

**THE STUDENTS' PERCEPTION OF INFORMATION SERVICES IN  
INCREASING ENGLISH FOR LANGUAGE  
LITERACY INTEREST**

**SKRIPSI**

*Submitted to Complete Assignments and Fulfill the Requirements  
to Achieve a Bachelor of Education Degree (S.Pd)  
English Education Study Program*

**BY :**

**FIRLY OKTARIA SARI**  
**1702050071**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2024**



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 02 Maret 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Firly Oktaria Sari  
NPM : 1702050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Students' Perception of Information Services in Increasing English for Language Literacy Interest

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( A- ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

#### PANITIA PELAKSANA

Ketua

Dra. Hj. Syamsu Yurnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Isti, S.S., M.Hum.

#### ANGGOTA PENGUJI:

1. Dr. Bambang Panca Syahputra, S.Pd., M.Hum.
2. Ambar Wulan Sari, S.Pd., M.Pd.
3. Rita Harisma, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN SKRIPSI**



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Firly Oktaria Sari  
NPM : 1702050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Students' Perception of Information Services Increasing English  
for Language Literacy Interest

sudah layak disidangkan.

Medan, 16 Februari 2024

Disetujui oleh:  
Pembimbing

**Rita Harisma, S.Pd., M.Hum.**

Diketahui oleh:

Dekan

**Dra. Hj. Syamsyurnita, M.Pd.**

Ketua Program Studi

**Pirman Ginting, S.Pd, M.Hum.**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Firly Oktaria Sari  
NPM : 1702050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Students' Perception of Information Services Increasing English for Language Literacy Interest.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
07/NOV 2023	CHAPTER IV - Revise made the interview questions and answer Separate	
10/NOV 2023	CHAPTER IV - Revise using roman numerals	
13/NOV 2023	CHAPTER IV - Add citation to the bibliography	
15/NOV 2023	CHAPTER V - Revise the conclusion	
17/NOV 2023	CHAPTER V - Add more conclusion	
20/NOV 2023	CHAPTER V - Revise the suggestions	
24/NOV 2023	Ace to have Consentable	

Medan, 16 Februari 2024

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

## PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Firly Oktaria Sari

N.P.M : 1702050071

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Students' Perception of Information Services in Increasing English  
for Language Literacy Interest

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**The Students' Perception of Information Services in Increasing English for Language Literacy Interest**" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Mei 2024

Hormat saya

Yang membuat pernyataan,



Firly Oktaria Sari

## ABSTRACT

**Firly Oktaria sari. 1702050071. The Students' Perception of Information Services in Increasing English for Language Literacy Interest. English Education Program. Faculty of Teachers' Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2024.**

The research of this study to know student's perceptions of Information Services in Increasing English for Language Literacy Interest. Methodologically this study is qualitative research trying to find, analyze and interpret the data found through the study of documents, and interviews. The Subjects of this study were five students. The findings of this research there are seven different, namely: (1) In the students' perception of procurement collections and library facilities is mostly a non-party foundation, in addition to donations from students, teachers, alumni and the relevant agencies, (2) In the same perception management students of library materials in the library UMSU conducted through the inventory, classification, cataloging, and the preparation of books, (3) In the perception of student services at the library circulation include: service borrowing and returning books, manufacture a membership card and membership card renewal; (4) In the students' perceptions of students' increased interest in reading in the library driven by three factors, namely: a) Excellent service library clerk, b) Intensity lecturer assign tasks to students, and c) Comfort room of the library. In general, it can be concluded that the students' perceptions of library condition relatively good, both in terms of procurement of collections and facilities, management of library materials, services circulation of library materials, and improvement of students' reading interest.

**Keyword: Students' perception, Literacy, Information Service, Library**

## ACKNOWLEDGMENTS



In the name of Allah, the most gracious, and most merciful. Firstly, the researcher would like to thanks to Allah SWT who has given me chances in finishing my study. Secondly, blessing and peace be upon to our prophet Muhammad SAW who has brought human beings from the dark era in to bright era.

During the process of writing this study, the researcher realized that she had to learn for more about this thesis. Meanwhile, she has also received a lot of helpful, suggestions, and comments from many people. In this time, a very special debt of gratitude is directed to her beloved parents, **Kamiso** and **Ratna Wati** for their full support, care, and prayers that have been given to her.

Then, she would like to express her sincere thanks for her academic guidance and moral support during the completion this study.

1. Prof. Dr. Agussani, M.AP., as Rector of University of Muhammadiyah of Sumatera Utara.
2. Dra. Hj. Syamsuyurnita, M.Pd. as Dean of Faculty of Teacher Training and Education who has allowed this research to continue final examine.
3. Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum as Deputy Dean 1 Faculty of Teacher Training and Education who has allowed this research to continue final examine.

4. Dr. Mandra Saragih, S.Pd., M.Hum as Deputy Dean 2 Faculty of Teacher Training and Education who has allowed this research to continue final examine.
5. Pirman Ginting, S.Pd, M.Hum as the Head and Rita Harisma, S.Pd, M. Hum as the Secretary of English Education Program of FKIP UMSU, who have allowed and guided her to carry out the research.
6. Rita Harisma, S.Pd, M.Hum who have given her guidance and valuable suggestions and advice to complete the ideas of this study.
7. Her lecturers for their invaluable counsel and the knowledge they shared with her together with all of the Faculty staffs for all the faculties given to her throughout the academic years at the university.
8. Administrative staff as providers of information and alleviating academic administration problems while on campus.
9. Her beloved young sister Tiara Syabilla Aulia who has given support and pray to her in finishing the study.
10. Her best friends Dhea Wanda Arvica, May Dilla Sari Claudia, Rizka Wilya, Viwi Simanjuntak, Fera Safitri, Dwi Bella Rinanda, Dia Ayu Suhada, Elza Maharani Putri, Aini Suhaida who have given support each other in finishing this study.

**Medan, 02 Maret 2024**

**The Researcher,**

**FIRLY OKTARIA SARI**  
**1702050071**



## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iii</b>
<b>LIST OF FIGURE .....</b>	<b>v</b>
<b>LIST OF APPENDICES .....</b>	<b>vi</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. Background of Study.....	1
B. Identification of Problem.....	6
C. Scope of the Problem .....	6
D. Formulation of the Problem.....	6
E. The Objective of the Research.....	7
F. Significance of Research .....	7
<b>CHAPTER II : REVIEW OF LITERATURE.....</b>	<b>9</b>
A. Theoretical Framework .....	9
1. Definition of Perception .....	9
2. Information Services Library.....	15
3. Definition of Literacy.....	24
4. Increasing Literacy.....	26
B. Previous Relevant Studies .....	28
C. Conceptual Framework.....	30
<b>CHAPTER III : RESEARCH METHODS.....</b>	<b>35</b>
A. Research Design.....	35
B. Source of Data.....	35

C. Technique of Collecting the Data.....	36
D. Technique of Analyzing Data.....	37
<b>CHAPTER IV. DATA AND DATA ANALYSIS.....</b>	<b>41</b>
A. Data .....	41
B. Data Analysis .....	42
C. Discussions .....	52
<b>CHAPTER V. CONCLUSIONS AND SUGGESTION .....</b>	<b>56</b>
A. Conclusions.....	56
B. Suggestions.....	57
<b>REFERENCES .....</b>	<b>58</b>
<b>APPENDICES.....</b>	<b>62</b>

## LIST OF FIGURE

Figure 2.1 Conceptual Framework.....	34
Figure 3.1 Interactive Model.....	38

## LIST OF APPENDICES

Appendix I	Transcript Interview
Appendix II	Document
Appendix III	Form K1
Appendix IV	Form K2
Appendix V	Form K3
Appendix VI	Lembar Pengesahan Proposal
Appendix VII	Pengesahan Hasil Seminar Proposal
Appendix VIII	Proposal Surat Pernyataan Tidak Plagiat
Appendix IX	The Letter of Research
Appendix X	Answer of The Letter Research
Appendix XI	Berita Acara Bimbingan Proposal
Appendix XII	Berita Acara Bimbingan Skripsi
Appendix XIII	Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Learning is a term that is often heard, observed, and also analyzed the process and results. Learning is a series of processes that involve various things that are owned by individuals, especially the involvement of the five senses which have an impact on the benefits for individuals who do it. Learning can also be interpreted as an activity or activities that have implications for a change, concerning knowledge, attitudes and skills. Learning is also believed to be a complex action and behavior (Dimiyati and Mudjiono, 2010), in the sense that a person's learning process will go through a series of complex stages while involving various efforts and efforts, both psychological, social and also the articulation of skills.

Learning is not subjects, but also mastery, habits, perceptions, pleasures, interests, social adjustments, various skills, and aspirations (Hamalik, 2010). Interest in learning is one aspect of the psychological factors affecting individuals in learning. Because with interest someone will have a preference and a sense of attachment to something or activity without anyone ordering (Djamarah, 2008). Interest in learning has a big role in learning, because interest in learning is one of the keys to the activity of a learner. Likewise with students as learners, with an interest in learning will have implications for the process and learning outcomes.

In general, the factors that affect interest in learning are categorized into two factors, namely factors from within and factors from outside the individual.

Internal factors are factors that are able to foster one's interest because of self-awareness without coercion from others such as emotional factors, perceptions, motivation, talents and mastery of knowledge. While external factors are factors that are able to foster one's interest due to the role of other people and the environment around them such as family environmental factors and social environment.

Based on data compiled by [kompas.com](http://kompas.com), it is known that Indonesia occupies the 81st position out of 111 countries in the English Proficiency Index. From the results of the English Proficiency Index (EPI) report, the English proficiency index annually becomes a reference for English proficiency in regions and countries in the world. By 2022, 2.1 million people studying English in 111 countries and territories will take the test. The results of the average EF Set score in each country can be classified as very high, high, moderate, low and very low (Kompas.com 2022).

English is as an international language use as a tool for communication in daily life and academic activities. In Indonesia, English as foreign language is formally teach in school from junior high school until university. Language function as communication tool so that the language has central function is assist the intellectual, social and student emotional are reflected towards language, which is the grammar it self (Harisma dan Berutu, 2020).

Such shortages have their origins in the secondary school context, where the number of students enrolled in higher level English courses is showing a declining trend (McPhan, Morony, Pegg, Cooksey, & Lynch, 2008). In addition to this, McPhan et al. reported that students' lack of interest and liking for English

during their middle school education was one of five factors that contributed to this decline, the other factors being their previous achievement in English, their English self-concept, and their perceptions regarding the usefulness and difficulty of English.

This paper seeks to address the problems associated with the national skills shortage in English through a review of factors that may contribute to secondary school students' interest in language literacy. Adults who are literate in language must be able to interpret and critically evaluate the messages conveyed (Gal, 2003). For example, they need to be able to recognize bias as a possible source of error in media coverage of survey data. Models have been conceptualized that describe literacy development in learners (Gal, 2002; Watson, 2006). In the literacy model, Gal (2002) identifies several key knowledge bases that are important for literacy development. He concluded, however, that such knowledge was of little consequence if one did not apply this knowledge.

Gal's model of language literacy, therefore, included a dispositional component: A statistically literate adult should possess a readiness to criticize messages that contain statistical elements. Such a disposition, he argued, emerges when a person has a belief in their capabilities and an interest and willingness to engage in statistical thinking. In her model of language literacy development, Watson (2006) also included dispositional elements, under the broader category of task motivation. These dispositions included skepticism, imagination, and curiosity. It is argued that the dispositions identified by Gal and Watson are themselves developed as a result of positive emotional learning experiences with data.

Such experiences formally commence in school and reach necessary levels of sophistication towards the end of middle school, where it is argued dispositions are less likely to change. The development of positive affect in the middle school years is therefore a prerequisite to the acquisition of dispositions necessary for language literacy. It is also argued that the development of positive affect in the middle school has a considerable bearing on the subject choices that students make in senior secondary and tertiary contexts, thus influencing later skill shortages.

The term literacy can be defined as the mastery of simple and practical skills which bring a profound enrichment and transformation of human thinking capabilities (Belshaw, 2012). New literacies have evolved or have been re-defined for a life- long learning perspective (Kastis & Carneiro, 2009). It should be noted that in the realm of learning, literacy skills are important abilities that must be possessed by every student. Literacy skills are needed in order to master various subjects. In order for students to achieve the goals of each subject (covering mastery of the domains of knowledge, skills and attitudes) they must have literacy skills. Thus it is clear that literacy skills are not limited to cognitive abilities, but abilities that are more complex because they include social, linguistic, and psychological aspects.

Sudarsono (2006) found that because information can be accessed easily using the internet, some people violate the role of the library and the library itself. Because the internet can help people find information more quickly, access to library collections is getting worse. However, Sudarsono (2006) states that the condition of libraries in Indonesia, both school and university libraries, has not



fully supported the needs of teaching and learning activities in schools. Diem (2011) also stated, "Collaboration between teachers and school librarians or experts in a particular field in utilizing meaningful learning resources can encourage effective learning." The teacher as one of the facilitators in the student learning process can facilitate students in using the library to improve their English literacy skills.

Based on the results of observations it is known that there are very few visitors to the library every day. Obtained from the secretariat, it was found that the number of library visitors in June 2023 was 24 students English Education Department of FKIP UMSU in semester VII and in July 2023 there were 31 students English Education Department of FKIP UMSU in semester VII. Universitas Muhammadiyah Sumatera Utara students, especially English majors, do not fully have language literacy in English. Most students understand reading and writing, but literacy requires a deeper understanding such as understanding the contents of each reading and being able to implement it properly. Compared to students' Indonesian literacy, their English literacy is considered much lower. In addition to the low interest in reading in the library, not all tertiary institutions provide a complete and comfortable library for their students, even though in many developed countries libraries are designed in such a way as to be a home for their students. Because through the library a lot of information that can be accessed. Students feel lazy to go to the library because now they can access a lot of information through the internet. In line with the research of Dongoran and Febriyana (2020) Universitas Muhammadiyah Sumatera Utara, this library still has several deficiencies in terms of providing services and facilities which cause a

lack of number of visitors to read in the library. The incomplete number of book collections causes students as visitors to feel dissatisfied and reduce their interest in reading.

Based on the problems above, a study will be conducted entitled "**The Students' Perception of Information Services in Increasing English for Language Literacy Interest**".

### **B. Identification of the Problems**

Based on the above background, several problem identifications will be found, namely:

1. Inadequate information services in increasing language literacy in students at UMSU.
2. Students do not fully have English literacy, as evidenced by not all students who are interested in using and reading text in English.
3. The students don't fully master sufficient vocabulary to understand the English
4. Most of students rarely go to the library because the library is overcrowded, so they don't have a place to study

### **C. Scope of the Problem**

The limitation of the problem in this study was students' perceptions of information services in increasing interest in English literacy. So this research was limited information services in the form of a library at Universitas Muhammadiyah Sumatera Utara to students' English Education Department of FKIP UMSU in Semester VII.

#### **D. Formulation of the Problem**

Based on the identification of the problem above, several problem formulations found to be used as a reference in this study was:

1. How are students' perceptions of information services in increasing English for language literacy interest?
2. What makes the students English Education Department of FKIP UMSU in Semester VII lazy to UMSU library?
3. What is the reason students English Education Department of FKIP not read or do assignments in the UMSU library?
4. How the students don't fully master sufficient vocabulary to understand the English?

#### **E. The Objective of the Research**

The objective of the research had the following objectives was to find out students' perceptions of information services in increasing English for language literacy interest.

#### **F. Significant of the Research**

The benefits of this research were as follows:

1. Theoretical

This research can be a reference material for educators to be able to apply information services to increase student literacy. Universities can provide information services in the form of libraries so that language literacy, especially English students.

2. Practical

This research can be input and contribution of positive thinking in order to improve the quality of learning, including increasing student literacy. This research is expected to provide information material for further research.

a. For Universities

This research provides input to universities to be able to evaluate information services for students in order to increase student literacy.

b. For Teachers

This research can provide input to educators to be able to provide perspectives to students on how important literacy is for students.

c. For Researchers

Researchers can make additional insights in the field of literacy, especially English.

d. For Further Researchers

Future researchers can use this as a reference and reference to improve their research.

## CHAPTER II

### LITERATURE REVIEW

#### **A. Theoretical Framework**

##### **1. Definition of Perception**

Perception is a process in which we comprehend, develop, and create rangsang in our environment (Akbar, 2015). The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception. Slameto (2003) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch. According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment.

Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful. Perception is defined variously by different scholars as Chee (2002) has stated that the reception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Perception can be defined as the process of receiving or understanding information in a more detailed way. From the cognitive dimension

of perception, perception is the process by which people attach meaning to experiences. Perception is the process of giving meaning to the environment by an individual and is also defined as a response or judgment about an object that is produced based on a person's experience and knowledge (Manurung et al, 2020).

Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs. According to Leavit (2002) found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something. Perception is the final process of observation which was initiated by the process sensing, namely the process of receiving stimuli by the sense organs, then the individual exists attention, then transmitted to the brain, and only then does the individual realize about something called perception. In perception, individuals are aware and can understand about the conditions of the environment around him and about things exists within the individual concerned (Sunaryo, 2004, p. 20).

The perception process is preceded by the process of receiving the stimulus at the receptor, esense. The human sense function itself does not function immediately after birth, however it will function in line with its physical development. So he can feel up what happens to it from new and pregnant external influences feelings that ultimately shape his perception and knowledge of nature outside (Novinggi, 2019).From the explanation above, the researcher concludes that perception is process of observing something in the brain to

interpret it in the form of opinions or feelings that occur based on the experiences experienced by individuals.

Perceptions in the learning process also include how educators perceive them. Teacher perception is a professional educator's response to what he does experience in educating, teaching, guiding, directing, coaching, assessing, and rotating students in an educational path that is influenced by the beliefs and feelings of educators (Putri et al, 2023).

### **1.1 Type of Perception**

Based on the explanation from perception Robbins (2003) divides perception in the three types as follow:

#### **a. Person Perception**

Person perception refers to those processes by which we come to know and think about others. Their characteristics, qualities, and inner state. We construct images of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world. We extend to which we attribute stable traits and enduring dispositions to other people. We feel that we are better able to understand their behavior and predict their future actions and we use these notions to guide our interactions with them.

#### **b. Social Perception**

Social perception means that trying to understand people whether they are professional athletes, politicians, leaders, criminals, defendants, entertainers, or loved ones closer to home is not an easy task. Perception does not occur in a vacuum; instead, we bring to bear prior knowledge that we have structured and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than react to creatures of the moment. Sustained patterns of

interaction or social relationship require us to retain information, as the situation require. Without memory we should react to every events as if it we unique, and if we did not remember the facts, we should be in capable of thinking or reasoning.

c. Perception of Situation

Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time, and give a place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli and our interpretation of the stimuli.

## **1.2 Concept of Perception**

a. Indicators of Perception

According to Robbins (2003) there are two indicators of perception:

1) Acceptance / Reabsorption

The process of acceptance or reabsorption is indicator of perception in physiology stage, it is about the function of the five sense in grasping external stimulus.

2) Understanding / Evaluation

The external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.



## b. General Characteristic of Perception

General characteristics of perception which is contained in the sensing process in the way interpreting against an object by Shaleh (2004) described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word. The explanation of the general characteristics are;

### 1) Modality

Stimuli received should correspond to each sensory modality, namely the base sensory and each of the sense (light for vision; odor to olfaction; temperature for flavorings; sound for hearing; properties for touch surfaces and so on).

### 2) Dimensional Space

Perception world the nature of space (in space); we can say the top down, high and low, wide-narrow, foreground to background, and others.

### 3) Dimensional Time

The perception world has the dimension of time, such as slow fast, young old, and others.

### 4) Contextual Structure

Overall fused, objects or phenomena in the world has a structure that blends observation context. The structure and context of a unified whole.

### 5) The Meaningful of Word

World perception is the meaningful word. We tend to make observations or perceptions of the symptoms that meaningful and has relation with us.

### c. Factor that Influence Perception

Everyone have different perception. The existence or level of human perception can be influenced by several factors. According to Sobur (2011), there are some factors that are considered important influence on the selection of stimulation and can be used for the perception of people and situation, namely:

- 1) Intensity, an intensive stimulation can give more attention than the less stimulation.
- 2) Size, the more big object have big interest then big object which more easy to see.
- 3) Contrast, different object with the other objects that is common will be more interesting. Many people are aware of it or not, doing strange things to attract attention. Exceptional behavior attracted attention because of the difference principle.
- 4) Movement, more things more interesting than the silence.
- 5) Repetition, repetitive things that can attract attention. However, repeat too often, can result in saturation meaning and can lose perceptive meaning. Therefore, the replay value has attracted attention for use with caution.
- 6) Familiarity, things that are familiar or known to attract more attention.
- 7) Something new, new things also attract attention.

### d. Changes of Perception

Perception is not something static, but can change. The first change process affected by the psychological processes of the nervous system in the

human senses. If a stimulus not change, adaptation and habituation that will occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that be less sensitive after receiving a lot of stimulus. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus. The second change is a psychological processes. The change in psychology of perception, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is usually described as a learning process or as a process of consciousness (cognition). In the learning process, the focus was on the presence of external stimuli (stimulus), while in the process of cognition is the main push or the will of the individual itself. (Sobur, 2011).

## **2. Information Services of Library**

Information services are a form of assistance in counseling guidance that allows students (clients) to receive and understand various information that can be used as material for consideration and decision-making for the benefit of students. Ministry of National Education (2003) suggests that information services are "services that enable students to receive and understand various information (such as study, association, career/position, further education)". Rahman (2003) says that: "Information services are services in the form of giving students an understanding of the various things needed to carry out tasks and activities at school and to determine and direct life goals."

Information is an activity within the framework of a school guidance program to help students get to know the environment that can be utilized both

for the present and for the future. According to Martin Lumbangaol, information is the result of processing data that is relevant and has benefits for its users (Lumbangaol & Ridho, 2020). The definition of information according to (Tukino, 2020) information is data that is managed into something of more high value for the recipient to help make a decision.

Prayitno & Amti (2004) information services are "activities to provide understanding to interested individuals about various things needed to carry out a task or activity, or to determine the direction of a desired goal or plan. Thus, the information service is first of all an embodiment of the function of understanding in guidance and counseling. Purwoko (2008) says "presenting information within the framework of the guidance program is an activity to help students recognize their environment, especially about the opportunities that exist in it, which students can take advantage of both for the present and for the future".

Presentation of the information is intended to provide insight to students so that they can use the information properly to prevent or overcome the difficulties they face, as well as to plan for the future. This life plan includes life in study, in work, and in raising a family. Winkel and Hastuti (2006) explain that "information services are an attempt to equip students with knowledge about data and facts in the field of school education, the field of work and the field of personal-social development, so that by learning about their environment they are more capable manage and plan their own lives".

Guidance programs that do not provide information services will prevent students from developing further, because they need opportunities to learn data and facts that can affect their way of life. However, given the breadth of

information available, they must also know which information is relevant to them and which is irrelevant, as well as what kind of information involves data and facts that do not change and which may change with the circulation of the wheel of time.

Thus it can be concluded that information services are a series of activities in order to provide assistance to students by providing information that can be used in making a plan for further education. Information services are a form of assistance in counseling guidance that allows students (clients) to receive and understand various information that can be used as material for consideration and decision-making for the benefit of students. Ministry of National Education (2003) suggests that information services are "services that enable students to receive and understand various information (such as study, association, career/position, further education)". Hibana S. Rahman (2003) says that: "Information services are services in the form of giving students an understanding of the various things needed to carry out tasks and activities at school and to determine and direct life goals."

Guidance programs that do not provide information services will prevent students from developing further, because they need opportunities to learn data and facts that can affect their way of life. However, given the breadth of information available, they must also know which information is relevant to them and which is irrelevant, as well as what kind of information involves data and facts that do not change and which may change with the circulation of the wheel of time. Thus it can be concluded that information services are a series of

activities in order to provide assistance to students by providing information that can be used in making a plan for further education.

### **2.1 Information Library Purposes**

The implementation of this information service aims to equip students with knowledge about facts and data about education at school, work and the field of personal social development. In line with this, Prayitno and Erman Amti (2004: 259) state that "information services aim to "provide understanding to individuals who have an interest in the various things needed to guarantee a task or activity to determine the direction of a desired goal or plan". Rahman (2003) suggests the purpose of information as follows:

- a. So that students know the knowledge about the environment needed to solve problems encountered related to the surrounding environment, education, position and social culture.
- b. Allows students to determine the direction of his life. Determine what needs to be done and act creatively and dynamically based on the information available.
- c. Each individual has a uniqueness that will lead to uniqueness in making decisions and acting differently according to the aspects of each personality.

Purwoko (2008) says the objectives to be achieved by presenting information are:

- a. Students can orient themselves to the information they get, especially for their lives, both while still in school and after graduating from school.
- b. The students know the sources of information needed.

- c. Students can use group activities as a means of obtaining information.
- d. Students can choose the right opportunities in their environment according to their interests and abilities.

Winkel & Hastuti (2004) explain, there are three main reasons why information services are a vital effort in the overall planned and organized guidance program.

- a. Students need relevant information as input in making provisions regarding further education as preparation for assuming office in society.
- b. Precise and correct knowledge helps students to think more rationally about future planning and adjustment demands rather than just following any wish without taking into account the realities of their environment.
- c. Information that is appropriate to their comprehension makes students aware of things that are fixed and stable, as well as things that will change with age and experience.

## **2.2 Information Service of Library Function**

Every guidance and counseling service and activity carried out must directly lead to one or more functions, so that the results to be achieved can be clearly identified and evaluated. Prayitno (2004) suggests the function of guidance and counseling in information services, is aimed at equipping individuals with sharing knowledge and understanding of various things that are useful for knowing themselves, planning, and developing patterns of life as students, family members and society. The understanding obtained through information services is used as a reference material in improving learning activities and achievements, developing ideals, carrying out daily life in making

decisions. For more details, various functions of information services will be explained, namely: understanding, prevention, alleviation, maintenance, and development functions.

1) The Understanding Function

The understanding function provides the benefit of being understood by the client (student), the client's (student) problem, and the "wider" client (student) environment, both by the client (student) himself, by the counselor (supervisor), as well as other parties. others (teachers, parents) who are very interested in improving the quality and development and life of individuals (students).

2) Prevention Function

This service seeks to eliminate various things that can potentially hinder or interfere with the development of an individual's life. Prevention efforts in the sense of reducing the incidence of problematic conditions in clients (students), are generally carried out by minimizing conditions of organic imbalance and stress on individuals and problem solving abilities, self esteem and group support.

3) The Alleviation Function

The alleviation function is often regarded as the core and pinnacle of guidance and counseling services. The alleviation function seeks to resolve client problems so that these problems are no longer an obstacle or cause certain harm to the development and life of clients or students.



#### 4) Maintenance and Development Functions

Maintenance and development functions are like two sides of one coin. Both lead to the glorification of all the potential that exists in the individual and is developed in a positive direction. This function leads to the general goal of guidance, which is none other than human glorification through individual development in the four dimensions of humanity. the four dimensions are:

- 1) Individuality Dimensions (Individuality),
- 2) Social Dimensions (Sociality),
- 3) Morality Dimensions (Morality),
- 4) Diversity Dimensions (Religiosity).

### **3. Definition of Literacy**

The definition of literacy in a simple way can be interpreted as literacy, literacy, and skills in reading and writing. However, this is not the case for now because the need for knowledge in each individual is much different. Nur Widayani, et al (2016) where reading and writing develop into the ability to read, write, speak, listen and utilize technology. The demand for deeper knowledge of education in Indonesia now broadens the notion of literacy. The definition of literacy now has a broader meaning which includes various other important fields. Factors that lead to the development of the notion of literacy originate from the demands of the times, which require more abilities, not only the ability to read and write.

Widarti, et al (2016) for that literacy culture plays an important role in this era of globalization. Because that is what led to the development of the

notion of literacy, the concept of teaching literacy is defined as the ability to read and write. A person can be called literate if he already has the knowledge to be used in every activity that demands the function of literacy effectively in society and the knowledge he achieves by reading, writing allows him to use it for himself. The definition of literacy has developed in line with the changing times and has shifted from a narrow understanding to a broader understanding covering important areas that mean the ability or literacy in technology, politics, critical thinking, and being sensitive to the surrounding environment.

This of course has developed from its original meaning which was only defined as the ability to read and write. Mills in Abidin (2015) states that we have experienced a shift in the wider history of printed text culture, towards a point where the visual mode is more prominent with the help of new technology.

The wider the concept of literacy, the term literacy has begun to be widely used in various fields of science in an integrated manner with the field of language studies. Literacy is then seen as a tool that can be used to communicate and seek information. In line with the times and develop according to their respective fields of knowledge.

There are various fields of science that define communication as one of the dimensions of literacy. This shows that any literacy ability cannot be separated from the field of linguistics, because language is the main tool for disseminating knowledge. In its development, literacy in various fields of science uses various media as a means of communication and the formation of meaning to understand critically is not only done by using media in the form of language in printed form. Language is better understood through various communication

media such as pictures, videos, films, performances and various other media that support literacy.

According to the Ministry of National Education (2004), literacy is defined as "skills and knowledge needed not only to be able to just live financially, but also as something that is needed to develop oneself socially, economically and culturally in modern life." From the statement of the Ministry of National Education, literacy is directed to a person's ability to develop himself in the social, economic and cultural fields of the literacy learning process.

Bosman in Abidin et al (2017) provides an example, namely that the Encyclopedia Britannica, which has been known in printed form for 244 years, has now turned into an online version of the dictionary with the help of a multimedia component. The concept of teaching literacy is defined as the ability to read and write. A person can be said to be literate if he has essential knowledge to be used in any activity that demands an effective literacy function in that knowledge achieved by reading, writing and concluding makes it possible to be utilized for himself, the advancement of the world of education and society. According to the Ministry of National Education (2004), literacy is defined as "skills and knowledge needed not only to be able to live financially, but also as something that is needed to develop oneself socially, economically and culturally in modern life."

From the statement of the Ministry of National Education, literacy is directed to a person's ability to develop himself in the social, economic and cultural fields of the literacy learning process. In line with the development of information and communication technology, the notion of literacy is also

experiencing further developments in this modern era, the term iteration is known as multiliteracy. C. Luke Kist, in Abidin (2015) states "that multiliteracy is an ability views knowledge (learning) in an integrative, thematic, multimodal, and interdisciplinary manner. Based on this statement, efforts to build meaning can be done with all media that can be approached with literacy that holds meaning so that knowledge will develop which can be explored and discovered.

Baguley, Pullen and Shrot in Yunus Abidin (2015) view multiliteracy as a way to understand more broadly the literacy curriculum studied in formal schools which encourages students to be able to participate productively in the community. Multiliteracy is a plan that can be used to understand various types of texts and various media produced by various new technologies that provide educators with new opportunities in presenting information in the form of the latest knowledge to students using various texts and media. Literacy learning in schools is carried out to achieve certain goals. Initially, literacy learning in schools was only shown so that students were skilled in mastering the dimensions of linguistics.

The linguistics that students are expected to master include phonemes, morphemes, graphophonemics, morphophonemics, and syntax. In subsequent developments, literacy learning is shown so that students are able to master the cognitive dimensions of literacy including understanding processes, writing processes, and written discourse analysis concepts. Literacy is the ability to read, write, speak Listen to and use technology. For that literacy plays an important role in the development of the era of globalization so that someone can develop himself in the social, economic and cultural fields of the learning process literacy.

### 3.1 Literacy Component

The School Literacy Movement is more than just reading and writing, but can develop thinking skills in processing knowledge that has been obtained in reading into print, visual, digital, and auditory forms. This ability is referred to as information literacy. Ferguson and Clay (2001) describe that the information literacy component consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. In the Indonesian context, early literacy is needed as the next stage. The literacy components are explained as follows.

#### a. Early Literacy

The ability to listen, understand spoken language, and communicate through pictures and speech which is shaped by the experience of interacting with the social environment at home

#### b. Basic Literacy

The ability to listen, speak, read, write, and count is related to the analytical skills to calculate, perceive information, communicate, and describe information.

#### c. Library Literacy

Providing an understanding of how to differentiate between fiction and non-fiction reading, utilizing reference and periodicals collections, understanding the Dewey Decimal System as a knowledge classification that makes it easier to use the library, understanding the use of catalogs to having knowledge in understanding information when completing writing, research, work, or solving problems .

d. Media Literacy

Ability to recognize different forms of media, such as print media, electronic media, (radio media, television media), digital media, and understand their intended use.

e. Technology Literacy

The ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in using technology.

f. Visual Literacy

Advanced understanding between media literacy and technology literacy, which develops learning abilities and needs by utilizing visual and audio-visual materials critically and with dignity.

Based on the literacy components above, it means that each individual must have good abilities in literacy. The six literacy points above have an effect on the implementation of literacy in schools. Stakeholders in schools have an important role in facilitating all existing literacy components. The literacy component can be developed for each student and will create a literate environment in schools, of course this supports the successful implementation of literacy-based education. In this case, a learning and teaching approach is also needed that develops these literacy components. This is of course in order to create a good literacy environment.

### 3.2 Types of Literacy

#### 4. Literacy Read Write.

Literacy is the knowledge and skills to read, write, search, explore, process and understand information in order to analyze, respond to and use written texts to achieve goals, develop understanding and potential and to participate in the social environment.

#### 5. Numerical Literacy.

Numerical literacy is the knowledge and skills to be able to acquire, interpret, use, and communicate various kinds of numbers and mathematical symbols to solve practical problems in various contexts and to be able to analyze information displayed in various forms (graphs, tables, charts, etc.).

#### 6. Science Literacy

Scientific literacy is scientific knowledge and skills to be able to identify questions, acquire new knowledge, explain scientific phenomena, and draw conclusions based on facts, understand the characteristics of science, and increase the willingness to be involved and concerned about issues related to science.

#### 7. Digital Literacy

Digital literacy is the knowledge and skills to use digital media, communication tools or networks in finding, evaluating, using, creating information and making use of it in a healthy, wise, smart, accurate, precise and law-abiding manner.

#### 8. Financial Literacy.

Financial literacy is the knowledge and skills to apply an understanding of concepts and risks, skills, and motivation and understanding in order to make effective decisions in a financial context

#### 9. Cultural Literacy and Citizenship.

Cultural literacy is knowledge and skills in understanding and acting towards Indonesian culture as a national identity. Meanwhile, civic literacy is knowledge and skills in understanding rights and obligations as citizens.

### **10. Increasing Literacy**

Literacy is not only limited to reading and writing skills, but also includes a deep understanding of various forms of existing media and information. For students, strong literacy is essential to lead a successful academic life and to develop a productive career in an increasingly complex world of work (umsu.ac.id). Following is the Importance of Increasing Literacy in Students:

#### a. Strengthening Education:

Literacy has a central role in student education. With good literacy skills, students are able to read and understand complex academic texts, including scientific journals, textbooks, and research articles. This enables them to access relevant information, analyze and evaluate the sources they encounter, and generate evidence-based critical thinking. With good literacy, students can develop in-depth knowledge in their field of study and produce high-quality academic work.

#### b. Improving Communication Skills:

Strong literacy skills assist students in conveying thoughts and ideas clearly and effectively. Good writing skills enable them to organize and structure ideas, produce cohesive essays and reports, and present powerful



and persuasive arguments. In addition, the ability to read with good comprehension allows students to understand messages conveyed by others, both in academic and professional contexts. In an increasingly global world of work, the ability to communicate well is essential, and strong literacy forms a solid foundation for effective communication skills.

c. **Developing Research Skills:**

In both the academic and professional worlds, the ability to do good research is a highly valued skill. Strong literacy enables students to access multiple sources of information, evaluate their reliability and relevance, and integrate the knowledge gained into their work. With good literacy skills, students can identify interesting research topics, formulate appropriate research questions, and analyze data carefully. This helps students to become competent and innovative researchers, who are able to contribute new thinking and effective solutions in their field of study.

d. **Preparing for a Successful Career:**

Strong literacy gives students a competitive advantage in a competitive job market. The ability to read and understand complex information, write well, and communicate effectively is highly sought after by companies and organizations in various sectors. Students with good literacy are able to interpret policies, understand contract documents, and convey ideas clearly to superiors and colleagues. Literacy also enables students to continuously learn and adapt quickly in a constantly changing work environment, strengthening their career prospects.

## B. Previous Relevant Study

- C. Reading Literacies Through Evieta-Based Learning Material: Students' Perceptions (Study Case Taken from Vocational School – IPB University) (Irma Rasita Gloria Barus, Marudut Bernadtua Simanjuntak, Ira Resmayasari , 2021)

The purpose of this study was to collect information about the preferences of critical vocational students in their reading interests and reading skills. It is very useful to foster interest in reading and online learning to increase cultural values and social literacy. The reading literacy development model used is the Plomp model: preliminary research, prototyping, and evaluation. The EVIETA application, which is online learning belonging to the Vocational School of IPB University, is expected to fulfill these goals. Educators are expected to use related applications in their learning and lead reading and writing movements in schools. The results of the validation of teaching materials show that the EVIETA IPB application is important and can be tested. The similarity of this research is to see how students' perceptions of interest in reading, while the difference in this study is that the object of the research was taken from school students.

- D. Students' Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesia (Benny Hinn Manalu , 2019).

The findings revealed that the participants perceived digital texts reading positively. They preferred reading digital texts because they were motivating, interesting, and suite their expected way of reading. The main problem they encountered in reading digital texts was due to the screen

light which could irritate their eyes. The similarities in this study are to look at students' perceptions of a reading activity, while the difference is that the object of this research is digital text reading.

- E. Factors Influencing The Development Of Middle School Students' Interest In Statistical Literacy (Colin Carmichael, Rosemary Callingham, Jane Watson, Ian Hay, 2009).

A content analysis of this literature suggests that interest development in middle school statistics will be the result of a complex interplay of classroom influences and individual factors such as: students' knowledge of statistics, their enjoyment of statistics and their perceptions of competency in relation to the learning of statistics. The similarity of this research is to see students' literacy interest, while the research difference lies in the object to see literacy in student statistics.

#### **F. Conceptual Framework**

Factors that influence perception include Sobur (2011):

- 1) Intensity, an intensive stimulation can give more attention than the less stimulation.
- 2) Size, the more big object have big interest then big object which more easy to see.
- 3) Contrast, different object with the other objects that is common will be more interesting. Many people are aware of it or not, doing strange things to attract attention. Exceptional behavior attracted attention because of the difference principle.
- 4) Movement, more things more interesting than the silence.

- 5) Repetition, repetitive things that can attract attention. However, repeat too often, can result in saturation meaning and can lose perceptive meaning. Therefore, the replay value has attracted attention for use with caution.
- 6) Familiarity, things that are familiar or known to attract more attention.
- 7) Something new, new things also attract attention.

Prayitno & Amti (2004) information services are "activities to provide understanding to interested individuals about various things needed to carry out a task or activity, or to determine the direction of a desired goal or plan. various functions of information services will be explained:

- 1) The Understanding Function

The understanding function provides the benefit of being understood by the client (student), the client's (student) problem, and the "wider" client (student) environment, both by the client (student) himself, by the counselor (supervisor), as well as other parties. others (teachers, parents) who are very interested in improving the quality and development and life of individuals (students).

- 2) Prevention Function

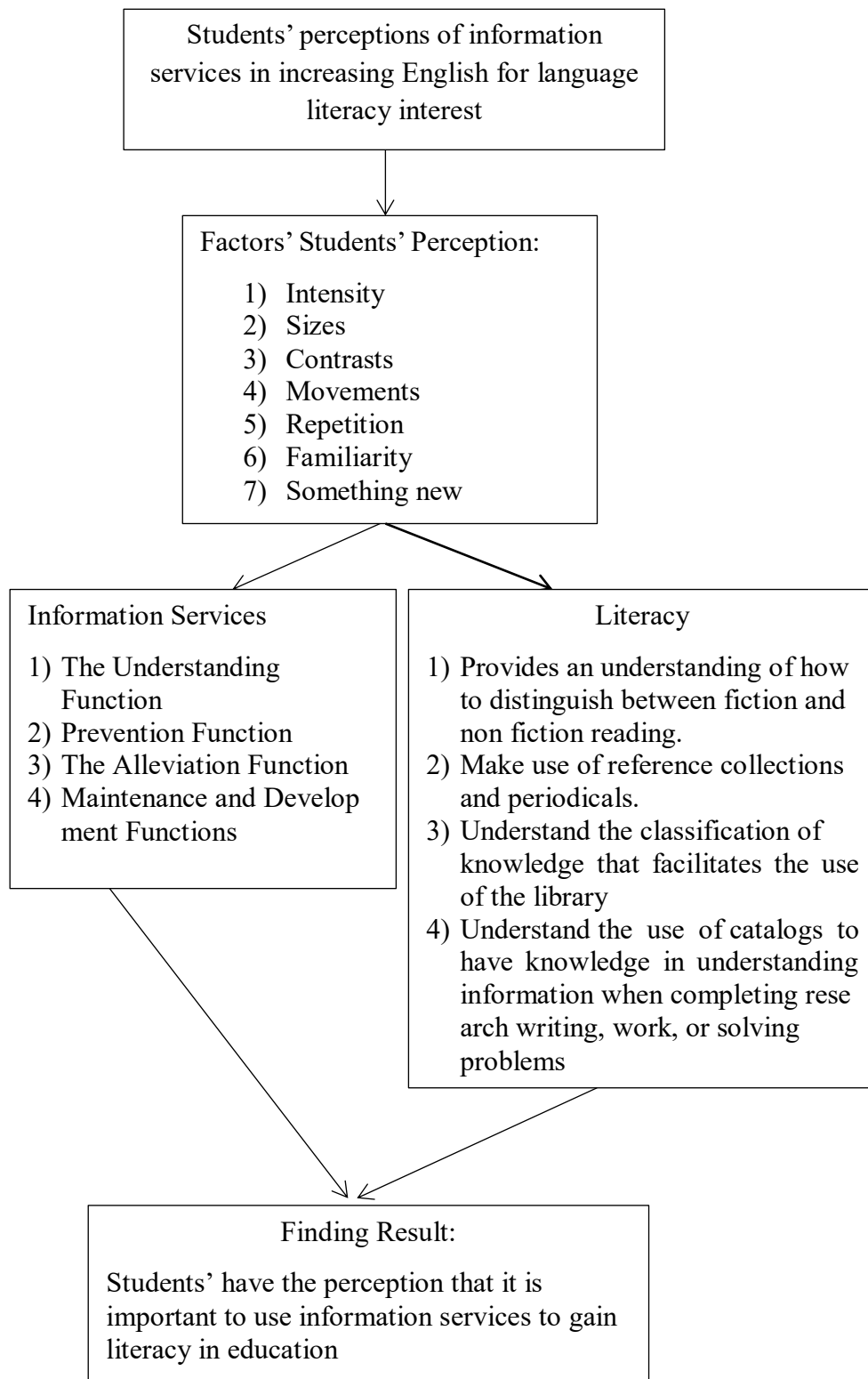
This service seeks to eliminate various things that can potentially hinder or interfere with the development of an individual's life. Prevention efforts in the sense of reducing the incidence of problematic conditions in clients (students), are generally carried out by minimizing conditions of organic imbalance and stress on individuals and problem solving abilities, self esteem and group support.

### 3) The Alleviation Function

The alleviation function is often regarded as the core and pinnacle of guidance and counseling services. The alleviation function seeks to resolve client problems so that these problems are no longer an obstacle or cause certain harm to the development and life of clients or students.

### 4) Maintenance and Development Functions

Maintenance and development functions are like two sides of one coin. Both lead to the glorification of all the potential that exists in the individual and is developed in a positive direction. This function leads to the general goal of guidance, which is none other than human glorification through individual development in the four dimensions of humanity.



**Figure 2.1 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Research Design**

The research design is a case study. Arifin (2011) argues that research that explores an individual, group and so on at a predetermined time is called a case study. The research that aims to collect and analyze a case or in-depth research on a unit such as a person, group or community. The goal is to achieve a detailed description and reflection of an existing phenomenon. Qualitative research is a type of research used by researchers. Sugiyono (2015) this research includes qualitative research, a qualitative method is a research method based on the philosophy of post positivism, used to study natural object conditions (as opposed to experiments) where the researcher is the key instrument, illustrating information sources is attempted purposively and snowball.

#### **B. Source of Data**

The data sources used in this research were primary data and secondary data, according to Sugiyono (2019) it is stated that:

##### **a. Primary Data**

Primary data is a source of data obtained directly from the original source (not through intermediary media). Primary data can be in the form of opinions of subjects (people) individually or in groups, and observations. The methods used to obtain primary data are observation and interview methods. Interviews will be conducted with UMSU students who are resource persons with FKIP semester VII student as respondents. The questions asked in the interview that will select indicators of students

perceive regarding information services and literacy. While observations are made at the UMSU library as part of supporting data in interview activities, observations are made by observing library visitors, especially students' English Education Department of FKIP UMSU in semester VII. Documentation is also carried out as part of the supporting data to strengthen the interviews and observations that have been carried out.

b. Secondary Data

Secondary data is a source of data obtained by researchers indirectly through intermediary media (obtained and recorded by other parties). Secondary data is generally in the form of evidence, historical records or reports that have been compiled in archives. Secondary data used in this research can be in the form of supporting documents and journals. The researchers get data on library visitors, especially students English Education Department of FKIP UMSU in semester VII.

### **C. Technique of Collecting the Data**

Data collection techniques are a major step in research. A tool for collecting data obtained through a predetermined procedure is called a data collection technique. the main purpose of research is to obtain a data and collect data. Without knowing data collection techniques, researchers will not get data that meets predetermined standards (Sugiyono, 2014). Data collection techniques used in this study are as follows:



#### **a. Interview**

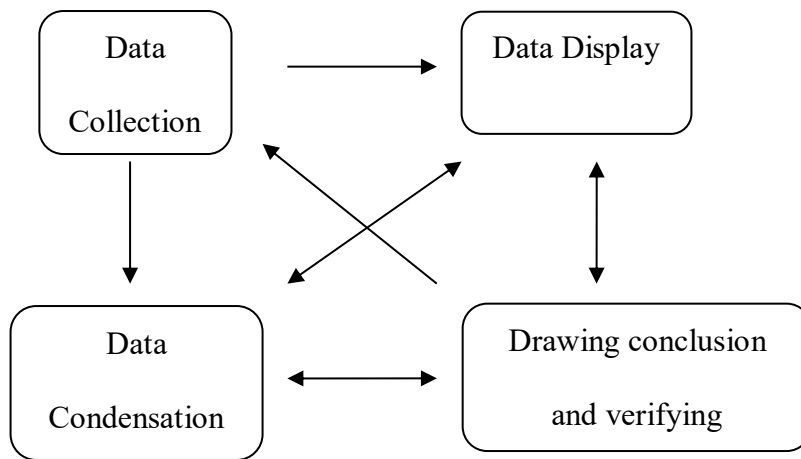
Sugiyono (2015) argues that a data collection technique can be carried out in a structured or unstructured manner and can be carried out directly or indirectly called interviews. This research will be conducted through written interviews that will be shared to students English Education Department of FKIP UMSU in semester 7.

#### **b. Documentation**

Sugiyono (2015) argues that a document is an important record of an event that has occurred. Documents can be in the form of writing, pictures, or monumental works. In this study, the documents taken were documents in the form of pictures documenting the results of the interviews that had been carried out. A complement to the use of the qualitative research interview method is called a document study.

### **D. Technique of Analyzing Data**

The data of this research will be analyzed by using interactive model proposed by Miles, Huberman and Saldana (2014) with three steps, namely data condensation, data display, and drawing conclusion/ verifying. These three streams can also be represented as shown in figure 1 below (Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, 2014, p. 32).



**Figure 1. Interactive Model taken from Miles, Huberman, and Saldana (2014)**

### **1. Data condensation**

Data condensation referred to the process selecting, focusing, simplifying, abstracting and transforming the raw data that appear in written-up field notes, interview, transcripts, documents, and other empirical materials. By condensing, we're making data stronger. Data condensation is not something separate from analysis. It is a part of analysis. The researcher's decisions—which data chunks to code and which to pull out, which category labels best summarize a number of chunks, which evolving story to tell—are all analytic choices. Data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified. By data condensation, we do not necessarily mean quantification. Qualitative data can be transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on.

## **2. Data Display**

Data display provided an organized compressed assembly of information that permits conclusion drawing. A display can be an extended piece of text or a diagram; chart or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data display, permits the researcher to extrapolate from the data enough to begin to identify systematic patterns and interrelationship. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

Data display can be extremely helpful in identifying whether a system of working effectively and how to change it. The qualitative researcher needs to discern patterns among various concepts so as to gain a clear understanding of the topic at hand. Data are displayed using a series of flow charts that map out any critical paths, decision points, and supporting evidence that emerge from establishing the data for each site. Looking at the displays helps us to understand what is happening and to do something based on that understanding. In this step, the data will be organized to answer the research problems.

Related to this study, data display answered the questions from the problem of the study such as how are students' perceptions of information services in increasing English for language literacy interest.

### **c. Conclusion: Drawing/verifying**

As drawing requires a researcher begins to decide what things mean. The data is noticed regularities, patterns (differences/similarities), explanations

possible configurations, casual flows and propositions. This process involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifying these emergent conclusions.

It is the last steps to draw the conclusion from the data shown in data display. In this step, the researcher showed and described the findings after displaying the data. The conclusions of this research included of students' perceptions of information services in increasing English for language literacy interest.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

This study deals with students' perception of information service. The data of this study were the result of interview of students of UMSU about their perception in increasing English literacy interest. While, the source data of this study were taken from five students which have been chosen in this study. In data analysis, the researcher followed the steps from Miles, Huberman, and Saldana (2014). There are three steps in analysing the data, namely data condensation, data display, and conclusion/ drawing verification. Data condensation focused on the process of selecting, focusing, abstracting, simplifying and transforming data. Data display referred to the ways to organize the information that permits conclusion drawing. And drawing/verifying conclusion which was the analysis should be allowed to begin to develop conclusions regarding the study. The data were collected and selected to know students' perception in increasing English literacy interest. Then, the result of interview had been transcribed into written text and analyzed. The transcription of interview was enclosed in Appendix I.

#### **B. Data Analysis**

In this study, there were some students' perception based on the result of interview, namely:

##### **1. Students' Perceptions of the Procurement of Library Collections and Facilities**

Procurement of library collections and facilities is an effort to have collections and facilities that do not yet exist or add collections or facilities that are already owned by the school library, but the number of collections and facilities is not yet available or facilities that are already owned by the library but the number still lacking / limited. Whether or not the process of procuring collections and facilities, can simply be seen from the completeness of the collection/library materials and facilities in the library and facilities in the library. In terms of procurement of library materials, Ibrahim Bafadal (2015) stated that in general library materials, especially books is assistance or "dropping" from the Government, especially DEPDIKNAS. However, because of the limited nature of the assistance, teachers' librarians are also required to cultivate library materials in other ways, such as by way of materials in other ways, such as by purchasing, gifts or donations, exchanging collections, and borrowing materials.

Regarding the procurement of collections/libraries and facilities at Library of UMSU based on an interview with Wahyudi semester VII A Noonday English Education as data which had shown below:

*"The procurement of books and facilities in this library is mostly obtained from donations from students who have completed their theses, self-help from the foundation, and related agencies. The collection of books donated are books related to the course, such as: psychology, sociolinguistics, law, public relations, pronunciation, and many others."*

Based on the explanation above, it can be concluded that the procurement of the books that enter this library at the end of each new year mostly obtained by means of donations from student's university, and foundation. Donation of books from students and alumni are mostly packaged books, such as chemistry, English, Indonesian, physics, civics, mathematics, cultural arts, physical education, and

others. As for donations from foundation in the form of religious books, such as: Al-Quran and translation, hadist books, tafsir books, sirah books, Prophet and Companions and others. Books that have been collected in the library will be checked and stamped by the librarian, then the book will be inventoried into a master book which will record the date when the book entered the library.

While based on the result interview with Rizqi Ramadhan semester VII A Noonday English Education as data which had shown below:

*"Most of the books in the library were donated by students, teachers, graduates, and the foundation. The donations for library equipment, such as reading tables and chairs, and bookshelves came from the campus library."*

The above interview corroborates the results of the previous interview, which confirmed that the procurement of collections and library facilities of UMSU is mostly self-supported by the foundation, in addition to donations from students, teachers, alumni and the library. As for donations from Regional Library are mostly in the form of facilities or library facilities or equipment, such as: reading tables and chairs, and bookshelves originated from the the regional library.

Then, based on the result interview with Dita semester VII A Morning English Education have similar answers with wahyudi and rizqi. As data which had shown below:

*"As far as I know, the collection of books in this library is mostly obtained from donations from seniors and lecturers who already have journals"*.

The results of the interview with dita have strengthened the previous answer that the books in the UMSU library were donated by seniors, lecturers, and the rector. Then, it supported by the results of Nurlela semester VII B

Morning English Education and devi semester VII A Morning English Education

Interviews As data which had shown below:

*Devi: "As far as I know, the collection of books in this library is mostly obtained from students who have completed their thesis because I once found a book here that was brought by a senior when they gave their thesis results".*

*Nurlela: "The procurement of books and facilities in this library is mostly obtained from donations from students who have completed their theses, self-help from the foundation, and related agencies. The collection of books donated are books related to courses, such as: psychology, sociolinguistics, law, public relations, pronunciation, and many others".*

Based on the explanation above, it is concluded that the procurement of reference books in the library of UMSU will be fulfilled if there are incoming funds from the university in one year. If there are no incoming funds, then the library will not increase the collection of books. In this case, the head of the library related to making a letter of submission for collection assistance and library facilities, such as to the foundation and related agencies. Regarding donations from students, alumni and lecturer, it is voluntary or not forced.

## **2. Students' Perceptions of Library Materials Management in the Library**

Management of collections or library materials in the library includes activities of inventorying library materials, classifying, cataloging, and completion or arrangement on the bookshelves. With regard to students' perceptions of the management of library material collections in the library according Bustari (2016) stated that as general classification is made based on the



regional library. While the book that is used as a guide is: "Introduction to Dewey Decimal Classification". While Classification of religious books is made based on the book "List of Islamic Subject Headings List of Islamic Subjects and Islamic Classification System Adaptation and Expansion of DDC Islamic Section".

Based on interviews with Devita semester VII A Morning English Education as data which had shown below:

*"In my opinion, library staff in this library have been quite optimal in managing library materials. In terms of inventorying books, for example, the staff is very careful in giving book stamps and book numbers. Book stamping is sometimes done on the back of the title page, in the middle of the book, the part where there is no writing or drawing, or on the last page of the book."*

The description of the interview above shows the thoroughness of library staff in UMSU inventorying the books, for example, in giving book stamps and book number either on the back of the title page, in the middle of the book, the part there are no writings or pictures, as well as on the last page of the book. In order to find out more about other students' perceptions, then based on interviews with Nurlela semester VII B Morning English Education obtained the following information:

*"In addition to inventorying the books, in my opinion, library staff are also very careful in classifying library materials so that the arrangement on the bookshelves looks neat according to their respective groupings, in this case according to the type and use of the book. For example, grouping for English, law, engineering, public relations and other books."*

As the previous opinion, the description of the interview above also shows that the management of the collection of books in the library UMSU is relatively good, especially in terms of inventory and classification of library materials. In terms of classifying the books, for example, the library staff are seemed to be very

Careful in arranging the books on the bookshelf according to the classifications with its type and use. For example, grouping for books English, Law, Civil, Indonesia, and others.

Then, based on interviews with Dita semester VII A morning English Education obtained the following information:

*"In my opinion, the organization of books in this library has been quite optimal in managing library materials. The books are neatly arranged according to their classification and category".*

Based on information from Dita that the existing organizational system in the UMSU library is in accordance with classification or DDC (Decimal Dewey Classification). In addition, the researcher interviewed with Rizqi Ramadhan semester VII A Noonday English Education showed the following description:

*"In my opinion, the arrangement of the collection of reading materials is rather organized. The books have been arranged according to type and use with their respective number codes. This will certainly make it easier for students, especially in finding the reading materials needed to complete the assignments given by the teacher in class. From the arrangement of this library material, I can also assess the extent to which the collection of reading materials is complete. In my opinion, the collection for religious books is complete enough. It's just that some other references are still lacking, such as: literature books."*

Then, based on the result interview with Wahyudi semester VII A Noonday English Education have similar answers with the other. As data which had shown below:

*"In my opinion, the library staff at this library are very good at managing library materials. Especially in terms of inventorying books, for example, the staff give book stamps and book numbers. Book stamping is sometimes done on the back of the title page, in the middle of the book, the part where there is no writing or drawing, or on the last page of the book".*

From the explanation above, it can be concluded that not only in the not only in inventorying, classifying and cataloging, the library staff's thoroughness is

also evident when arranging the books or library materials on the bookshelves, namely according to their type and its use. From the neatness of the arrangement of books or reading materials students can also assess the completeness of the collection of library materials.

### **3. Students' Perceptions of Library Materials Circulation Services in the Library**

Circulation service is an activity of circulating library collections either to be read inside the library or outside the library. Activities in this circulation service, among others: organizing loan administration, providing library materials according to needs of visitors, reorganizing library materials used on the bookshelf and making circulation reports. According to Nur Hamiyah and Jauhar (2015) that in order for the purpose of education in schools can be achieved, then library services for students must be organized, orderly and easy for the students themselves. This is can only be achieved when library users, namely students, teachers, and employees are willing to obey the library rules, where one of the points is the stipulation of the types of point is the stipulation of provisions on the types of violations committed by library users.

Related to students' perceptions of the source of circulation services in the library of UMSU, then based on an interview with Nurlela semester VII B Morning English Education obtained information as follows:

*"First, of course, students need to prepare a student ID card and then go to the circulation section which says borrowing. Then for the return it is the same as borrowing, go to the return circulation section then prepare a student ID card and if you exceed the deadline, you will definitely be fined."*

The interview above confirms that the process of borrowing the books in the library of UMSU is made easy. The same is true in the process of returning books, and the students who are late in returning the books are sanctioned.

Meanwhile, based on the result of interviews with Dita semester VII A morning English Education obtained information as follows:

*"First, of course, you need to prepare a student ID card and then go to the circulation section which says borrowing. Then for the return, it's the same as borrowing, go to the return circulation section then prepare a student ID card and if you exceed the deadline, you will definitely be fined."*

The result of interviewed given by Wahyudi semester VII A Noonday English Education is the same as the others as follows:

*"Yes, we bring the book that we want to borrow and then go to the loan circulation section and prepare a student identification card and it will be processed immediately. For returns, it's the same as borrowing, but it's checked first to see if it's past the borrowing cut-off date, if so, there's usually a fine."*

Then, the result of interviewed given by Rizqi semester VII A Noonday obtained information as follows:

*"As far as I know, we must have a library member card first then if we want to borrow, we just go directly to the book loan table by showing the card and the time given is usually 1 week if it exceeds 1 week, it will be fined. Then if you want to return the book, go directly to the return desk"*.

Then, the the result of interviewed given by Devita semester VII A Morning English Education obtained information as follows:

*"Yes, we bring the book we want to borrow and then go to the loan circulation section and prepare a student identification card and it will be processed immediately. For return circulation, it's the same as borrowing, but it's checked first to see if it's past the borrowing cut-off date, if so, it will be fined immediately."*

From the results of researcher interviews with several students, it can be concluded that the borrowing and return of library books at UMSU is easy or not long-winded. In fact, students who are late in returning books are given a warning such as sanction. This convenience is also felt by students also feel when taking care of membership cards. From the researcher's observations, the activities of borrowing and returning books in the library of UMSU did seem easy and smooth. Likewise, in the management of membership cards, either to make a new membership card or to extend the expired membership card the process is also very easy and simple. This is intended to make students more enthusiastic and interested in utilizing library facilities. This is intended to make students more enthusiastic and interested in utilizing library facilities in this university.

#### **4. Students' Perceptions of Increasing English Literacy Interest**

Basically, the purpose of organizing a library is not only to collect, store, and lend reading materials to students, but it is also expected to encourage the growth of students' literacy interest and love of reading books and other reading materials in the library. English reading interest is a fundamental tool for students especially in university to learning, both at school and outside school. In measuring how much students' interest in reading in the library can be done in several ways, including: looking at the number of visitor books, the number of books borrowed, the graph of visitors and borrowers, and looking at the fines book. According to Ibrahim Bafadal (2015), there are several efforts that can be done in increasing students' interest in reading in the library, namely: 1) by

introducing books; 2) introducing the biographies of figures, and 3) introducing the results of literary works.

Regarding students' interest in reading in the library, based on interviews with Dita semester VII A Morning English Education, the following information was obtained:

*"Yes, often, when the course is empty my friends and I often go to the library to find information about course assignments and not only that, we also often have group discussions here because the place is comfortable".*

The result of interview of Devi semester VII A Morning English Education similar with Dita as follows:

*"Yes, often with Dita, when the course is empty we often come here to find information about course assignments and we also often have group discussions here because it is comfortable."*

The above explanation shows the high interest of students in reading and borrowing books in the library. Implicitly, it can also be stated that one of the factors driving the students' interest in reading is the service of the library staff and comfortable room.

Meanwhile, based on researcher interviews with Nurlela semester VII B Morning English Education, obtained the following information:

*"Often, my friends and I always use our free time to look for books for course assignments and sometimes use the internet. I also often borrow books from the library".*

As with the previous opinion, the explanation above also shows the high interest of students in doing reading activities in the library. Then, if they get an assignment from the lecturer then students often borrow books in the library to find the materials they need. Thus, it can be concluded that the factor of excellent service from library staff is not the only thing that driving students' interest in

reading, but it is also driven by the intensity of lecturer in giving assignments to students.

Then, from interviews with Rizqi Ramadhan semester VII A noonday English Education, the following information was also obtained:

*"At first, I just followed my friends to the library during break time, and I had no intention of reading or borrowing books. But as the habit continued, I began to develop an interest in reading and borrowing books from the library. In my opinion, it turns out that reading books in the library is fun because the place is comfortable like in a café and there is air conditioning."*

The result of interview of Wahyudi semester VII A noonday English Education similar with Rizqi as follows

*"Rarely ... if there is a course assignment, I only go to the library and that's because I was invited by a friend. But starting from that, I have started to actively go to the library to see a lot of references in improving my English."*

Different from the previous students, the explanation above shows that the growth of the student's interest in reading is not from a deliberate from a deliberate cause or self-awareness, but more due to the following friends. However, after the habit of visiting the library is done continuously, gradually the student's love for books and reading activities. In perception, reading in the library is not only a means of learning but also a means of recreation or refreshing after following the learning process. Based on researcher observations, during library hours the room was filled with students who looked enthusiastic about doing activities such as reading and taking notes on books, and some students seemed to be discussing a book. Apart from library hours, a similar atmosphere was also seen during recess or during empty class hours due to absent lecturers.

In general, it can be concluded that the organization of library at UMSU is relatively successful in fostering students' interest in reading. There are at least three factors, namely: 1). The factor Excellent service of library staff, 2). The intensity of the lecturer in assignments at class, and 3). The comfort factor of the library so that it can be used as a means of recreation and refreshing for students.

### **C. Discussion**

In general, there are 4 (four) findings in this study. The research findings can be discussed as follows: 1) Students' Perceptions of the Procurement of Library Collections and Facilities. From the results of interviews with students, it shows that library staff of UMSU at the end of each new school year are mostly books obtained from the donations of students, and alumni. In addition, it is also the result of self-help from the foundation itself as the organizer of education. Basically, the procurement of reference books in the library will be fulfilled if there are incoming funds from the campus in one year. If there are no incoming funds, then the library will not add to the collection of books. In this case, the rector will assist the head of the library regarding the making of letters of submission of collection assistance and library facilities, such as to the foundation and related agencies. Regarding donations from students, alumni and lecturers, it is voluntary or not forced. Based on the explanation of the findings of this study, it can be emphasized that the procurement of collections and facilities in this library is done in two ways, namely: a) Donations and b) Purchases. Procurement of library collections and facilities in the form of donations, namely from students,



alumni, and lecturers. While those obtained through purchases is the result of efforts by the campus. Regarding the procurement of library collections and facilities through related to the procurement of library collections and facilities through donations, then in this case the library depends a lot on the school/madrasa relationship with the source of the library that can be used as a place to ask for gifts / donations, and also depends on the ability of librarians in an effort to obtain the gifts / donations in question. In planning the procurement of library materials, there are several steps that librarians must take, these steps include: a) Inventorying library materials that must be owned, b) Analyze the needs of library materials, c) Set priorities, and d) Determine how to procure library materials.

2) Students' Perception of Library Materials Management in the Library UMSU. From the results of interviews with students, it shows that library staff in the UMSU library are very thorough in inventorying books, such as in giving book stamps and book numbers both on the back page of the book, numbers both behind the title page, in the center of the book, parts that have no writing or pictures, as well as on the last page of the book. Similarly, in terms of classifying library materials, then books that have been given catalog cards are quickly arranged on the shelves available according to their type and use.

3) Students' Perceptions of Library Materials Circulation Services in the Library. In general, library services are one part of main activities in every library. Services are directly related with library users, as well as being a barometer of library success. The library should provide excellent service, which service, which means fast, precise, easy, simple, cheap, and satisfying its users.

Every students borrowed of books, newspapers and others for students must have a library membership card with a loan limit of one week. While the book return service in the library UMSU after the books borrowed can be returned in accordance with the deadline. In libraries that use an open system, students are allowed to search and retrieve the books they needed. Whereas in a closed system, students are not allowed to to search and retrieve the books they need. See characteristics above, it can be concluded that the library organization system library organization system applied in the Library of UMSU is an open system. In its implementation, the staff allows students or other users to enter the building/book room. If there are books or library materials to be borrowed then the books or library materials in question must first be brought to the circulation section to be recorded as necessary. In terms of borrowing books, the first time a user must look at the catalog card to find out whether the book to be borrowed is available or not. If the book to be borrowed is available, it can be searched for and then brought to the circulation section to be recorded as necessary. Every student who will borrow a book must first show a membership card or student card. Then the clerk takes the borrower's card in the card drawer. On the borrower's card, the number of the book and the date of return. On the date slip attached to the back page of the book, the date of return is recorded, while the book card is removed from the book bag and the number of the borrowing student and the return date are recorded on the book card. On the other hand, in returning books, the books that are to be returned books are first handed over to the circulation department. The clerk checks the return date on the date slip to determine whether or not the return is late or not. If late must be sanctioned

according to applicable regulations. Then the clerk takes the borrower's card. The borrowing information on the card is crossed out or stamped with a "Return" sign.

4) Student Perceptions of Increasing Student Reading Interest in the Library. The discussion of the interview results also shows that there are at least three factors driving the high interest in reading of students in UMSU library, namely: a) Excellent service factor of library staff, b) Lecturers' intensity in giving assignments at class, and c) The comfort factor of the library room so that can be used as a means of recreation and refreshing for students. The last factor is somewhat in accordance with one of the functions of library organization as a recreation center library as a recreation center where fiction, light reading, and those with a humorous tone, can actually entertain students in between their fatigue while following the teaching and learning process in the classroom. In addition, it is also in accordance with the purpose of organizing libraries in university, namely as an effort to develop and increase interest, ability and habit or reading culture, train in utilizing information, and culture of reading, training in utilizing information, as well as improve students' critical thinking and creativity at campus. Therefore, the library manager must make the library as much as possible as a means of growing and developing a reading culture. Some efforts that can be done, for example, by periodically announcing who are the members who borrow the most books in the library and who are the most frequent visitors to the library. In addition, to other unique and innovative efforts that are considered unique and innovative. Basically, the growth of students' interest in reading at school is not only benefits the students, but also the librarians

themselves. In this regard, librarians must be proud to see books that are books are read enthusiastically by most students, either during recess or library hours. Librarians are also proud when they see there are some books that are shabby due to the frequent reading of the books or if they become students' favorite books

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

In this study, there were four students' perception which can be concluded as follows:

1. In students' perceptions, the procurement of collections and library facilities at UMSU is mostly self-funded by the foundation, in addition to donations from students, teachers, alumni and related institutions.
2. In the students' perception, the management of library materials in the library of UMSU is carried out through inventory, classification, cataloging, and arrangement of books.
3. In the students' perception, circulation services in library of UMSU include: borrowing and returning books, making membership cards and renewing membership cards.
4. In students' perceptions, the increase in students' interest in reading especially English literacy in the library of UMSU is driven by three factors, namely: a) Excellent service of library staff, b) The intensity of teachers in giving assignments to students, and c) The comfort of the library room.

**B. Suggestions**

In relation to the conclusions, suggestions are offered as the following:

1. For Foundation of UMSU, it is hoped that the Foundation will continue to provide assistance and support to the library management of UMSU.
2. For staff library of UMSU, it is hoped procuring and adding to the collection of books and reading materials in the library.
3. For students' university, it is hoped can increase English literacy and increase in reading interest.

## REFERENCES

- Abidin, Y. Z. (2015). *Manajemen Komunikasi: Filosofi, Konsep, dan Aplikasi*. Bandung: CV Pustaka Setia
- Akbar, R. F. (2015). Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 10(1), 189–210. <https://doi.org/10.21043/edukasia.v10i1.791>
- Bafadal, I. (2015). *Pengelolaan Perpustakaan Sekolah*. Jakarta: Bumi Aksara
- Chee MW, Hon NH, Coplan D, Lee HL, Goh J. (2002). *Frequency of concrete words modulates prefrontal activation during semantic judgments*. Neuroimage.
- Clay, M. M. (2001). *Change Over Time In Children's Literacy Development*. Portsmouth, NH: Heinemann.
- Diem, Chuzaimah Dahlan. (2011). *Perpustakaan, Kepustakaan Dan Keaksaraan : Model Pembelajaran Eyl*. Palembang : Univ Sriwijaya
- Dimiyati, and Mudjiono. (2010). *Belajar dan Pembelajaran*. Jakarta: PT. RinekaCipta.
- Djamarah, Syaiful Bahri. (2008). *Psikologi Belajar*. Jakarta: Rineka Cipta
- Dongoran, Faisal Rahman., & Febriyana, Mutia. (2020). Pengaruh Fasilitas Perpustakaan Dan Pelayanan Pustakawan Terhadap Minat Baca Mahasiswa Di Perpustakaan Universitas Muhammadiyah Sumatera Utara. *Jurnal EduTech*, 6 (2).
- Fahrurrozi, F. (2017). Pendampingan Pengembangan Budaya Baca Siswa Madrasah Tsanawiyah *Darul Ulum*. Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan, 15(2)
- Hamalik, Oemar. (2010). *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- Hamiyah, N dan Mohammad Jauhar. 2015. *Pengantar Manajemen Pendidikan di Sekolah*. Jakarta: Prestasi Pustaka
- Harisma, Rita., & Berutu, Nina Baijura. (2020). The Effect Of Using Inquiry Based Teaching Assisted By The Boss Baby Cartoon On The Students' Achievement In Learning Grammar. *English Teaching and Linguistics Journal (ETLiJ)*, 1(1)
- Leavitt, C. (2002). *Classroom Research: Students' Perception*. Aila review, Fifth Edition.
- Lumbangaol, M. H., & Ridho, M. R. (2020). Rancang Bangun Sistem Informasi Penjualan dan Penyewaan Properti Berbasis WEB Di Kota Batam. *Jurnal Comasie*, 01(03), 83–92.

- Manurung, Yayuk Hayulina., Siregar, Fatimah Sari., & Wati, Darmawati. 2020. EFL Students' Perception of Debate Course Post-Pandemic. *Universitas Muhammadiyah Sumatera Utara*.
- McPhan, G., Morony, W., Pegg, J., Cooksey, R. and Lynch, T. (2008) *Maths? Why Not? Department of Education*. Employment and Workplace Relations, Canberra.
- Millikan.R.G. (2004). *Varieties of meaning*. MIT Press.
- Novinggi, V. (2019). Sensasi dan Persepsi Pada Psikologi Komunikasi. *Al-Hikmah Media Dakwah, Komunikasi, Sosial Dan Kebudayaan*, 10(1), 40–51. <https://doi.org/10.32505/hikmah.v10i1.1706>
- Prayitno & Amti. (2004). *Layanan Bimbingan Dan Konseling Kelompok*. Padang: Jurusan Bimbingan dan Konseling Fakultas Ilmu Pendidikan.
- Putri, Sri Atika., Melvina. , Ikhsan, M. Khairi. (2023). Vocational High-School Teachers' Perceptions of Media Used in EFL Classroom. *English Teaching and Linguistics Journal (ETLiJ)*, 4(1)
- Purwoko. (2008). *Organisasi dan Managemen Bimbingan Konseling*. Surabaya: Unesa University Press.
- Rahman, Soerjono. (2003). *Metode Penelitian Hukum*. Jakarta: Rineka Cipta.
- Robbins, S.P., Langton, N. (2003). *Organizational Behavior: Concepts, Controversies, Applications. 4th Ed*. New York : Prentice Hall.
- Shaleh. (2004). *Psikologi Suatu Pengantar dalam Perspektif Islam*. Jakarta: Kencana.
- Siahaan, Riana. (2022). Analisis Kualitas Pelayanan Publik Pada Dinas Perpustakaan Dan Arsip Provinsi Sumatera Utara. Magister Universitas Medan Area
- Slameto. (2003). *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta
- Sobur. (2011). *Psikologi Umum*, Bandung: Pustaka Setia.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta
- Sunaryo. (2004). *Pengantar Psikologi Umum*. Jakarta: EGC.
- Tukino, T. (2020). Rancang Bangun Sistem Informasi E-Marketing Pada Pt Pulau Cahaya Terang. *Computer Based Information System Journal*, 8(1), 25–34. <https://doi.org/10.33884/cbis.v8i1.1680>
- Watson, J. C. (2006). Student-athletes and counseling: Factors influencing the decision to seek counseling services. *College Student Journal*, 40



Winkel, W.S. dan Hastuti. (2004). *Bimbingan dan Konseling di Institusi*. Yogyakarta: Media Abadi.

# APPENDIX

## QUESTIONS OF INTERVIEW

1. How much of the collection at the UMSU Library can fulfill the needs of students?
2. How long does the circulation of book reviewers and developers at the UMSU Library take?
3. What is the system used in the process of searching for book collections?
4. What is the tolerance of library staff towards students who have difficulties?
5. What is the librarian's responsibility in dealing with students' difficulties?
6. What are the methods used by the staff in handling the needs of library users?
7. What is the current equipment available at the UMSU Library?
8. How much do you think the book collection is available at the UMSU library?
9. What do you think about the arrangement of books in the library?
10. How does the information available at the UMSU library help you with your English literacy?
11. Isn't the book collection in this library all from the government?
12. How do you organize the books that are available in the library?
13. How often do you go to the library?
14. Finally, what do you like about the availability of information here?

## TRANSCRIPT OF INTERVIEW

### Interviewer I

Name : Yoandita  
NIM : 2002050057  
Class : 7 A Morning  
Date : on 10<sup>th</sup> October 2023

Note:

R = Researcher

N = Narasumber

R : Can the number of collections at UMSU Library fulfill the needs of students?

N : So far, the UMSU library can maximally fulfill the needs of these students. Because with the current collection, it can also certainly satisfy the needs of students such as collections of books, journals, and theses because the number of collections is always updated within a certain period.

R : What are the steps in the circulation service for borrowing and returning books at UMSU Library?

N : Well, first of course you need to prepare a student ID card and then go to the circulation section which is marked borrowing. Then for the return it is the same as borrowing, go to the return circulation section then prepare a student ID card and if you exceed the time limit, you will definitely get a fine.

R : Is the system used in the process of searching for book collections adequate?

N : The system used is of course very efficient, practically simple and modern so that it facilitates the search process for users, especially us.

R : How do library staff respond to students who experience difficulties?

N : Well, at least if there is something like that we can be directed how to solve it related to this library. For example, asking what floor this location is on.

R : Are librarians responsive in responding to student complaints?

N : Of course, the librarians will always be responsive and help students who have difficulties and if there are complaints related to services, they can be conveyed through criticism and suggestions.

R : How do the officers respond to complaints from library users?

N: They definitely try to do their best in providing services and facilities in this library, well the most that can be done is to evaluate what is lacking and how the solution will be in the future.

R : What completeness is there in the UMSU Library?

N : The completeness available is definitely that we have a pair of tables and chairs, there is wifi, air conditioning, then the toilet is certain, computers for searching the catalog, there are certain rooms that are specialized, such as the meeting room, then there is an American corner, English corner, then there is a library corner which does have space for reading on the floor if you want to read on the floor.

R : How do you think about the procurement of book collections in the UMSU library?

N : As far as I know, the collection of books in this library is mostly obtained from students who have completed their thesis because I have found books here that have been brought by seniors when they give thesis results.

R : How do you think about the organization of books in the library?

N : In my opinion, the organization of books in this library has been quite optimal in managing library materials. The books are neatly arranged according to their classification and category.

R : Can information services in the UMSU library help you with English literacy?

N : Yes, it is very helpful, especially since information services have been equipped with various literature that can improve our English language renewal.

R : Does Dita often go to the library?

N : Yes often, when the course is empty my friends and I often go to the library to find information about course assignments and not only that, we also often have group discussions here because the place is comfortable.

R : Finally, are you happy with the information services here?

N : I am happy because there is a lot of information and reference sources that I get here, besides that this library is equipped with wifi which can help us access information that is not in the library.

**Interviewer 2**

Name : Devita Wahdani  
NIM : 2002050058  
Class : 7 A Morning  
Date : on 10<sup>th</sup> October 2023

R : Can the number of collections at UMSU Library fulfill user needs?

N : So far, when I need it, it must always be there, but sometimes there are also some references that are not found on the bookshelf, maybe because there are not many of them.

R : What are the steps in the circulation service for borrowing and returning books at UMSU Library?

N : Yes, we bring the book that we want to borrow and then go to the loan circulation section and prepare a student identification card and it will be processed immediately. For return circulation, it is the same as borrowing but it is checked first whether it has passed the borrowing deadline date, if so, it will be immediately fined.

R : Is the system used in the process of searching for book collections adequate?

N : In my opinion, it can be used easily, but sometimes it also queues to use the search computer so it takes a little time to be able to use it.

R : How do library staff respond to users who experience difficulties?

N : I think the officers are helpful.

R : Are librarians responsive in responding to user complaints?

N : For that, I usually ask directly if I don't know to the librarian. And the officer is responsive to answer the complaint question and can be accepted for what reason.

R : How do officers respond to library user complaints?

N : Mostly it is fixed if there are complaints like that.

R : What completeness is there in the UMSU Library?

N : Completeness huh? Yes, there are tables, chairs and the air conditioner is also cold, there is also wifi, there is also a toilet musholla.

R : Can information services in the UMSU library help you with English literacy?

N : It helps.

R : What do you think about the procurement of book collections in the UMSU library?

N : As far as I know, the collection of books in this library is mostly obtained from donations from seniors and lecturers who already have journals.

R : What do you think about the organization of books in the library?

N : In my opinion, the organization of books in this library has been quite optimal in managing library materials. The books are neatly arranged according to their classification and category.

R : Can information services in the UMSU library help you with English literacy?

N : Yes, it is very helpful, especially since information services have been equipped with various literature that can improve our English language renewal.

R : Does Devi often go to the library?

N : Yes, often with Dita, when the course is empty we often come here to find information about course assignments and we also often have group discussions here because it is comfortable.

R : Finally, are you happy with the information services here?

N : I'm happy because there are many digital books here too.



**Interviewer 3**

Name : Wahyudi  
NIM : 2002050070  
Class : 7 A Morning  
Date : on 06<sup>th</sup> October 2023

R : Can the number of collections at UMSU Library fulfill user needs?

N: I see that the number of book collections is increasing, plus there is digital in this library.

R : What are the steps in the circulation service for borrowing and returning books at UMSU Library?

N : Yes, we bring the book that we want to borrow and then go to the loan circulation section and prepare a student identification card and it will be processed immediately. For returns, it's the same as borrowing but it's checked first whether it's past the borrowing cutoff date, if so, there is usually a fine.

R : Is the system used in the process of searching for book collections adequate?

N : Oh, if it's adequate, we use a computer to find the location of the book on which shelf there is a number.

R : How do library staff respond to users who experience difficulties?

N : The officers are responsive and helpful.

R : Are librarians responsive in responding to user complaints?

N : Yes, responsive.

R : How do officers respond to library user complaints?

N : Yes, they will help if there is a problem.

R : What equipment is available at UIN Jakarta Main Library?

N : There are tables, chairs, cold air conditioning and wifi.

R : Can information services in the UMSU library help you with English literacy?

N : Very helpful .. especially like me who can't speak English so I have to go to the library often because there are many sources of books that I need here.

R : What do you think of the book collection in the UMSU library?

N : The procurement of books and facilities in this library is mostly obtained from donations from students who have completed their theses, self-help from the foundation, and related agencies. The collection of books donated is in the form of books related to courses, such as: psychology, sociolinguistics, law, public relations, pronunciation, and many others.

R : How do you think about the organization of books in the library?

N : In my opinion, the library staff in this library has been quite optimal in managing library materials. In terms of inventorying books, for example, the staff is very careful in giving book stamps and book numbers. Book stamping is sometimes done on the back of the title page, in the middle of the book, the part where there is no writing or drawing, or on the last page of the book.

R : Can information services in the UMSU library help you with English literacy?

N : Yes, it is very helpful, especially since information services have been equipped with various literature that can improve our English language renewal.

R : Do you often go to the library?

N : Rarely ... if there is a new course assignment to the library and that's because I was invited by a friend. But starting from that, I have started to actively go to the library to see many references in improving my English.

R : Finally, are you happy with the information services here?

N : I am happy because I can find many references here. Besides that, I can also use the internet.

**Interviewer 4**

Name : Nurlela  
NIM : 2002050069  
Class : 7 B Morning  
Date : on 06<sup>th</sup> October 2023

R : Can the number of collections at UMSU Library fulfill the needs of students?

N : So far, the UMSU library can maximally fulfill the needs of these students. Because with the current collection, it can also certainly fulfill the needs of students such as collections of books, journals, and theses because the number of collections is always updated within a certain period.

R : What are the steps in the circulation service for borrowing and returning books at UMSU Library?

N : Yes, first of course this student needs to prepare a student identification card and then go to the circulation section which is labeled borrowing. Then for the return it is the same as borrowing, go to the return circulation section then prepare a student ID card and if you exceed the deadline, you will definitely get a fine.

R : Is the system used in the process of searching for book collections adequate?

N : The system used is of course very efficient, practically simple and modern so that it facilitates the search process for users, especially students. Because the library uses a system called classification.

R : How do library staff respond to students who experience difficulties?

N : Well, at least if there is something like that, we can be directed on how to solve it related to this library. For example, asking what floor this location is on.

R : Are librarians responsive in responding to student complaints?

N : Of course the librarians will always be responsive and help students who are experiencing difficulties and if there are complaints related to services, they can be conveyed through criticism and suggestions.

R : How do the officers respond to complaints from library users?

N: They definitely try to do their best in providing services and facilities in this library, well the most that is done is by evaluating what is lacking and how the solution will be in the future.

R : What completeness is there in the UMSU Library?

N : The completeness that is available is that we have a pair of tables and chairs, there is wifi, air conditioning, then the toilet is certain, computers for searching the catalog, there are certain rooms that are specialized such as, meeting rooms, then there is an American corner, English corner, then there is a library corner which does have space for reading on the floor if you want to read on the floor.

R : Can information services in the UMSU library help you with English literacy?

N : Yes, it is very helpful, especially since information services have been equipped with various literature that can improve our English language renewal.

R : What do you think of the book collection in the UMSU library?

N : The procurement of books and facilities in this library is mostly obtained from donations from students who have completed their theses, self-help from foundations, and related agencies. The collection of books donated is in the form of books related to courses, such as: psychology, sociolinguistics, law, public relations, pronunciation, and many others.

R : How do you think about the organization of books in the library?

N : In addition to inventorying the books, in my opinion, library staff are also very careful in classifying library materials so that the arrangement on the bookshelves looks neat according to their respective groupings, in this case

according to the type and use of the book. For example, grouping for English, law, engineering, public relations and other books.

R : Does Lela often go to the library?

N : Yes often, when the course is empty my friends and I often go to the library to find information about course assignments and not only that, we also often have group discussions here because the place is comfortable.

R : Finally, are you happy with the information services here?

N : I am happy because there is a lot of information and reference sources that I get here, besides that this library is equipped with wifi which can help us access information that is not in the library.

**Interviewer 5**

Name : Rizqi Ramadhan Sihombing

NIM : 2002050026

Class : 7 A Morning

Date : on 11<sup>th</sup> October 2023

R : Can the number of collections at UMSU Library fulfill the needs of students?

N : I think the collection in this library is complete although there are several English books that I searched for and did not find.

R : What are the steps in the circulation service for borrowing and returning books at UMSU Library?

N : As far as I know, we must have a library member card first then if we want to borrow, we just go directly to the book loan table by showing the card and the time given is usually 1 week if it exceeds 1 week in fines. Then if you want to return the book, go directly to the return desk.

R : Is the system used in the process of searching for book collections adequate?

N : The system used is of course very efficient, practically simple and modern so that it facilitates the search process for students.

R : How do library staff respond to students who experience difficulties?

N : Yes, at least if there is something like that, we can be directed on how to solve it related to this library and the library staff is quick to respond to the difficulties faced.

R : Are librarians responsive in responding to student complaints?

N : Of course the existing librarians will always be responsive and help students who have difficulties and if there are complaints related to services, they can be conveyed through criticism and suggestions.

R : How do officers respond to library user complaints?

N : They definitely try to do their best in providing services and facilities in this library, well the most that can be done is to evaluate what is lacking and what the solution is in the future.

R : What completeness is there in the UMSU Library?

N : There are a lot of equipment available, there are tables, a couple of chairs, there is wifi, air conditioning, then there are lesehan and cushions so that it makes us comfortable in reading.

R : Can information services in the UMSU library help you with English literacy?

N : Yes, it is very helpful, especially since information services have been equipped with various literature that can improve our English language renewal.

R : How do you think about the procurement of book collections in the UMSU library?

N : Most of the books in this library are donated by students, teachers, alumni, and the foundation. The donations for library equipment, such as reading tables and chairs, and bookshelves come from the campus library.

R : How do you think about the organization of books in the library?

N : In my opinion, the arrangement of the collection of reading materials is quite neat. The books have been arranged according to type and use with their respective number codes. This will certainly make it easier for students, especially in finding the reading materials needed to complete the assignments given by the teacher in class. From the arrangement of this library material, I can also assess the extent to which the collection of reading materials is complete. In my opinion, the collection for religious books is quite complete. It's just that some other references are still lacking, such as: literature books.

R : Does Rizqi often go to the library?

N : Yes, my friends and I often go to the library to look for information about course assignments and not only that, we also often have group discussions here because the place is comfortable.

R : Finally, are you happy with the information services here?

N : I'm happy for sure, it's comfortable and fun because besides the place is nice, the book collection is also large and equipped with sophisticated information.

## DOCUMENTATION









## CURRICULUM VITAE



### A. PERSONAL IDENTITY

**Name** : Firly Oktaria Sari  
**Place / Date of Birth** : Sidakorsa, 03 Oktober 1999  
**Gender** : Female  
**Child of** : The first child of 2 siblings  
**Father's Name** : Kamiso  
**Mother's Name** : Ratna Wati

### B. CURRICULUM EDUCATION

- SD Negeri 097966
- SMP Negeri 1 Ujung Padang
- SMA Negeri 1 Ujung Padang



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal: PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertandatangan dibawah ini:

Nama Mahasiswa : Firly Oktaria Sari  
 NPM : 1702050071  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 136 SKS

IPK = 3.51

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Students' Perception of Information Services in Increasing English For Language Literacy Interest	
	The Effectiveness of Individual Counseling Services Using Cognitive Behavior Therapy Approaches To Improve Emotional Intelligence	
	The Influence of Project-Based Learning Models on Social Skills in English Courses	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Medan, 19 Juni 2023  
 Hormat Pemohon,

(Firly Oktaria Sari)

**Keterangan:**

Dibuat rangkap 3 : - Untuk Dekan Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada Yth : Bapak/Ketua & Sekretaris  
Program Studi Pendidikan Akuntansi  
FKIP UMSU

Asslamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Firly Oktaria Sari

N P M : 1702050071

Program Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :

**The Students' Perception of Information Services in Increasing English for Language Literacy Interest**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Rita Harisma, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 19 Juni 2023  
Hormat Pemohon

(Firly Oktaria Sari)

Keterangan :

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2413/IL.3/UMSU-02/F/2023  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Firly Oktaria Sari  
N P M : 1702050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Students' Perception of Information Services in Increasing English For Language Leteracy Interest.**

Pembimbing : Rita Harisma, S.Pd., M.Hum..

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 21 Juni 2024

Medan 1 Dzulhijjah 1444 H  
21 Juni 2023 M



Wassalam  
Dekan  
  
Dra. H. Svamsuyurnita, MPd.  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :  
1. Fakultas (Dekan)  
2. Ketua Program Studi  
3. Pembimbing Materi dan Teknis  
4. Pembimbing Riset  
5. Mahasiswa yang bersangkutan :

**WAJIBMENGIKUTISEMINAR**





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**  
 Website: <http://www.fkip.umhsu.ac.id> E-mail: [fkip@umhsu.ac.id](mailto:fkip@umhsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Firly Oktaria Sari  
 NPM : 1702050071  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Students' Perception of Information Services Increasing English for Language Literacy Interest

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
11-07-2023	Cover, Table of content, chapter I, II, III, References	
17-07-2023	Capital, formulation, Theoretical framework, The space of word, Font, add library word, Previous relevant study, The explanation of library and language	
25-07-2023	Objective the research, chapter I, conceptual framework, chapter III	
31-07-2023	Previous relevant, conceptual framework, location of observation	
18-08-2023	chapter II, III	
21-08-2023	Table of content, Chapter I, References	
22-08-2023	Acc to have Seminar Proposal	

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 22 Agustus 2023

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

#### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 01 Bulan September Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Firly Oktaria Sari  
 N.P.M : 1702050071  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Students' Perception of Information Services in Increasing English for Language Literacy Interest

No	Masukan dan Saran
Judul	Olc.
Bab I	Mention Model of Language Literacy .
Bab II	Mention definition of Perception
Bab III	Mention technique of Collecting the Data.
Lainnya	
Kesimpulan	[ <input type="checkbox"/> ] Disetujui [ <input type="checkbox"/> ] Ditolak [ <input checked="" type="checkbox"/> ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Hum.)

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umhsu.ac.id> E-mail: [fkip@umhsu.ac.id](mailto:fkip@umhsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Firly Oktaria Sari  
 N.P.M : 1702050071  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Students' Perception of Information Services in Increasing English  
 for Language Literacy Interest

Pada hari Jumat, tanggal 01, bulan September, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, September 2023

Disetujui oleh:

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd.)

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)

Diketahui oleh  
 Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)



**UMSU**

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/UK/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsu](#) [umsu](#) [umsu](#) [umsu](#)

Nomor : 3165 /II.3/UMSU-02/F/2023  
 Lamp : ---

Medan, 16 Muharram 1445 H  
 3 Agustus 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
 Perpustakaan UMSU  
 Di  
 Tempat.

**Bismillah**  
**Assalamu'alaikum Wr. Wb**

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Firly Oktaria Sari  
 N P M : 1702050071  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : **The Students' Perception of Information Services in Increasing English for Language Literacy Interest.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



**\*\*Pertinggal**

Wassalam  
 a.n.Dekan  
 Wakil Dekan III



**Dr. Mandra Saragih, M. Hum**  
 NIDN.:0124128402





MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**PERPUSTAKAAN**

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP/PT IX.2018

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567

NPP. 1271202D1000003 <http://perpustakaan.umsu.ac.id> [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) [perpustakaan\\_umsu](#)

UMSU  
 Tagline: *Ummatun Qur'aniyah*  
 Ethos: *Amma'ul Qur'an, Adabul Qur'an, Iman dan Taqwa*

**SURAT KETERANGAN**

Nomor: ...../KET/IL5-AU/UMSU-P/M/2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : FIRLY OKTARIA SARI  
 NPM : 1702050071  
 Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan  
 Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1


adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

**"THE STUDENTS' PERCEPTION OF INFORMATION SERVICES IN INCREASING ENGLISH FOR LANGUAGE LITERACY INTEREST"**

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 9 Zulqaidah 1445 H  
 17 Mei 2024 M

Kepala Perpustakaan,

  
 Dr. Muhammad Arifin, M.Pd

## ACC.SKRIPSI.TERBARU.FIRLY (1).docx

## ORIGINALITY REPORT

<b>9</b> %	<b>8</b> %	<b>0</b> %	<b>2</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

## PRIMARY SOURCES

<b>1</b>	<b>repository.umsu.ac.id</b> Internet Source	<b>3</b> %
<b>2</b>	<b>digilibadmin.unismuh.ac.id</b> Internet Source	<b>3</b> %
<b>3</b>	<b>repository.uinsu.ac.id</b> Internet Source	<b>1</b> %
<b>4</b>	<b>Submitted to Sriwijaya University</b> Student Paper	<b>&lt;1</b> %
<b>5</b>	<b>Submitted to Universitas Islam Negeri Raden Fatah</b> Student Paper	<b>&lt;1</b> %
<b>6</b>	<b>Submitted to Konsorsium Turnitin Relawan Jurnal Indonesia</b> Student Paper	<b>&lt;1</b> %
<b>7</b>	<b>media.neliti.com</b> Internet Source	<b>&lt;1</b> %
<b>8</b>	<b>ojs.unm.ac.id</b> Internet Source	<b>&lt;1</b> %