviewed Mrs. Faridatul Khairiyah, a grade 5 English teacher to find out if the teacher at SDN BUDDAGAN 2 Pademawu had attended teaching training before, she said that:

“In the past, all teachers participated in the training held at other schools, but that was a long time ago and until now there has not been any.”⁴⁴

Based on the results of interviews conducted by researchers together teachers and students it can be concluded that the efforts made to overcome obstacles in supporting students' reading habits to acquire new vocabulary, is to motivate students to read diligently as well as explain the importance of reading, then give praise to students who are excited if asked to read, then introduce books for students and include training for teachers to improve teachers' abilities in developing teaching methods that are varies.

⁴⁴ Faridatul Khairiyah, Guru Bahasa Inggris Kelas V SDN BUDDAGAN 2, Wawancara Langsung (3 Oktober 2022)

B. Discussion

1. Teacher's strategies used on support students' reading habits to obtain new vocabulary at SDN BUDDAGAN 2 Pademawu.

According to Rahmat Solihin, In building a positive literacy culture in schools, there are several strategies that teachers can do:

1) Ask questions whose answers are in the book

Giving assignments in the form of questions whose answers are in the book is one strategy that can be used by teachers to support students' reading habits. because with assignments whose answers are in the book, it makes students willing or unwilling to read books to complete the tasks given by the teacher.

2) Strive for a social and effective environment

The social and affective environment is built through a model of communication and interaction of all components of the school which can be done by giving appreciation to the achievements of students throughout the year. Awards can be given at flag ceremonies every week to appreciate students' progress in all aspects. Achievements that are valued are not only academic but also the attitudes and efforts of students. So that students have the opportunity to get school awards.

3) Seeking school as a literature academic environment

The physical, social and affective environment is closely related to the academic environment. This can be seen from the

planning and implementation of literacy movements in schools. Schools should allocate sufficient time for literacy learning. One of them is by carrying out silent reading activities and/or the teacher reading the book aloud for 15 minutes before the lesson takes place. To support the ability of teachers and staff, they need to be given the opportunity to take part in training programs to increase their understanding of the literacy program, its implementation, and implementation.

4) Reading outside class hours to raise awareness of the importance of reading

The first and main thing that teachers can do to improve students' literacy skills is to raise awareness of the importance of reading. Where students who initially do not like to read books, even make reading a good habit and like it. Assigning students to read outside class hours can also be used to improve students' literacy skills. In addition to reading activities during class, the teacher can also remind students to read outside of class hours. The teacher can convey to students that reading students can get more information, add new insights and is good for brain health. To increase children's reading awareness can be done by motivating students and encouraging children to continue reading books. This requires the role of parents to build a literacy culture by motivating children to read at home.

5) Read 15 Minutes Before KBM

In addition to continuously motivating students to read, must be done to increase student literacy is that the teacher needs to make rules for reading activities 15 minutes before teaching and learning activities. In preliminary learning activities, the teacher can provide opportunities for students to read books related to the subject matter to be discussed. Thus students will have an overview of the subject matter they will get so that the KBM runs optimally.

according to Rizka Faidatun Ni'mah and MintoHari, Interactive instruction method is:

- a) Interactive learning strategies are developed in the range of grouping and interactive methods. In it there are forms of class discussions, small group, and student cooperation in pairs.
- b) The step of interactive instruction including (1) the student is not only a passive recipient of knowledge (2) who is constantly in the position of the listener but is actively involved in the lecturing process and gets maximum knowledge. (3) the information received is remembered for a longer time.⁴⁵

⁴⁵Lia State University, "Interaktive Teaching Method: Challenges and Perspective, International of Advances in Education" III (Desember 2017): 544.

After the researchers conducted research at SDN BUDDAGAN 2 Pademawu, the findings obtained were that the English teacher for grade 5 at SDN BUDDAGAN 2 Pademawu used 1 method and 3 strategies to support students' reading habits to acquire new vocabulary, namely using the question and answer method. and using the Interactive Instruction strategy and Assigning Students 15 Minutes of Reading or 15 Minutes of Literacy, using the strategy of asking questions whose answers are in the book, and finally using the strategy of assigning students to read outside the classroom. All of these strategies are in accordance with the theory used by the teacher.

2. The teacher's obstacles found in implementing strategies on support students' reading habits to obtain new vocabulary at SDN BUDDAGAN 2

According to Listiyanto Ahmad, Obstacles in supporting students' reading habits include the following:

1.) Lack of teacher creativity in supporting students' reading habits.

One of the obstacles The inhibiting factor in supporting students' reading habits is there is still a lack of knowledge and creativity of teachers in the use of interesting teaching. Creativity in choosing teaching strategies is certainly needed by a teacher because the right teaching strategies can make students enthusiastic about taking lessons, as well as teaching. To support students' reading

habits, teachers are required to create various strategies to support students' reading habits.

2.) Low reading culture in students.

Reading culture is an activity that is inherent and becomes a habit and encourages new knowledge and creations. The ability to read that is entrenched in every child, and the level of success in school and in life in society will open up opportunities for success in a better life. One of the factors that can support a person's reading habit is being in an environment that has a culture of good reading skills. so this becomes one of the obstacles in supporting one's reading habits because it is rarely found in the elementary school environment.

3.) The influence of technology

In modern times like now, people are no strangers to the emergence of new technologies, one of which is gadgets, because technology is very influential in the development of the times, there are positive influences and there are also negative influences. We can find positive influences from all insights, information, and knowledge about the world through gadgets, simplifying and shortening the process of exchanging information. Increase the efficiency and effectiveness of work. While the negative impacts are also numerous, the most common, especially in the world of students, is the influence of online games that make children forget the time to stop playing.

After the researcher conducted research at SDN BUDDAGAN 2, the findings obtained by the researcher were that the English teacher in grade 5 at SDN BUDDAGAN 2 Pademawu had problems implementing strategies to support students' reading habits to acquire new vocabulary at SDN BUDDAGAN 2, namely the first. Lack of teacher creativity in supporting students' reading habits to acquire new vocabulary, low student reading culture, and finally the influence of technology. Of the three obstacles experienced by the English teacher of grade 5 at SDN BUDDAGAN 2 Pademawu in implementing strategies to support students' reading habits to acquire new vocabulary, these three obstacles are all in accordance with the theory used by the researcher.

3. The way to overcome the obstacles found by teachers in implementing strategies on support students' reading habits to obtain new vocabulary at SDN BUDDAGAN 2.

According to Listiyanto Ahmad, Ways to overcome obstacles in supporting students' reading habits include the following:

4. 1.) Keep motivating students

Motivation is a process that describes the intensity, direction, and persistence of an individual in achieving his goals. Providing motivation to students is one form of the teacher's efforts to overcome obstacles to low reading culture. The teacher provides

motivation or encouragement to students to keep reading even though the reading culture is still low and so on.

2.) Introducing the book

The introduction of books is one of the things that teachers do in overcoming barriers to the influence of technology on students. Teachers are very influential in introducing books to students from an early age because of the influence of technology which not only has a positive impact but also has a negative impact. for students.

3.) Conduct training for teachers

The lack of teacher creativity in teaching is one of the inhibiting factors in supporting students' reading habits, therefore it is necessary to improve the quality of teaching for teachers, by providing training to teachers to develop interesting and creative teaching strategies or methods. so with this training for teachers, it is hoped that they can make strategies that are more interesting and more creative so that students will not get bored easily in participating in learning.

After the researchers conducted research at SDN BUDDAGAN 2 Pademawu, the findings obtained by researchers regarding the way used by grade 5 English teachers in overcoming the obstacles found when implementing strategies to support students' reading habits to acquire new vocabulary at SDN BUDDAGAN 2 Pademawu, namely the first Fixed motivating

students to always read because the benefits of reading are numerous and useful for students, Introducing books to students to reduce the negative impact of technological advances, Conducting training for teachers to train them to develop strategies or ways of teaching that are interesting and creative. The three ways used to overcome the obstacles faced by grade 5 English teachers when implementing strategies to support students' reading habits to acquire new vocabulary according to the theory used by researchers