

**ARTICLE**

***THE EFFECT OF LITERARY CYCLE TO THE STUDENTS' READING COMPREHENSION OF  
ELEVENTH GRADE AT SMA MUHAMMADIYAH KEDIRI  
IN ACADEMIC YEAR 2016/2017***



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## THE EFFECT OF LITERARY CYCLE TO THE STUDENTS' READING COMPREHENSION OF ELEVENTH GRADE AT SMA MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017

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### Abstract

This study was aimed to know the effect of literary cycle to the students' reading comprehension ability in the eleventh grade. This research used quantitative research particularly pre-experimental with one-group pretest-posttest design. This research took place in SMA Muhammadiyah Kediri on August 2017. The subject of this study was the eleventh grade students of SMA Muhammadiyah Kediri. The sample of the research was XI IPA class consists of 28 students with 9 males and 19 females. The instrument was reading test in a form multiple choice questions about narrative text. Then, the researcher correct students' assignment based on blueprint and analyzed the data using IBM SPSS Statistics Version 21. The result showed that the mean score gained from post-test was higher than pre-test. The mean score of post-test was 80,00 while pre-test was 67,50. Moreover, it was found that  $t\text{-test} (8,949) > t\text{-table}$  at the degree of significance 1% (2.473) or significant 5% (1,703). Thus, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Furthermore, students reading comprehension increased in finding the main idea, identifying detail information, meaning of vocabulary, and answering WH question. It can be concluded that literary cycle technique is effective to increased eleventh grade students' reading comprehension ability at SMA Muhammadiyah Kediri in the academic year 2016/2017.

**Keyword:** Reading, Reading Comprehension, Literary Cycle

### A. Introduction

Reading is about understanding written texts. Reading interest levels among kindergarten through the twelfth grade students is on a decline. It is a complex activity that involves both perception and thought. Student interest is growing in the areas of urban literature, graphic novels, audio books, and series books. According to the Michigan Department of Education in 1983 said

that “ *Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of reading situation*”. It means that need for an interactive model of reading which combines the top-down (whole language) and bottom-up (skills) models. This interactive model leads to

the skills taught in the context of real reading of real text.

Akyol (2006:29) states, reading is a dynamic inferring process that makes communication between writer and reader. Reading is not just an activity to read what is printed and written. So that, the reader gets the message from the writer. Reading is important for the students, by reading the students can get knowledge and information from the text and with reading, the students can build their knowledge of language which will facilitate reading ability knowledge, the students can build schematic knowledge.

Odwan (2012:140) states, “Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text”. Reading comprehension is the act of comprehend what you are reading. When the students read text and they must know the meaning of the text. The students will be able to comprehend the meaning of the text. While reading, the students can practice their pronunciation. Normally, the text are followed by questioning that is related of the text. From reading, students can get new information and knowledge. Automatically the students already to

comprehend the materials or subjects that are taught by reading. English learning process at the eleventh grade students of senior high school of the second semester is using Kurikulum Tingkat Satuan Pendidikan 2006. The basic competence in syllabus of Kurikulum Tingkat Satuan Pendidikan 2006 states, “*Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari*” From the statement above, the eleventh grade students should comprehend the factual narative about legend, fabels, novels, drama, folk tales.

Pang et al. (2013:14) define, “Comprehension is an active process in the contruction of meaning. Pang et al. also stated that comprehension is the process of deriving meaning from connected text’. Reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. It means that comprehension is process contructing the meaning of a text. This process is got from the interaction with the writen text.

Alyousef (2006:63) said that reading comprehension is a combination of identification and interpretation skills. It means that comprehend the meaning of the

text is combination from identification and expressing the skill of reading for reading a text.

Reading comprehension is not as simple as our imagination to achieve. There are some aspect should be concerned if the teacher wants to success in teaching reading to their students. One of them is giving a chance to the students to read the text during the lessons and make sure that they are able to comprehend the text completely. But in fact, there will be appeared many problems dealing with reading comprehension. One of basic problem is vocabulary. As we know that English has different in how to pronounce, how to write, and the meanings of the words. It makes students do not interest to study English and makes them thinks that English is difficult and confusing.

Because of unfamiliar words, very often, they are stuck and inability in understanding the content. The students have difficulty to distinguish the similarities and differences; they easily get bored in learning reading and easily to forget the material. This problem is coming because they do not have reading habit, so it makes them difficult to comprehend the text and lack of motivation to read English textbook.

To solve the problem the teacher should use appropriate strategies in

teaching reading that may help students create a good and fun teaching learning atmosphere to take part actively in the classroom activity in order to increase their reading comprehension.

Literary cycle is The teacher and student volunteers model the task for each of the four roles, and then students practice the strategies. The process demonstrates the different roles and allows students to practice the techniques before they are responsible for completing the tasks on their own. After this introduction, students are ready to use the strategy independently, rotating the roles through four-person groups as they read the books they have chosen. The lesson can then be followed with a more extensive literary circle project.

Literary circles are a strong classroom strategy because of the way that they couple collaborative learning with student-centered inquiry. As they conclude their description of the use of literary circles in a bilingual classroom. According to Peralta-Nash and Dutch said that, “ Students learned to take responsibility for their own learning, and this was reflected in how effectively they made choices and took ownership of literature circle groups. They took charge of their own discussions, held each other accountable for how much or how little reading to do, and for the

preparation for each session. The positive peer pressure that the members of each group placed on each other contributed to each student's accountability to the rest of the group "From the statement above, it means that when students engage with texts and one another in these ways, they take control of their literacy in positive and rewarding ways. Describes how two teachers in a eleventh grade classroom adapted the idea of literature study to a format that nurtured first and second language learning for all their students. Shows how choice of reading materials and choice of language to discuss what was read provided opportunities for students to raise their levels of both fluency and literacy.

Based on the phenomenon of problem above, this research was purposed to: (1) How are the students' reading ability before being taught using literary cycle at IPA class of eleventh grade at SMA Muhammadiyah Kediri in academy year 2016/2017? (2) How are the students' reading ability after being taught using literary cycle at IPA class of eleventh grade at SMA Muhammadiyah Kediri in academy year 2016/2017? (3) Is there any effect of the literary cycle to reading comprehension at IPA class of eleventh grade at SMA Muhammadiyah Kediri in academy year 2016/2017?"

Moreover, this research was focus on teaching reading comprehension using literary cycle technique in finding main idea, identify detail information, meaning of vocabulary, and answering WH question.

## B. Research Method

The approach of this research was quantitative research and the technique that being used by the researcher was experimental research particularly pre-experimental research with one-group pretest-posttest design. This research took place in SMA Muhammadiyah Kediri. This school is located in Jl. Penanggungan No. 05 Kediri, which has 2 classes of eleventh grade. There were 28 students in each class. Therefore, the writer chose IPA class as the sample of the research. This class consisted of 28 students with 9 males and 19 females but only 28 students participated in this research. The research conducted on august 2017.

In order to collect the data for the research, the researcher used the pre-test and post-test to measure the students' reading comprehension progress when teaching using literary cycle technique.

There are some processes for collecting the data. The first was pre-test. Pre-test was given by the teacher before the students were taught using literary

cycle technique with purpose to know students' reading comprehension before taught using literary cycle technique. The second was treatment process. In this process the teacher introduces about literary cycle technique then the teacher ask students to discuss the task with their group After the series of treatment, the last process was post-test. After got treatment with literary cycle technique, the researcher gave post-test in a form multiple choices questions of reading comprehension test to know students' reading comprehension ability after taught using literary cycle.

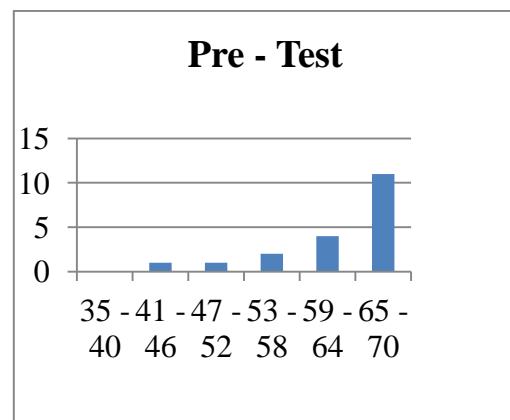
To know the result of the reading comprehension test that has been given to the students, the writer used blueprints to calculated students' reading comprehension score. Then analyze the data using IBM SPSS Statistics Version 21. After that, the researcher calculated in what indicators students' reading comprehension was increasing by calculating average students which can answer reading comprehensions' test. From this process, the writer knew whether this technique was significant or not on students' reading comprehension ability by looking at the result of pre-test and post-test.

### C. Result and Discussion

The aims of this research were to find out the effect of literary cycle technique in teaching reading comprehension. After analyzing the data, the writer found the data of students' reading comprehension before being taught using literary cycle.

Diagram 1

The Diagram Frequency of Pre-Test

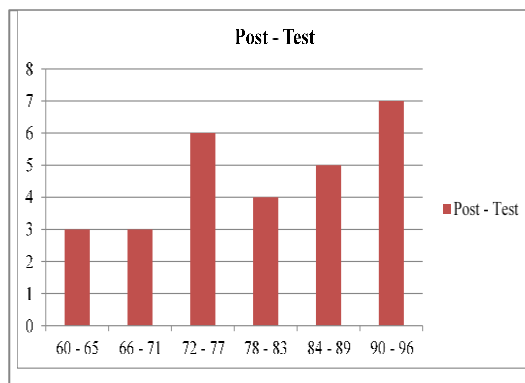


From the diagram frequency of pre-test above, it can be seen that there are 0 students got score 35 – 40, 1 students got score 41 – 46, 1 students got score 47–52, 2 students got score 53-58, 4 students got score 59 – 64, 11 students got score 65-70, 5 students got score 71 – 76, and 4 students got score 77 - 82. There are many students who got low score. Low score here is less than the minimum score of English subject of the second grade at senior high school is 78. There are 24 students who fail the test and the students who pass the test are 4 students. The total

score of pre-test was 1890. The students who did not pass the test are higher than the students who passed the test. The total sample was 28. Mean could be counted from the total score divided by the number of sample.

**Diagram 2**

**The Diagram Frequency of Post-Test**



Based on the result of pre-test, From the diagram frequency of post-test above, it can be seen that there is increasing scores from the students after being taught using literary cycle. There is 3 students got score 60 – 65, 3 students got score 66 – 71, 6 students got score 72 – 77, 4 students got score 78 – 83, 5 students got score 84 – 89, and 7 students got score 90 – 96. As explained before that the minimum score of English subject of second grade at SMA Muhammadiyah Kediri is 78. So, it can be seen that there are 12 students who cannot pass the test and 16 students can pass the test. It can be concluded that the diagram frequency above show the post-test score better than pre-test score. The total score of post-test

was 2230. The total sample was 28. Mean could be counted from the total score divided by the number of sample.

**Table 1**

N (28 students)	Pre-test	Post-test
Total score	1890	2230
Mean	67,50	80,00

From the table, the score of pre-test was 1890 with mean score 67,50 while the post-test score was 2230 with mean score 80,00. It can be concluded that the students' score were increased and their reading comprehension got better.

**Table 2**

df	t-test	t-table 1%	t-table 5%
27	8,949	2.473	1.703

Based on the data report on the table of t-test above, the result of this research showed that t-test (8,949) > t-table 1% (2.473) and 5% (1.703). It means that Ha is accepted and Ho is rejected. In other words, there was significant effect of literary cycle technique on students' reading comprehension ability of the eleventh grade students at SMA Muhammadiyah Kediri in academic year 2016/2017.

## D. CONCLUSION

### 1. Conclusion



Based on the research finding and discussion mentioned in the previous chapter, the researcher takes some conclusion of this research. First, the students' reading comprehension ability before being taught using literary cycle technique. It found that there are many students had low motivation and difficulty in answering question related with detail information, meaning vocabulary, and WH-question. Moreover, it supported by total score of pre-test of XI-IPA class was 1890 with mean score 67,50. Meanwhile, the standard score of English subject at SMA Muhammadiyah Kediri was 78. Thus, the students who get score less than 78, they are failed. From the data of pre-test scores, the students who pass the test were 4 students while students who did not pass the test were 24 students.

After giving treatment using literary cycle technique, the students more easily to comprehend the text. Students could answer question related with detail information, meaning of vocabulary, and WH-question. But, there are some students still had difficulty in answering students worksheet in narrative text. Moreover, it supported by total score of post-test of XI-IPA class was 2230 with mean score 80,00. Thus, the students who get score less than standard score of English subject 78 was decreased. From the data of post-

test score, the students who pass the test were 16 students while students who did not pass the test were 12 students. It can be concluded that students who pass the test are higher than the students who could not pass the test.

Based on the explanation in the previous chapter, the researcher takes some conclusion of this research. From research finding, the researcher concludes that literary cycle is effective to be used in teaching reading especially in the second grade students at SMA Muhammadiyah Kediri in the academic year 2016/2017. It is proved by the result of t-test (8,949) that is higher than t-table in the level of significance 1% (2.473). Besides, the students reading comprehension also increased after being taught using literary cycle. It is proved by the mean of post-test (80,00) that is higher than the mean of pre-test (67,50). It means that there is effective of literary cycle to the students reading comprehension. Thus, this technique should be applied in teaching reading especially in reading narrative text.

Literary cycle was effective to the students reading comprehension, such as finding the main idea, identifying the detail information, meaning of vocabulary, and answering WH questions. Besides, literary cycle can increase the students motivation in learning reading.

## 2. Suggestion

Based on the result of the research that was done in XI IPA class of SMA Muhammadiyah Kediri in academic year 2016/2017, it is hoped that the result of this research can be useful to everyone who relates. It is expected to give practical contribution to English teachers, the students and the next researcher.

### For The Teacher

Teachers are suggested to use literary cycle technique students can work together to achieve the goal. It can create fun and relaxed atmosphere and give new situation so it can attract students' interest and increase their motivation to study English subject.

To applied literary cycle technique, teacher are able to choose appropriate activity since literary cycle have many activity which can be suited with skill and goal that want to achieve. In this research the researcher use literary groups technique due to she need small group with short period discussion. Before that, make sure that students know about the concept of literary groups technique and make sure that all of students involved in the activities. Approach student who do not involves in the activity and show less motivation to study. Use media to attract

students' attention and motivation before or during teaching learning process.

### The students

Students should be learn and master listening, speaking, reading and writing in order to understand English language properly. It is hard for them to master reading because they do not have motivation and habit to read especially with English text. Students should practice it continuously since through reading it give a lot of information and knowledge to them which can increase their English ability. Here, the teacher should help and motivate their students to read more and more.

Through literary cycle technique, the students are expected to be more active while teaching and learning activity because it allows the students to work and discuss together with their friends. It can be media to solve their problem when they do not understand the material. Therefore, they can share their problem and ideas with their friends because sometimes students feel ashamed to ask their teacher. Their reading ability will gradually increase because they do not only read, but also try to understand and clarify what they

read. This way is actually what they need in reading class.

### The researcher

This study is expected useful for the other researchers in which hopefully it can be used as reference to conduct another study in same topic or issue. Some information and theories provided in this study can be taken to enrich the available reference. The other researcher is suggested to implement literary cycle technique to be active, creative and innovative activity. Applied this strategy with well preparation and make sure that all students participate and active in the teaching and learning process. Moreover, it hoped that the next researcher can more help students to identify detail information, meaning of vocabulary, and WH question where they have to conclude the information from the text and identified detail information from the text since some students still had problem in those indicators. Hopefully, the following

researcher can take the strength and add the weaknesses to make this research better.

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