



**THE EFFECT OF COMMUNITY CIRCLE STRATEGY ON THE  
STUDENTS' READING COMPREHENSION AT  
THE EIGHTH GRADE OF SMAN 1 NGRONGGOT  
IN ACADEMIC YEAR 2015/2016**

**THESIS**



**By:**  
**SITI LUTFIAH**  
NPM 11.1.01.08.0189

ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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**APPROVAL PAGE**

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Approved by the Advisors to be proposed to  
the English Education Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, August 22<sup>nd</sup> 2015

The Advisors,

Advisor I,

**KHOIRIYAH, M.Pd.**  
**NIDN. 0719017501**

Advisor II,

**MAHENDRA PUJI P.A., M.Pd.**  
**NIDN. 0710049002**



**APPROVAL SHEET**

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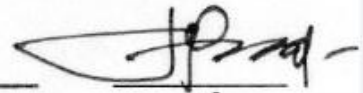
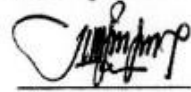

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**Board Examiners,**

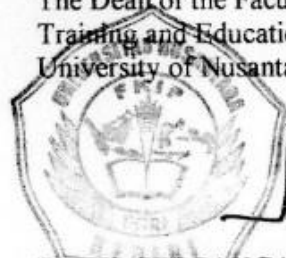
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Second Examiner : MAHENDRA PUJI PERMANA AJI, M.Pd.

The Dean of the Faculty of Teacher  
Training and Education  
University of Nusantara PGRI Kediri



Dr. Hj. SRI PANCA SETYAWATI, M.Pd.  
NIDN. 0716046202



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SITI LUTFIAH  
NPM. 11.1.01.08.0189  
FKIP – Pendidikan Bahasa Inggris  
[situlutfiah91@yahoo.co.id](mailto:situlutfiah91@yahoo.co.id)

Dosen Pembimbing 1  
KHOIRIYAH, M.Pd.  
NIDN.0719017501  
[khoir.khoiriyah@yahoo.co.id](mailto:khoir.khoiriyah@yahoo.co.id)

Dosen Pembimbing 2  
MAHENDRA PUJI PERMANA AJI, M.Pd.  
NIDN.0710049002  
[mail@mahendrapuji.web.id](mailto:mail@mahendrapuji.web.id)

UNIVERSITAS NUSANTARA PGRI KEDIRI

### ABSTRACT

**SITI LUTFIAH, The Effect of Community Circle on the Students' Reading  
Comprehension of The Tenth Grade at SMAN 1 Ngronggot in Academic Year 2014/2015**

Reading is one of english skills that should be mastered by students in junior high school. This skill will give new knowledge or update student's knowledge when students read written text. In real class, teacher still applies conventional technique of teaching reading comprehension, teacher only gives students to read the text and answer the question. And the other, teacher always use text translation and ask the students to doing the exercise make the students unmotivie.

This research uses quantitative and the design is pre-experimental design. The writer use two classes. Which consist of 30 students. The data are collected using pre-test and post-test and t-test is applied to analyze the data.

The instrument was multiple coise given in the post test. In order to test the significance between the groups, the independent samples t-test was used. The research aim to know whether there is any significance effect in Reading comprehension between the students who taught and who not taught by Community circle strategy at the tenth grade of SMAN 1 Ngronggot. Based on the analysis, Community circle strategy has positive effect on students' Reading comprehension. So, it is recommended for the teacher to apply this teaching method in Reading class as a way to improve students' reading comprehension.

Keywords: *Community circle strategy, Teaching Reading comprehnsion*

## INTRODUCTION

Teaching English should be a second language for the students. Because reading is required by students in their life. They learn to read starting from kindergarden school of the letters of the alphabet, word, simple sentences and read the text or books. So that they can add more knowledge to understand the information from the text that they read and to understand the intent of the author in writing language. It is supported by Nunan (2003:69); "Reading is an essential skill for learners of English as foreign language. For most learners it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading required".

By reading any literature such as a book, magazine, novel, newspaper, etc, the students are able to expand their knowledge or to set up existing knowledge and obtain more information from literature that they read. They started reading and they will stop to read, when they know and understand the words or the meaning of the writers. Every student has different purposes in reading, as: used to find important point and understand what they read. According to Gerardo (2006) "Reading has three main purposes, there are: for survival, for pleasure and for learning". Reading is always used in daily life, not only in the classroom but also outside the classroom. In out of school, reading has two purposes: they are reading for survival and reading for pleasure.

Reading for survival is consider to be in response to our environment, to find out information and can include street sign, advertisement, and time table, for example reading can used to find information in

street and it can used to find information on schedule of bus or reading could be used to read street sign so that someone know where to go. While reading for pleasure is something that does not have to be done, for example: reading a novel, comic, magazine, news paper and read anything for getting information. So the students who read with a purpose tend to comprehend and remember what they read longer than who have purpose.

Reading comprehension is the process of understanding the meaning of the text, between the reader and writer to involve background knowledge. Reading background can not be separated from understanding, to identify the general information, main idea of the text and they can make conclusion. It is support by Wolley, G. (2011) "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences".

Many students find out some problems in reading skill. They often feel bored when they read to find and understand the paragraphs, sentences or even words. It happens because most of students do not have reading habit. according Keene & Zimmermann; there are Seven habits of highly effective readers are :” 1) Activating prior knowledge, 2) Using Narrative and expository text structures, 3) Visualizing, 4) Using Graphic and Semantic Organizers, 5) Retelling, Summarizing, Synthesizing, 6) Making connections, 7) Generating and Answering Questions”. They lack of motivation or purpose, vocabulary, automaticity of decoding, and fluent reading. But some major problems the





students faced are that they do not know the strategies employed by effective readers or the nature of the text itself.

In fact, there are many problems in learning reading comprehension. First, students struggle in mastering reading, students difficult to find main idea, topic, reference and inference of the text. Second, students easily get bored in learning reading and easily to forget the material. According to Harvey, Richard and Perini (2007: 71) "Students' failures to learn are failures to recognize when their learning process has been sidetracked by those aspects of the content that are invisible (abstract), confusable (easily mixed up with other concepts), and neglect able (easy to overlook)." To increase the skill in reading comprehension the teacher should improve his/her ability in teaching reading. In teaching reading, the teacher has to know the learners condition during teaching learning activity, whether they are bored, enjoy, passive or active in the class. The teacher should create a comfortable classroom condition to keep the learners' motivation in learning. Based on Jeremy Harmer (2001: 51) it was stated that, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something."

From the entire problem above, an interesting and suitable technique should be applied by the teacher for teaching reading narrative text to avoid the students' boredom and difficulties. There are a lot of reading techniques that can be applied. One of the techniques will be discussed here. That is the use of community circle. Community Circle is a strategy that develops students' awareness of themselves, their feelings and values, and the feelings and values of their fellow students. By

organizing discussions around a nonhierarchical circle in which the teacher and students all share (or choose not to share) their personal experiences and emotional responses as equals and without fear of judgment, the strategy builds each student's self concept and fosters a classroom culture of togetherness and respect for differences. This technique is not only interesting for the students but also can increase the students' participation to respond as well as help them about their difficulties problem.

Based on the background above, the writer conducts a research entitled "The Effect of Community Circle on the Students' Reading Comprehension of The Tenth Grade at SMAN 1 Ngronggot in Academic Year 2014/2015".

## **RESEARCH METHOD**

In this research there were two variable. Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequent. In this research the dependent variable is Reading comprehension and the independent variable is community circle.

To get the data, it is necessary to determine where and when the data are taken. It aims to make the research easier to be done and it does not need time and finance, so it is more effective and efficient. In this study the writer took class X- 4 and X-6 of SMAN 1 Ngronggot place of research. There are two class consists of 31 students. So the total number is 64. Students who will be researched is a student on the tenth class. The total of a whole class ten is

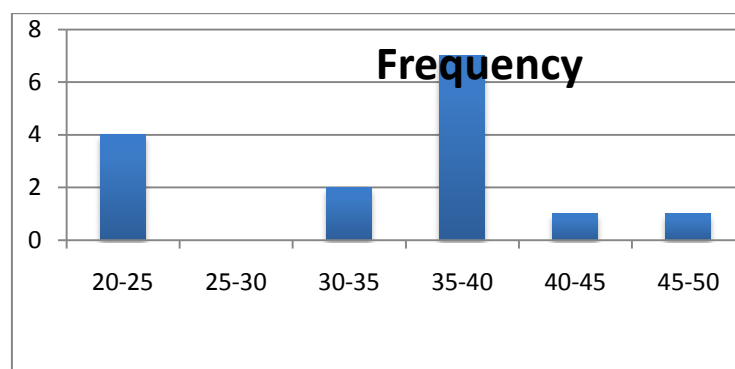
eight classroom with the number of students are 168, The researcher only take sample two class X-4 and X-6 consists of 31 students every class, so the total number is 62 . The instrument of the study is reading test, in the form of multiple coise done in the post test with the topic of narrative text. The technique of data analysis used by the writer is t-test independent.

## FINDING AND DISCUSSION

The result of research finding before the students taught using Community circle Strategy in Pre Test and after taught using Community Circle Strategy in Pos-Test. The writer did reserach in two class.It was in the tenth grade of X-4 A and X-6 Of SMAN 1 NGRONGGOT.The writer choose X-4 clas as control group and X-6 as experiment group.In control group the writer gave narrative text as pre-test.In pre test and post test the students have to answer twenty five question in from multiple choise. The researcher applies the method in treatment to the experimental group. The researcher teaches Reading using Community circle strategy in this step as a treatment. After that, the researcher conducts the post-test to measure the students' reading comprehension competencies after treatment whether it is different from the class which is taught by the conventional way.

**Diagram 4.3**

The Data Frequency of Control Group

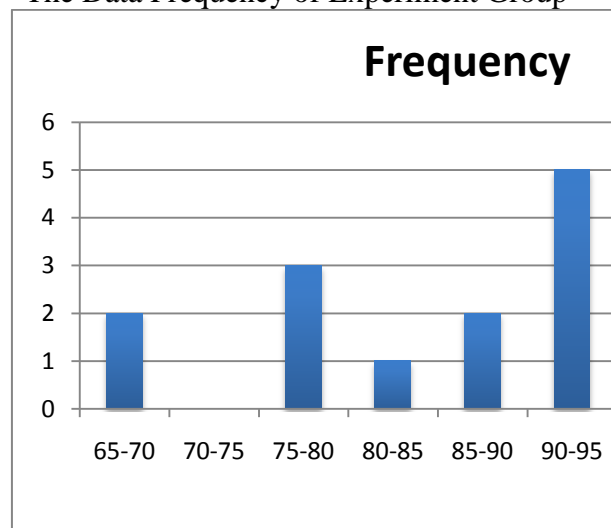


From the diagram frequency of control group above, it can be seen that there were 4 student who got score (20-25), no student who got score (25-30), 2 student got score (30-35), 7 student got score (35-40), 1 student got score (40-45), 1 student got score (45-50).

From the explanation above, it can be concluded that the most of the control group not have a good Reading comprehension. It can be seen by the score that the student get.

**Diagram 4.6**

The Data Frequency of Experiment Group



From the diagram frequency of control group above, it can be seen that there were 2 students who got score (65-70), no student who got score (70-75), 3 studentst got score (75-80), 1 student got score (80-85), 2 students got score (85-90), 5 students got score (90-95).

From the explanation above, it can be concluded that the most of the experiment group have a good Reading comprehension. It can be seen by the score that the student get.

The researcher use the level significance to assert whether the null hypothesis was rejected or not. In this case the researcher used 5% and 1% level of significance as a standard for rejection of the null hypothesis. To prove the hypothesis, the researcher use t-table as a reference.

Tabel 4.9

*The table of T-test based on  
signification 5% and 1 %*

| D<br>b          | T-<br>score | T-table |       | Significa<br>nce /<br>Non<br>Significa<br>nce | Ho           |
|-----------------|-------------|---------|-------|---|--------------|
|                 |             | 5%      | 1%    |   |              |
| $n_1 + n_2 - 2$ |             |         |       |   |              |
| 32              | 12,211      | 2,048   | 2,763 | Verry Significa<br>nt                         | Reject<br>ed |

From this table, the researcher concluded that the result of the researcher's experiment by using Community circle strategy on the students' Reading comprehension at the tenth grade students at SMAN 1 NGRONNGOT has increased the students reading comprehension. From

the analysis, the t-score was 12,211 at the degrees freedom of 32. By referring to the t-table at the level significance of 5% the t-score was 2,048 and 2,763 at the level significance of 1%. It means that t-score  $12,211 > 2,048$  or  $2,763$ .

The result of data analysis, t-score was higher than the t-table at the level significance of 5%. So it could be concluded that the score of the t-test was very significant. Here, the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_o$ ) was rejected. It was indicated statistically that the independent variable which is the effect of Community circle strategy on is the students' reading comprehension.

## CONCLUSION AND SUGGETION

Teaching English to learners is not as easy as to adult or older ones. To implement the instruction, the teachers must have sufficient knowledge on the characteristics of the learners and what they need. Teaching reading is very important to the Therefore, the English teachers must be able to choose the suitable media for their learners.

Community circle strategy is as media which is often used in teaching reading. The teachers provide students with reasons for talking and increasing motivation friendship. The teacher increases motivation by giving the students interest to learn language. Motivation is the basic principle of all kind of teaching. In this study, the writer wants to give motivation in teaching reading by using community circle to stimulate the students to build their reading comprehension. And the result explain that t-score is higher than t-table. Based on the result of this research, the





researcher signifies that using community circle gives a better result in students' reading comprehension.

The researcher would like to present some suggestions especially for the English teacher is suggested to use the community circle strategy as one of the media in increasing reading, because it influences the students' reading comprehension. Therefore, the teachers should be able to use community circle strategy in teaching reading based on the suitable material and situation. The other researchers the result of the data analysis shows those community circle strategy are one of the suitable media in teaching English reading for the senior high school. The English subject that is taught by applying community circle strategy can be understood by the students.

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