

USING LITERATURE CIRCLES STRATEGY IN TEACHING READING COMPREHENSION

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Abstract: this research is conducted in order to improve students' Reading Comprehension of Narrative Text by Using Literature Circles Strategy at the first grade of senior high school in Majalengka. This research used a Classroom Action Research (CAR) which is conducted to solve the students' problem in English reading. The Classroom Action Research (CAR). The researcher did two cycles in which each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative gained by analysing the observation and interview. Then quantitative data were obtained from the students' test score of cycle I and cycle II. The finding of this research indicated that the implementation of literature circles strategy was success full since there is an improvement in students' reading comprehension in narrative text. The finding showed an improvement in students' reading comprehension of narrative text from the average of reading test narrative text in cycle 1 was 78, 61 to 89, 44 the average of reading comprehension in cycle 2. Based on the finding mentioned before, the researcher suggests that English teacher could implement using literature circles strategy in teaching reading narrative text in order to motivate students in learning English reading in narrative text.

Keywords: *Reading Comprehension, Narrative text, Literature Circles Strategy*

INTRODUCTION

Reading is a complex process of getting meaning from the text through comprehension. The comprehension will help the readers to develop a more complete picture of things they read and lead them into a deep understanding of the text. Therefore, reading comprehension, readers get information from written texts and need to decode these data into meaningful messages so that they can understand the reading materials and achieve the purpose of reading. Those matters affect students' achievement. So, the reader's ability to construct meaning from the text depends on his or her ability to use the information available in text. (Behzadi, et.al, 2013:130).

The fundamental goal of reading activities is to enable the students to read of text. For Indonesian students, this is the bridge to understanding stories or books they are required to read. In the 2006 curriculum (School-Based Curriculum) for SMA level, they are four genres

that the second-year students of senior high school should learn. They are the procedure, recount, news item, and narrative.

The narrative text is one of the text types that should be learned by students. The narrative text is an interesting text and the students can learn from it. The purpose of narrative text is to entertain, to tell a story or to provide literary experience. However, Nathanson (2006:1), states that stories help to focus the reader's attention and build a personal connection. Stories, as a literary type, are able to help students to develop their interpretative abilities in language awareness.

Based on the researcher's observation, the students in an understanding of the reading English texts were quite low and were below the minimum criteria of successful action. This may be caused by various factors, such as (a) Students still lack vocabulary, (b) Students have difficult to find the schematic structure, (c) difficulty in taking conclusion of the text as well as lack motivation, (d) teaching and strategy teacher use are still traditional method in teaching reading comprehension.

In teaching reading, teachers should be able to control the class activities in order to make students can master the material. According to Alyousef (2005:149), say that in reading, there are three phases procedures. They are pre, while, and the last reading process. The aim of teaching reading comprehension is to enhance students' comprehension of English text effectively. To improve students' reading comprehension, an appropriate technique in teaching reading can attract the students' interest to interact with various types of texts, in teaching reading the teacher should use the appropriate technique. Therefore, the technique in teaching reading should be matched to reading purpose to read efficiently and effectively.

The teacher should have the ability to guide students in learning reading. A literature circle strategy is a strategy to guide students to a deeper understanding of what they read through structured discussion of the text or book and allow students to practice and develop the skills and strategies of good readers. It gives students a way to build critical thinking and reflection when they read, discuss and respond to the reading. However, sometimes the technique used by the teacher makes the students inactive, bored and they do not participate in the teaching and learning process in the classroom. (Daniels2006, Rogers &Leockho 2006, Noe& Johnson 2004). So, a researcher interested in carrying out research concerning the techniques of teaching reading comprehension of the narrative text by using literature circles strategy.

According to Detty (2017) in her article entitled “The Effect of Literature Circles Strategy to Improve the Reading Comprehension Ability”. The resulting study of a show that the students who were taught using literature circles strategy did significantly better in reading comprehension than those who were not. and literature circles strategy can be better ways of teaching English reading comprehension for third grade (year 12) senior high school ESL students.

Considering the problem explained, researcher is interested to investigate and hopes literature circles strategy is helpful in teaching reading comprehension of narrative texts and at the same time it will be improve the students' ability. Therefore, the researcher is interested in carrying out a research entitled “using literature circles strategy in teaching reading comprehension.” Then the formulation of the issues studied in this study is: “How does the implementation literature circles strategy enhance students' reading comprehension from cycle 1 and cycle 2?”.

METHOD

A. Research Design

The type of this research is Classroom Action Research (CAR). The researcher chooses this type of research in order to improve learning quality and revise classroom learning and teaching process to be better.

According to wiraatmadja (2007:11-12) stated that “action research practice to help someone to give resolution in the problem in an emergency situation and to help get the purpose social education with cooperation in frame agreement together.” From the explanation above, it is clear that classroom action research is conducting to improve learning quality in order to solve the learning problems. Teachers, students, and another teacher of the same subject as a collaborator get involve in this research. Then, the researcher also designed the plan, doing the action, and collecting data in order to solve the problems.

Instrumentation

The instrument of this action research was as follows:

1. Observation

The writer uses unstructured or opened observation. to know the occurrences within the learning process. it may be about the teacher's performance during Classroom Action Research (CAR), the class situation as a reading activity, and students' response concerning the use of literature circles strategy. in general, all of the need aspects that

should be noticed are to make sure whether the teaching learning processes in line with the lesson plan or not.

Table 1
Observation of Student Activities in Teaching and Learning Activities with Literature Circles Strategy

No	Student Response	Yes	Not
1	Are students enthusiastic about teaching and learning activities?		
2	Are students active in the process of teaching and learning activities?		
3	Do students discuss in the process of teaching and learning activities using the literature circles strategy?		
4	Students follow the instruction literature circles strategy in the process of teaching and learning activities?		
5	Do students know the benefits of the literature circle strategy that has been done?		
6	Whether students are able to understand the material that has been delivered by using the circle strategy literature?		

2. Interview

The researcher used the interview to collect the data related to the factors that influenced the students in Reading Comprehension by using literature circles strategy. According Wiraatmadja cited in mislaini (2007:117) states that interview as the questions to propose like verbal to the others people can give the information or explanation about the condition of necessary. Besides that, interview data are used to know about students' progress after the action.

Table 2
Observing Student Activities in Teaching and Learning Activities with the Literature Circles Strategy

No	Student Response	Yes	Not
1	Does the literature circle strategy make students more easily understand the material?		
2	Whether Literature circles strategy can improve reading comprehension in narrative text?		
3	Is the implementation of circles strategy literature able to		

	motivate children in reading comprehension of narrative text?		
4	Whether implementing the circles strategy literature can facilitate students in reading comprehension of narrative text?		
5	If the circles circles literature can reach the following:		
	a. Critical thinking		
	b. Comprehending text		
	c. Identifying of main idea		
	d. Improved vocabulary		
	e. Taking conclusion of the text		

3. Test

In order to get the data for this research, the researcher collected the data by given pre elimination test to the class before done the treatment and giving cycle 1 test and cycle 2 test after done the treatment or at every the end of the cycles. The test consists of some passages where each passage contained some question related to the passage. It is multiple-choice tests that related to the reading text. Students were asked to answer the questions based on the reading texts.

Technique of analyzing the Data

The data was analysed with quantitative and qualitative form. Quantitative data is presented by numeric and qualitative data, it means that the data in the form of verbal report and describe in the graphic form.

1. Quantitative data

The data gained is numeric and analysed by using statistical computation. This data is use to know the averages of students mark and student's mastery learning in order to know their achievement. After conducting the test, the researcher processes the result of the students' tests. based on theory according Anas Sujiono (2008:43) it uses the formulating:

$$P = \frac{F}{N} \times 100\%$$

P : The class percentage

F : Total percentage score

N : Number of students

2. Qualitative Data

The data was taken the observation, and interview will analyse qualitatively at the end of each cycle.

1. observation

The writer uses the unstructured or opened observation. to know the occurrences within learning process. it may be about the teacher's performance during Classroom Action Research (CAR), class situation as reading activity, and students' response concerning the use of literature circles strategy. in general, all of the need aspects that should be noticed are to make sure whether the teaching learning processes in line with the lesson plan or not.

2. interview

The researcher used the interview to collect the data related to the factors that influenced the students in Reading Comprehension by using literature circles strategy.

At least, all the data which was taken from the observation and interview will analysed. The researcher also used the findings to write the report to describe the improvement of students reading comprehension in narrative text by using literature circles strategy.

FINDINGS AND DISCUSSION

1. Finding

Observation

Considering the result of the research, the researcher can conclude that based on the observation can be concluded that the literature circles strategy is small group discussion strategy guide students to deeper understanding and critical thinking of what they read through structured discussion of the text from the story or books.

Interview

The researcher can conclude that based on the interview student activities in teaching and learning activities with the literature circles strategy, students felt better, easier, and interesting to learn reading in narrative text and more enthusiastic by using literature circles strategy it can be concluded as follows.

No.	Student Response	Yes	Not
1	Does the literature circles strategy make students more easily understand the material?	33 Students (91,66%)	3 Students (8,34%)
2	Whether literature circles strategy can improve reading comprehension in narrative	36 students (100%)	0 students (0%)

	text?		
3	Is the implementation of able to motivate students in reading comprehension of narrative text?	31 Students (86,11%)	5 Students (13,88%)
4	Whether implementating the literature circles strategy can facilitate students in reading comprehension of narrative text?	32 Students (88%)	4 Students (11,12%)
5	If the literature circles strategy can reach as follows:		
	a. Critical thinking	25 Students (69,44%)	11 Students (30,56%)
	b. Comprehending of text	33 Students (91,66%)	3 Students (8,34%)
	c. Identifying of main idea	34 Students (94,44%)	2 Students (5,56%)
	d. Improving vocabulary	30 Students (83,33%)	6 Students (16,67%)
	e. Taking conclusion of the text	31 Students (86,11%)	5 Students (13,89%)

Test

Based on the result of the test, the researcher can be concluded that from cycle 1 test the total mean score of students can percentage was 78,61 and the result of cycle 2 test the total mean score of students was 89,44. It means the result of the test until the cycle 2 test showed that student achievement has been improved after did the action.

2. Discussion

How does the implementation literature circles strategy enhance students' reading comprehension from cycle 1 and cycle 2?

This classroom action research was conducted in the first grade of SMAN 1 Jatitujuh. The number of students was 36. The research was done in two cycles used a literature circles strategy to improve the students' reading comprehension in narrative text. Each cycle of this research consisted of four phases; planning, action, observation, and reflection.

Before carrying out the first cycle of this research, at the beginning researcher and the collaborator gave a reading test to students to know the based score as the pre-elimination test. It was found that the percentage score of pre-elimination test is 70. 69. The result of the

reading test in cycle 1, the total score achieved of the students was 78, 61. And the total score achieved of the students was 89, 44 students of percentage.

Besides that, a literature circles strategy can be able to students critical thinking, comprehending text, identifying the main idea, improving vocabulary, and the last taking conclusion of the text. Based on the result above, the writer can be concluded that using a literature circles strategy can improve the score of students. So, literature circles strategy is a good strategy or method in teaching-learning activities in the classroom.

CONCLUSION

Considering the result of the research, the researcher can conclude that the result of the research showed students' reading comprehension in a narrative text by using a literature circles strategy that can improve the score of students reading comprehension, especially of narrative text. Besides that, a literature circles strategy can be able to students critical thinking, comprehending text, identifying the main ideas, improving vocabulary, and the last taking conclusion of the text. So, a literature circles strategy is a good strategy or method that is recommended in teaching-learning activities in the classroom.

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