

ARTICLE

**THE EFFECT OF LITERATURE CIRCLES TO THE SEVENTH GRADE
STUDENTS' READING COMPREHENSION OF
MTs. SUNAN KALIJOGO KRANDING MOJO KEDIRI
IN THE ACADEMIC YEAR 2016/2017**



By:

AHMAD FAIDUL BARRI

12.1.01.08.0054

Advised by:

- 1. Suhartono, M.Pd.**
- 2. Drs. Agung Wicaksono, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

Yang bertandatangan dibawah ini:

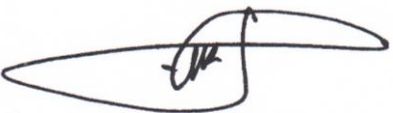
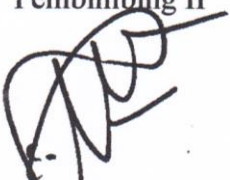
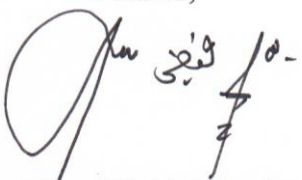
Nama Lengkap : Ahmad Faidul Barri
NPM : 12.1.01.08.0054
Telepon/HP : 085853220999
Alamat Surel (Email) : ahmadfaid666@gmail.com
Judul Artikel : The Effect of Literature Circles to The Seventh Grade Students' Reading Comprehension of MTs. Sunan Kalijogo Kranding Mojo Kediri in The Academic Year 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa Timur 64112, Indonesia

Dengan ini menyatakan bahwa:

- a. artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiatisme;
- b. artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Apabila dikemudian hari ditemukan ketidak sesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

| Mengetahui | | Kediri, 27 July 2017 |
|---|---|---|
| <p style="text-align: center;">Pembimbing I</p>  <p style="text-align: center;"><u>Suhartono, M.Pd</u> NIDN. 07140269901</p> | <p style="text-align: center;">Pembimbing II</p>  <p style="text-align: center;"><u>Drs. Agung Wicaksono, M.Pd</u> NIDN. 0711076802</p> | <p style="text-align: center;">Penulis;</p>  <p style="text-align: center;"><u>Ahmad Faidul Barri</u> NPM. 12.1.01.08.0054</p> |

THE EFFECT OF LITERATURE CIRCLES TO THE SEVENTH GRADE STUDENTS' READING COMPREHENSION OF MTs. SUNAN KALIJOGO KRANDING MOJO KEDIRI IN THE ACADEMIC YEAR 2016/2017

Ahmad Faidul Barri

12.1.01.08.0054

English Education Department

Ahmadfaid666@gmail.com

Suhartono, M.Pd and Drs. Agung Wicaksono, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is one of important skills in learning English. In addition, students should master reading comprehension too. As a result, it is the most important skill to master in order to ensure success in learning. But many students still find difficulties in comprehending the text so their reading score is bad. To help the students, Literature Circles can be used in teaching reading. The aim of this research is to find out the seventh grade students' reading comprehension before and after being taught using literature circles, and to find out any effect of Literature Circles on students' reading comprehension. This research used quantitative pre experimental research. The instrument in this research is test which consists of one group pre-test and one group post-test. The population of the study was the seventh grade of MTs. Sunan Kalijogo Kranding Mojo Kediri. The sample was the VII K class consisted of 34. There are three steps that is done by the researcher. First, the researcher give pre-test, then the reseacher give treatment and the last is giving post-test. In this research the researcher just put one group/class and uses pre-test and post-test to see the result of the treatment. The result of the research showed the mean of post-test (81,47) was higher than the mean of pre-test (71,74). It means that students' reading comprehension after being taught using Literature Circles was increased. In addition, the result reports that t-score (12,3) was higher than t-table 1% (2,750). As conclusion, teaching reading using Literature Circles is effectively improving students skills of reading. Moreover, the method leads the students to have a beneficial discussions. The teacher can apply this technique because it makes the students easy to comprehend the texts.

Key words: Reading, Reading Comprehension, Literature Circles

I. BACKGROUND

Reading is one of language skills that plays an important role for students to understand the whole language. Based on Harmer (2001:68) "There are many reasons why getting students to read English texts is an

important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea."

In addition, students should master reading comprehension, because reading comprehension is one of important English aspects. For most of students, reading is the most important skill to master in order to ensure success in learning. Based on Snow (2002: 11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is an activity to understand the reading material deeply. A reader should think critically how to understand the text. Furthermore, reading comprehension is related closely to the cognitive competence of the readers, because it will produce comprehension. The comprehension towards the reading materials is the main objective. However, the fact reflects that the majority of the students are not competent enough to comprehend English.

In fact, some students have problems in comprehending reading skill. First, students have difficulty in understanding the content. This is a serious problem because they do not comprehend the text without understanding the meaning of the

vocabulary. In reading comprehension, there are several indicators which must be acquired by students in order to get comprehended such as identify general information, identify detail and specify information. Some students haven't reached and understood the indicators so they cannot comprehend the text and the students get difficulty to answer the question. As a result their reading score is low.

The second, students have difficulty to "catch" information in memory across sentences, in order to derive overall meaning from a paragraph or passage. For longer passages, concepts from multiple paragraphs must be retained in memory and linked together. Students with memory weaknesses have difficulty "catching" information in memory as they read, and may not be perceive how paragraphs build upon ideas or how ideas are linked together.

The third, some students do not actively process the material they read. They need to learn to actively engage with written material, through techniques such as wondering, predicting, clarifying, linking ideas, relating material to their own life experiences, and visually picturing,

scenes in a story or passage (similar to seeing a movie in their head).

As the effort to make students' reading comprehension get better, the researcher proposes to use Literature Circles in teaching reading comprehension. Harvey Daniels (1994) defines a literature circle as a small, temporary reading group in which each member agrees to read a text and to assume specific responsibilities during discussion time. The students meet regularly, and their roles or responsibilities change at each session or meeting. When the group finishes reading and discussing the text, group members determine the manner in which to share their comprehension in a whole-class setting. Students are individually assigned roles they must assume that are reflected in the tasks they must accomplish and discuss when meeting with their group. There are many roles used for literature circle groups, but the roles most often utilized include the Connector, Word Wizard, Artful Artist, Passage Picker, and Question Asker. The purpose of the roles is to give students a focus for reading, as well as a task to help them through their own comprehension of the text. The Connector is the student responsible for making connections

between the text and the real world. When discussing the text with the group, the Connector might start by saying, "This story reminds me of..." The Word Wizard is in charge of finding vocabulary in the text. The Word Wizard can identify words he or she does not know, finds interesting, or thinks are important to the story. The Artful Artist is responsible for visualizing what is happening in the story and turning that mental image into a drawing to share with the rest of the group. The Passage Picker's role is to find sections of the text that are important, interesting, or possibly difficult to understand. These passages are shared with the reading group and discussed. The person in the group responsible for creating questions to ask of other group members is the Question Asker. The questions can have answers that come directly from the text, or can be questions to ask other group members, or even questions that can only be answered by the author. Eventually students are guided away from strict, assigned roles; but initially, these roles provide structure and focus for participating in a literature circle.

The point of Literature Circles is to encourage the student to read simple text instead of text rich of content.

It provide chance for student to explore their reading skill, the characteristic of Literature Circles attracts the researcher's attention and decides to try in his English class of MTs. Sunan Kalijogo. Remembering the students has lack interest of reading the researcher chooses on action research to record this descriptive text.

Based on some previous research, it found that literature circles gave significant effect in reading comprehension and makes the students become active during the teaching learning process. Based on the explanation above the researcher chooses several indicators in reading comprehension such as identify general information, identify detail and specific information, and the last is identifying meaning of word. The researcher also wants to know whether Literature Circles has effect to improve students' reading comprehension to the seventh grade students of MTs. Sunan Kalijogo Kranding Mojo Kediri in Academic Year 2016/2017".

The writer use descriptive text to limited in reading comprehension with indicators: Identifying general information, Identifying specific

information, Identifying detail information. Identifying the meaning of word. This research was conducted to know the effect of literature circles before and after being taught using literature circles and to know whether any effect of literature circles on students' reading comprehension.

II. METHOD

The research design applied in this research is quantitative research. Then, the researcher used pre experimental research to analyse how is the students' reading comprehension before and after being taught using literature circles and to know the effect of literature circles on students' reading comprehension. The instrument in this research is test which consists of one group pre-test and one group post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about descriptive text which representative of some indicators, such as identify general information, identify detail and specific information, the last is identifying meaning of word. The test is given to see and compare students' reading comprehension before and after being taught using Literature Circles and answer the question of formulation of

the problem. The score of students' reading comprehension before and after being taught using literature circles are analyzed using statistic analyze.

This study was held in MTs. Sunan Kalijogo Kranding Mojo Kediri which is located on Kranding Village Mojo Kediri. The researcher decided seventh grade students of MTs. Sunan Kalijogo Kranding Mojo Kediri as populations. Then, the researcher chooses seventh grade students of VII K as the sample of this research that consists of 34 students.

III. RESULT AND CONCLUSION

A. Result

The research result shows that there is a very significant effect of using Literature Circles on students' reading comprehension at seventh grade of MTs. Sunan Kalijogo Kranding Mojo Kediri .

The first result is students' reading comprehension score increased. It is proven by the mean of post-test (81,47) is higher than the mean of pre-test (71,47). It is also supported by previous research from Dini Irawati (2016) the result evidently shows that literature circles contribute a significant effect to

improve students' reading comprehension.

The second result shown there was very significant effect of using literature circles together on students' reading comprehension to be used in teaching reading. It is proven by the result of t-score (12,3) is higher than t-table in the level of significance 1% (2,750). This result is in line with the previous research conducted by Ashley Miranda et al (2015) The results of this study were measured based on comparing the pre-and post intervention data for individual students as well as the group as a whole. Results determined that in this study student comprehension was not positively affected by the use of literature circles, while student self-perception of reading skills was positively impacted slightly throughout the study.

From the result above, the researcher can conclude that the students' reading comprehension before being taught literature circles was low. Then, students' reading comprehension after being taught using literature circles was increase. From the data that have been analyzed by using statistic analyze, the result of the t-test scores was (12,3) and the t-table was 2,750 (in significant 1%). In other

words, the t-score was higher than t-table. It means H_a is accepted and H_o is rejected. Based from the result, the researcher concluded that there was any significant effect of literature circles on students' reading comprehension.

B. Conclusion

Based on the results above the researcher concluded that Literature Circles has good effect for students' reading comprehension, because this technique can help the students got the better comprehend the text and their reading motivation also increase. Beside, most of the students can answer some questions from the text which consists of some indicators of reading comprehension such as identified general information, specific information, detail information, and the last is finding the difficult word. In addition, it is also supported by the theory of Slavin (1995) which proposes that Numbered Heads Together is one of cooperative learning techniques which involves all members of group because all members have to know and they will explain their group's answers. Besides, their reading comprehension are increases, their teamwork and responsibility increase too.

The researcher suggests to the teacher and the students. The teacher should teach the students literature circles in learning reading because this technique can make the students easy to comprehend and answer the task which consists some indicators of reading comprehension. Another that, Literature Circles technique can change the assumption that reading is boring subject to be interesting subject. There is also cooperation between the students who have higher ability with the student who have less ability. The teacher should be more creative in facilitating the process of teaching learning activity in the classroom. Hopefully, it can make the students enjoy teaching learning process.

The students should be active in teaching learning process especially in reading class. Then, the students should read English material not only inside class but they should read outside class too, so their English skill increase especially in reading comprehension.

IV. BIBLIOGRAPHY

Snow, C. E. 2002. *Reading for Understanding: Toward and R&D Program in Reading Comprehension*. Santa Monica: RAND.

- Harmer, Jeremy. 2001. *How to Teach English*. England : Edinburgh Gate, Harlow, Essex CM20 2JE
- Harvey Daniels. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. (Maine: Stenhouse Publishers, 2002) p.179
- Dini Irawati. 2016. *Effectiveness of Literature Circles on Students' Reading Comprehension*.
- Ashley Miranda. 2015. *The Effects of Literature Circles on Non-fiction Reading Comprehension and Self-Perception of Reading Skill*.
- Slavin, Robert. E. 1995. *Cooperative learning: Theory, research, and Practice*. 2nd edition. Englewood Cliffs, NJ: Prentice-Hall.