

## CHAPTER 1

### INTRODUCTION

This chapter presents: (1) background of the study; (2) problems of the study; (3) objectives of the study; (4) significances of the study; (5) hypotheses; and (6) criteria for testing hypotheses.

#### 1.1 Background of Study

English is recognized as an international language that does not belong to any particular country and is used for global, political, cultural and financial exchange (Naji & Pishghadam, 2013, p. 1). Briefly, it is possible to note that English has played an important role in education as it is a compulsory subject in schools and it is unlikely that university students will complete their courses without being assigned at least some readings in English (Allan, 2008, p. 10). Therefore, mastery of English is imperative for Indonesian students.

Teaching English means teaching four language skills. Based on school of curriculum 2006, there are four skills in English subject for senior high school, they are listening, speaking, reading and writing. Khameis (2006, p. 111) states that the four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. From those four skills, reading plays an important role in language learning because it can cover all the other language skills. According to Brown (2000, p. 232), a course that deals with reading skills, then will also deal with related listening, speaking, and writing skills. Reading is also one of the four language skills which is very important to the students in order the students can synthesize information from the text. Grabe

and Stoller (2011, p. 187) stated that, reading is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities.

Reading has an important role in English. According to Abdullah, Sabapathy, Theethappan, and Hassan (2012, p. 233), reading is the most integral part in language learning. Additionally, Bean (1996, p. 133) states that many of today's students are poor readers, overwhelmed by the density of their college textbooks and baffled by the strangeness and complexity of primary source and by their unfamiliarity with academic discourse.

According to Bean (1996, p. 134-137) there are ten factors of reading difficulties, there are misunderstanding of the reading process, failure to adjust reading strategy for different purposes, difficulty in perceiving the structure of an argument as they read, difficulty in assimilating the unfamiliar, difficulty in appreciating a text's rhetorical context, difficulty seeing themselves in conversation with the author, lack of cultural literacy assumed by the text's author, inadequate vocabulary, difficulty in tracking complex syntax, and difficulty in adjusting reading strategies to the varieties of academic course.

In term of reading, one of the assessments in English reading is the students' ability to comprehend the written text. In reading process, the reader should comprehend what they have read to get the informations from the text. Nunan (2003, p. 68) states that the goal of reading is comprehension. Brassell and Rasinski ( 2008, p. 18) stated that comprehension occurs when a reader is able to

act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding.

Further, teaching reading strategies will not just help students to know how to read the text but it will help them to be more successful in general because they will absorb information there. Bernadowski (2012, p. 16) states that in an era of diverse classroom settings and standards based instruction in the U.S., instructors at all levels are searching for strategies that will encourage students to engage with text, develop deeper levels of text comprehension, and stimulate discussion among classmates. Furthermore, Harvey (2012, p. 14) states that teaching reading strategies will help students understand and gain meaningful information from what they are reading.

Based on the school curriculum KTSP, there are several text types taught to the tenth grade students on senior high school, they are narrative, descriptive, news items, recount, and procedure text. Narrative itself always appears in national examination. According to Flippo (2014, p. 102), narrative text usually includes most story type of materials. Like reading other types of text, students find some difficulties on reading narrative text. Leinhardt, Beck, and Stainton (2009, p. 70) stated that students appear have difficulty in identifying the main story of the text and are limited in their ability to connect events into causal chains.

Teaching narrative is important to the students. According to Abbott (2002, p. 6), narrative is so much a part of the way we apprehend the world in time that it is virtually built in to the way we see. Furthermore, Nathanson (2006,

p. 1) states that stories help to focus the reader's attention and build personal connection. Stories, as a literary type, are able to help students to develop their interpretative abilities in language awareness. Additionally, Pathan (2012, p. 29-30) states that stories also attract the students' attention more than any other normal passage and stories can develop students' interpretative abilities and expand their language awareness.

Based on the preliminary study by interviewing the teacher of English and observing to the SMA N 1 Lempuing Jaya - one of superior school in OKI, the writer found out some problems in English especially reading comprehension at tenth grade students. By interviewing to the teacher of English, the writer found out some problems came from the students during teaching reading process especially in identifying information, identifying main idea, and making inference of narrative text. Moreover, the students feel bored because they read the text too long and they feel confused how to answer the questions related to the narrative text because they find many unfamiliar words in the text. And based on the interview, the writer found that the method frequently used by the teacher is Lecture method. By using this method the students are still difficult to comprehend narrative text. Furthermore, by conducting the mini test in narrative reading comprehension test, the writer found out most of the students have the low result of the narrative reading achievement (see appendix 1). Therefore, the teacher should try to find out an attractive and suitable strategy so the teacher can apply the strategy effectively to improve student's reading skill.

Based on the factors that have been mentioned, it is necessary to have an effective strategy to improve students's understanding of the contents. The strategy that can be used by teachers in teaching reading comprehension especially in teaching narrative reading is through Literature Circles Strategy. Literature Circles Strategy can help students to comprehend the literary texts. Literature Circles Strategy is the reading strategy that encourages students to work in group and play a certain role in a group and discuss the reading material they are reading. According to Brown (2002, p. 3), Literature Circles can play a key role in helping students improve their literacy skills and become proficient readers. Additionally, Rogers and Leochko (2006, p. 5) stated that Literature Circle is a group of people who meets on regular basic to discuss stories and book. Every student in a group will have a different role. Based on Rogers and Leochko's book, they mentioned there were six roles that will be played in a group consist of the highlighter, the relater, the picture maker, the word detective, the profiler, and the question maker. A research conducted by Daniels (2002) showed that Literature Circles was effective teaching strategy that could improve students' reading comprehension skill in senior high school. Furthermore, Literature Circles was also appropriate for narrative reading. Daniels (2002, p. 92) states that what they will need is lots of *books*-fiction and nonfiction-as well as articles, magazine, and other printed materials. The word "fiction" proved that Literature Circles was appropriate for narrative text.

Based on previous explanation, the writer was interested in applying Literature Circles Strategy in order to see the improvement of the tenth grade

students of SMA N 1 Lempuing Jaya. The research study entitled **“Teaching Narrative Reading by Using Literature Circles Strategy to the Tenth Grade Students of SMA N 1 Lempuing Jaya.”**

### **1.2 Problems of Study**

Based on the background above, the writer formulates the study into the following questions :

1. Is there any significant improvement on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya?
2. Is there any significant difference on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles strategy and those who are not of SMA N 1 Lempuing Jaya?

### **1.3 Objectives of Study**

Based on the problem above, the objective of this study will to find out:

1. Whether or not there is a significant improvement on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya?
2. Whether or not there is significant difference on the tenth grade students' narrative reading achievement between those who are

taught by using Literature Circles Strategy and those who are not of SMA N 1 lempuing Jaya?

#### **1.4 Significance of The Study**

This study were be beneficial for the following part:

##### **1. Writer**

The result of the research will be useful reference for the writer to improve the knowledge about teaching reading using Literature Circles Strategy, experience of educational research, and it will be useful in the future as the prospective teacher in preparing teaching process. This result for the writer will be one of the most important solutions in teaching reading at senior high schools.

##### **2. Teacher of English**

This research can give a reference for English teachers to be more creative to use strategy in teaching process. It provides teachers with the rationale to carry out students' activities in class to improve students' narrative reading achievement.

##### **3. Students**

The students can improve their understanding and their narrative reading achievement through Literature Circles strategy. This study is helpful to increase their interesting in narrative reading comprehension. By learning narrative text, the students can be motivated to learn, they can take a moral value from the text, and they can pass the National Examination in reading skill, especially narrative reading.

#### 4. Readers

The research study will provide information for readers on how to make English class especially in teaching narrative reading active and interesting. Furthermore, this study will be beneficial to the readers as this study will provide the necessary information on solving students' problem in narrative reading, like the lack of comprehend the literary text. This will expectedly heighten the awareness of the readers to equip some similar possible problems.

#### 1.5 Hypotheses of The Study

According to Fraenkel, Wallen, and Hyun (2012, p. 83), a hypothesis is simply put, a prediction of a possible outcomes of the study. The hypothesis of this study is in the form of the Alternative Hypothesis (**H<sub>a</sub>**) and Null Hypothesis (**H<sub>0</sub>**) as follows:

1. **Alternative Hypothesis (H<sub>a</sub>)** : There is a significant improvement on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya.

**Null Hypothesis (H<sub>0</sub>)** : There is no significant improvement on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya.

2. **Alternative Hypothesis (H<sub>a</sub>)** : There is a significant difference on the tenth grade students' narrative reading achievement between those who are



taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya.

**Null Hypothesis ( $H_0$ )** : There is no significant difference on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya.

### **1.6 Criteria for Testing Hypotheses**

In relation to Creswell (2012, p. 188-189), to test the hypotheses above, the researcher will use paired sample t-test and independent sample t-test which is required as follows:

1. If the p-output is higher than 0.05, the null hypotheses ( $H_0$ ) is accepted, and the alternative hypotheses ( $H_a$ ) is rejected.
2. If the p-output is lower than 0.05, the null hypotheses ( $H_0$ ) is rejected, and the alternative hypotheses ( $H_a$ ) is accepted.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses; (1) theoretical descriptions; (2) previous related study; and (3) research setting.

#### 2.1 Theoretical Descriptions

##### 2.1.1 Concept of Teaching

According to Brown (2000, p. 7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It can be defined as giving instruction, knowledge skill, etc to somebody or make somebody understand or be able to do something, while teaching English is how the teacher is transferring the language and skill to the students in the classroom.

Meanwhile, Harmer (2007, p. 107), defines teaching is about transmission of knowledge from teacher to students, or about creating conditions in which, somehow, students learn for themselves. Teaching is important since its functions are to provide guidance and to help the learners improve their thinking in learning as defined by Brown (2000, p. 7), states that teaching is guiding and facilitating learning, enabling the learner, setting the conditions for learner. It is stated in the holy Qur'an surah An-Nahl, verse 125, states below:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْ لَهُم  
بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ  
أَعْلَمُ بِالْمُهْتَدِينَ

*The meaning: Invite to the way of your Lord, Allah with wisdom and good instruction, and argue with them in a way that is the best. Indeed, your Lord, Allah is most knowing of who has strayed from His way, and He is most knowing of who is rightly guided. (Q.S An-Nahl: 125). (Al-Hilalahi & Khan)*

Based on the explanation above, the writer assumes that teaching is how the teacher gives students knowledge or to train someone to instruct, teaching also gives some information of a subject matter to the students in the classroom. Teaching can be defined as giving instruction and knowledge based on the teachers' experience to the students or make students understand or be able to do something by the teacher. It is a process in which one individual makes something known to another individual. Teaching English is how the teacher transfers the language and skill to the students in the classroom. The objective of teaching English is to improve the ability in learning English.

### **2.1.2 Concept of Reading**

According to Hesham (2006, p. 64), reading can be seen as an “interactive” process between a reader and a text. The students will acquire knowledge and information from the written language by reading. To get the information they must read the texts and comprehend the texts.

The key elements of a teaching system of reading around the word ACTIVE (Nunan, 2003, p. 79-81) :

**Activate prior knowledge** means that prior to each reading passage is beneficial to engage the readers in an activity that gets them thinking about what they already know about the topic of the reading. In this case, the teacher can ask

the students to make inferences of the text they read to activate their prior knowledge.

**Cultivate vocabulary**, in this element word webs are a very good activity for building students' vocabulary skills. Begin by writing a key concept in the middle of the chalkboard. The teacher may choose a concept and let the students work individually, in small groups, or as a class in building from the center of the word web by adding other vocabulary that is related to the key word.

**Teach for comprehension** means that asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The students read together and discuss how to understand what is written.

**Increase reading rate**, in this element the teacher ask the students to read a short passage over and over again until they achieve criterion levels of reading rate and comprehension.

**Verify reading strategies** means that the teacher ask the readers to respond verbally to five questions. (1) What are you trying to accomplish? (2) What strategy(ies) are you using? (3) Why did you select this/these strategy (ies)? (4) How well is/are the strategy (ies) working? (5) What other strategy(ies) could you use to accomplish your purpose?.

**Evaluate progress**, in this element, reading journals are an effective way to evaluate reading progress. Students make a journal entry each day. They respond to different questions based on different areas of focus they are working on in class.

### 2.1.3 Concept of Reading Comprehension

Reading comprehension is reading activities that can build an understanding in order to know the meaning of the text being read. According to Woolley (2011, p. 15), reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text.

In reading process, the reader should comprehend what they read to get the informations from the text. Harvey ( 2012, p. 2) states that comprehension is a process that involves thinking, teaching, past experiences, and knowledge. Reading comprehension requires the reader to actually know and understand what they are reading. Brassell and Rasinski (2008, p. 17-18) stated that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

In teaching reading comprehension, it is not only the students who must have ability in comprehending the text but also the teachers must have an appropriate strategy to assist their students in learning process. Most of students really enjoy being entertained and amused. There is also a Hadist which mention that:

عَنْ أَنَسِ بْنِ مَالِكٍ ِ عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلَا تُعَسِّرُوا  
وَيَسِّرُوا وَوَسِّرُوا وَلَا تَتَقَفَّرُوا (اخرجه البخاري في كتاب العلم).

*Meaning : “Make it easy and do not you make a difficult. Annouce and do not you make a run” (HR. Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju’fi).*

The hadits above explains that teaching and learning process must be applied in an easy and enjoyable situation in the classroom. Those situations will make the students not feel bored and depressed in the classroom. The students will be interested and enthusiastic in learning process. A good teacher can create a good classroom atmosphere and interesting teaching process. Therefore, a good teacher must have a suitable strategy in teaching reading comprehension.

#### **2.1.4 Literature Circles Strategy**

According to Rogers and Leochko (2006, p. 5), Literature Circles is a group of people who meets on a regular basis to discuss stories and books. They also said that Literature Circles is forum for the students to articulate their thoughts, opinions, and questions about common material they have read. Literature Circle is strategy to guide students to 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. By most accounts, Literature Circles have been a valuable addition to many kids' school experience, helping to grow more self-sustaining, lifelong readers (Daniels, 2006, p 10).

When introduce Literature Circles, students should expect to fulfill a predefined role they will interchange as the book or group changes. Brown (2002, p. 5-6) states that the roles that students may assume are:

1. **Literary Luminary** points out interesting or important passages within the reading.
2. **Illustrator** uses some form of artwork to represent a significant scene or idea from the reading.

3. **Discussion director** writes questions that lead to discussion by the group.
4. **Connector** finds connections between the reading material and something outside the text, such as a personal experience, a topic studied in another class, or a different work of literature.
5. **Vocabulary Builder** discusses words in the text that are unusual, interesting, or difficult to understand. Students find the roles are important to make the group function properly.

There are many benefits to using Literature Circles as part of reading program. Elhess and Egbert (2015, p. 14-15) stated that recent evidence demonstrates that literature circles positively impact student learning processes and language development.

### 1. **Improved Comprehension Skills**

As students perform their roles, they draw information from the text, pay attention to details to support their ideas, highlight main ideas, and respond critically to what they have read by making judgments about the characters' intentions and actions, and about how and why things happened in the story.

### 2. **Increased student participation in a safe environment**

Learners may feel more comfortable working with their peers than being constantly monitored or corrected by the teacher and may be more willing to share their viewpoints without feeling anxious about making mistakes.

### 3. **Enhanced responsibility and motivation**

Another benefit of Literature Circles is helping students feel a sense of ownership and responsibility.

#### **4. Expanded collaborative discussion**

Reading specialists highlight discussion, student response, and collaboration all aspects of Literature Circles as important for providing a way for students to engage in critical thinking and reflection.

#### **5. Develop oral proficiency**

Working in Literature groups provides students with opportunities for social interaction and communication about issues important to them.

#### **6. Increasing scaffolding opportunities**

This scaffolding shapes students' attitudes, helping them realize that their reading challenges are solvable, and increases their interest and involvement in the given activity.

#### **7. Reinforced writing skills**

Reading interactions may have positive effects on writing skills in general; they may also support greater participation and involvement as students share and shape their opinions on paper.

### **2.1.5 Teaching Reading Comprehension through Literature Circles Strategy**

In improving reading comprehension, Literature Circles Strategy can be used when the students work in group and discuss the literary text in a role. Every student in a group will be six students. Rogers and Leochko (2006, p. 5) stated that each member of the circle is equal and participation should be equal among all group member.



In this study, Literature Circles Strategy will be used for teaching reading comprehension. It is important to make sure that Literature Circles Strategy is not ambiguous and have many valuable experiences in teaching and learning process. Brown (2002, p. 5) states that the effect of this study on the group of teachers was essential to helping students grow as thinkers and readers. Furthermore, Daniels (2006, p.10) states that by most accounts, literature circles have been a valuable addition to many kids' school experience, helping to grow more self-sustaining, lifelong readers.

Based on the research conducted by some researchers, Literature Circles Strategy was effective in improving students' reading comprehension achievement. The use of Literature Circles Strategy was significantly improve the students' reading comprehension achievement because in this case the students comprehend the text by playing the role in Literature Circles and share the information based on the role they got to the other students in a group (Briggs, 2010; Brown, 2002).

In implementing Literature Circles Strategy, there are many benefits to the students when the teachers apply this strategy in teaching and learning process. Rogers and Leochko (2006, p. 6) explained that there were tree value of Literature Circles, there are communication, quality of reading, and sense of community. Furthermore, Brown (2002, p. 7) states that the students that were involved in the Literature Circles learned a number of useful reading strategies and developed language they needed to talk about the texts and gained confidence in communicating their ideas to others.

### **2.1.6 Procedures of Literature Circle Strategy**

Rogers and Leochko ( 2006, p. 9-10) state that the teachers have compiled a list of roles, a strategy for teaching each role and dynamics of group communication through mini-lesson, and a number of short stories that teacher can use to help students to understand their role in Literature Circles.

#### **1. The highlighter**

The highlighter reads aloud two sections of the story. Each section should be one or two paragraph in length. The highlighter chooses whatever he or she feels should be highlighted. It can be a funny section, or a confusing section. The highlighter then asks the other in the group why they think these sections were chosen.

#### **2. The relater**

The relater finds connections between the story and the world in which he or she lives (their reality). The student should find two or three connections. The others in the group suggest why the relater chose the sections.

#### **3. The picture maker**

The picture maker uses his or her imagination to interpret part of the story visually. The picture can be a sketch, painting, cartoon, diagram, or collage. It should represent a feeling or idea from the story.

#### **4. The word detective**

The word detective comes to the group with three special words, ready to explain the meaning of each. The words might be unfamiliar to the student, or

may simply sound interesting, prompting the word detective to study the root and meaning of each.

### **5. The profiler**

The profiler chooses one main character and tries to determine what kind of personality the character has, based on the description of appearance, and what he or she says and does. The profiler lists and explains the personality traits and cites three examples of each trait in the story.

### **6. The question maker**

The question maker prepares questions that will start the group discussion. The question maker learns the difference between open and closed-ended questions (big and little questions). He or she asks questions to all members of the group. When the question maker role is shared among the group members, have each student come to group with one question.

#### **2.1.7 Concept of Narrative Text**

A narrative is a kind type composed both in written and spoken form, which describes a sequence of real or unreal events. Narrative is one of the commonest text types that students are expected to use early on their school life. Gamble and Yates (2002, p. 20) stated that narrative text relates a sequences of event. Narrative is defined as the act, process or skill of telling a story. Moreover, narrative text is an imaginative story to entertain and engage the reader in imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Furthermore, Bonvillian (2003, p. 94-95) defined narratives are stories or framed segments of ongoing discourse that relate or report events in chronological sequence. There are many kind of narratives: historical narratives that recount events in the history of a community or a people; mythic narratives that recount happenings in primordial times or in a realm other than our own; and personal narratives that relate events in the speaker's life (or in the lives of persons whom the speaker is describing). A narrative is not an exhausting recounting of every element of the reported experience but is the outcome of the narrator's editing.

Gamble and Yates (2002, p. 39-40) stated that there are four elements in narrative text:

1. Exposition: the scene is set and characters are introduced.
2. Complication: the characters' lives become complicated in some way.
3. Climax: this is the point in the story where suspense is at its highest.
4. Resolution: provides a solution for the complication.

Based on the definition above, narrative text can be regarded as a kind of text that purposes to tell a story which contains a series of events or actions chronologically. The purpose of this text is to entertain or to amuse the readers or listeners about the story. Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, and epic) and its plot consists of orientation, climax of the story (complication) the followed by the resolution.

## **2.2 Previous Related Study**

There are some previous studies which are related to the writer's presents study.

The first study was conducted by Angeline in 2015, entitled "Teaching Reading by Combining Literature Circle and Reciprocal Teaching Strategies for X Grade Students of Senior High School." The result of the study is teaching reading by implementing Literature Circle and reciprocal teaching strategy at senior high school has the significant effect to the students' reading comprehension achievement.

The second study entitled "Literature Circles in Action in the Middle School Classroom" written by Brown in 2002. The purpose of this study was to determine the effectiveness of using Literature Circles to improve reading comprehension skills of eighth grade students in a middle school located in middle Georgia. In this study, a quasi-experiment was used. Both groups were pre-tested and post-tested. The sample of this study was from the eighth reading classes, from a small public middle school in rural Georgia. The population is composed primarily of African-American students. The participants in this study were two classes heterogeneously grouped eight graders. Class A had 15 boys and 8 girls. Class B had 16 boys and 5 girls. The results of this research support the use of Literature Circles Strategy help improve reading comprehension skills.

The third is Briggs in 2010 who conducted a research entitled "Using Literature Circles to Increase Reading Comprehension in Third Grade Elementary Students." This study was based on the following assumption: by working in

Literature Circles, students will develop better comprehension; by increasing reading comprehension, students will develop self-esteem, which will allow them to be more successful throughout their school careers, and give them opportunities for a better future. This research found that through the use of Literature Circles students developed better comprehension skills while increasing social skills that will lead to enriched learning. This study was significant because it is supported the idea, and the students were engaged and having fun running their own role in Literature Circles.

The last, Sari in 2014 conducted her research entitled “The Effect of Using Literature Circles on Students’ Reading Achievement (An Experimental Study to the Second Grade Students at SMP N 2 Lebaksiu in the Academic Year of 2013/2014).” This study is an experimental research using two-group design. Population of this research is the second grade of SMP N 2 Lebaksiu which are totally 272 students. The writer uses cluster random sampling as the method to get the sample. The total number of the samples are 60 students. In this study, there is a positive effect on the students’ reading achievement of the second grades at SMP N 2 Lebaksiu in the academic year of 2013/2014 after they are taught using Literature Circle. The result of t-test is 2,806, whereas t-table is 1.645. It means that t-test is bigger than t-table ( $2,806 > 1,645$ ). Based on the conclusion, she suggests to use Literature Circle in teaching and learning Reading.

All in all, the research above are considered different from the writer’s study especially in the first previous research, she did the research in teaching narrative reading by combining the Literature Circles and reciprocal teaching

strategies. That the writer will do only using Literature Circles Strategy. Then, the second until the last previous study were quite similar to the writer's study. The difference is only in subject of the study.

### **2.3 Research Setting**

In this study, the writer conducted her reaserach at SMA N 1 Lempuing Jaya as the research subject. SMA N 1 Lempuing Jaya is located at Jl. Lintas Timur, Km. 115 Ogan Komerling Ilir Regency. The certificate of Accreditation of SMA N 1 Lempuing Jaya is rated A. The headmaster of SMA N 1 Lempuing Jaya is Dra. Rida Masnawati, M.Si in the academic year of 2016/2017. The number of the students with total amount 619 students. The number of X grade are 249 students, XI grade are 159 students, and XII grade are 211 students. Total amounted of class consisting 15 classes.

## CHAPTER III

### METHOD AND PROCEDURES

This chapter describes: (1) research method; (2) research variables; (3) operational definitions; (4) population and sample; (5) technique for collecting the data; (6) research instrument analysis; and (7) technique for analyzing the data.

#### 3.1 Research Method

In this study, the writer used an experimental research. According to Fraenkel, et. al. (2012, p. 265), experimental research is the best way to establish cause and effect relationships among variables. In this research, the writer used Quasi Experimental design. Specifically, one of the quasi experimental design used in this research was pretest-posttest non-equivalent control group design. There were two groups, they were experimental and control group which both were given the pretest and posttest. The writer did the treatments by using Literature Circle Strategy to the experimental group, but the control group was not. Cresswell (2009, p. 160) states that the experimental group A and the control group B selected without random assignment, both group takes a pretest and posttest, only the experimental group receives the treatments.

According to Cohen, Manion, and Marrison (2007, p. 283), The figure of Pretest-Posttest Non-equivalent Groups Design as follows:

Experimental	O1	X	O2
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Control	O3		O4



Where:

- O<sub>1</sub> : pre-test in experimental group
- O<sub>3</sub> : pre-test in control group
- X : treatment in experimental group using literature circles strategy
- O<sub>2</sub> : post-test in experimental group
- O<sub>4</sub> : post-test in control group
- = Dashed line (Non random)

### 3.2 Research Variables

According to Creswell (2012, p. 112), a variable is a characteristics or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. Meanwhile Fraenkel, et al (2009, p. 39), variable is a concept – a noun that stands for variation within a class of objects, such as chair, weight, gender, colour, size, shape, achievement, motivation.

There were two kinds of variable in this study: independent variable and dependent variable. According to Creswell ( 2012, p. 115-116), dependent variable is an attribute or characteristic that is dependent on influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In this study, the independent variable refers to the use of literature circles strategy, while dependent variable in this study refers to the tenth grade student's narrative reading achievement.

### **3.3 Operational Definitions**

The title of this study was “ Teaching Narrative Reading by Using Literature Circles Strategy to the Tenth Grade Students of SMA N 1 Lempuing Jaya”. From the title, there are some terms that need to be explained more to avoid misunderstanding and misinterpretation. They are literature circle strategy and narrative text.

1. The term of narrative reading was the students’ reading activity of narrative text by using their comprehension. In this term, the students required to understand a narrative text which involves its characters, its structural, its contents, etc. The students also encouraged to comprehend the purpose of narrative text, to identify the important part of the text, and also being able to answer the questions relate to the text.
2. The term of Literature Circles strategy was a technique used as a treatment and gave to the experimental group. By using Literature Circles strategy, the students required to analyze the passage by identifying the information and relate between the passage and their previous experience. The purposes of this technique were to increase reading activity and to train the students to think systematically and critically.

### 3.4 Population and Sample

#### 3.4.1 Population

Frankel, et al (2009, p. 90) stated that the population is the larger group to which one hopes to apply the result. In addition, Creswell (2012, p.142) states that a population is a group of individuals who have the same characteristic. The population in this research was the students of the tenth grade of SMA N 1 Lempuing Jaya. Based on the data, there were 249 students, consist of six classes. The data can be seen in the table 1 bellow.

**Table 1**  
**Population of the Study**

No	Class	Male	Female	Number of Students
1.	X MIA 1	12	23	35
2.	X MIA 2	17	19	36
3.	X MIA 3	13	23	36
4.	X IIS 1	17	20	37
5.	X IIS 2	19	17	36
6.	X IIS 3	16	20	36
<b>Total</b>				<b>249</b>

*(Source : School Administration of SMA N 1 Lempuing Jaya in Academic Year 2016/2017)*

#### 3.4.2 Sample

A sample in a research study is the group on which information is obtained (Frankel, et al, 2009, p. 90). A sample of this study was taken from the population. Creswell (2012, p. 142) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

In this research, the sample of this study was taken by using purposive technique sampling. According to Fraenkel, et al (2009, p. 99), Purposive sampling is different from convenience sampling in that researchers do not simply

study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. The writer purposively clasified the subjects based on the students' score averange, and the same teacher. In other words, the total number of students as the sample in this study were 71 students. It would be the students in X MIA 1 and X MIA 3 classes. The following table shows the distribution of sample.

**Table 2**  
**Sample of the Research**

No	Class	Group Categorize	Male	Female	Number of students
1	X MIA 1	Control Group	12	23	35
2	X MIA 3	Experimental Group	19	17	36
<b>Total</b>					<b>71</b>

### **3.5 Techniques for Collecting the Data**

#### **3.5.1 Test**

Test is a means of measuring the knowledge, skill, feeling, intelligence in an individual or group. According to Brown (2004, p. 3), a test is method of measuring a person's ability, knowledge, and performance in a given domain. In this study, the writer gave the test in form of pre- test and post- test. The test was used twice as an instrument: for pre-test and post-test. Before the test was given to the samples, the test had been asked to the validators on the appropriateness and had been tried out first in SMA N 1 Lempuing.

In collecting the data, the writer used reading comprehension test in the form of multiple choice and the total of questions were fourty questions which consist of five options (a, b, c, d, and e). To take the score, the true answer scores

divided with the total of the questions. The purpose of the test was to measure the students' reading comprehension achievement before and after the treatments.

#### **3.5.1.1 Pre-test**

A pretest provides a measure on some attributes or characteristic that is assessed for participants in experiment before a treatment (Creswell, 2012, p. 297). Pre-test did before treatments in both group, experimental and control group. The writer gave the same questions in both test, pre-test and post-test. The students gave the chance for 90 minutes to answer the question. Pre-test did to know students' reading comprehension achievement before the writer give the treatments.

#### **3.5.1.2 Post-test**

A post-test is a measure on some attributes or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2012, p. 297). Post-test did after treatments in both group, experimental and control group. This test did to compare students' score in reading comprehension before and after treatment.

#### **3.1.5.3 Scoring**

$$\text{GRADE} = \frac{\text{The Amount Score}}{\text{The Highest Score}} \times 100\%$$

The highest score followed the total test items obtained after testing validity and realibility. The total score that the students got if they answer all questions correctly were 100 points. Then, the score categorized as follows:

**Table 3**  
**The Score Categories**

The Range of Score	Qualitative Score	
85-100	Excellent	A
75-84	Very Good	B
55-74	Fair	C
<54	Poor	D

*(Source: Standard assessment of SMA N 1 Lempuing Jaya)*

### **3.6 Research Instrument Analysis**

Research Instrument Analysis is test-question items design for students' pre-test and post-test activities. The test-question items which used for students' pre-test was the same as it is given for students' post-test activities. Before they implemented as research instrument, it must be analyzed or checked for their validity and reliability tests.

#### **3.6.1 Validity Test**

Fraenkel, et al. (2012, p. 147) state that validity is the most important idea to consider when preparing or selecting an instrument for use.

##### **3.6.1.1 Construct Validity**

According to Krysik and Finn (2007, p. 150), construct validity is based on the way a measure is related to the other variables within a system to theoretical relationships. After constructing the instrument, then it is consulted to achieve some expert judgments to evaluate whether the components of the instrument are valid or not to be applied in research.

In this study, the writer had consulted the instrument with two validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. They are Amalia Hasanah, S.S., M. Pd. and

Manalullaili, M. Ed. The result from the validators can be assumed that the test instrument and lesson plan are appropriate to be used in this research study. (See appendix 2).

### **3.6.1.2 Validity of Each Question Item**

Validity of each question item used to indicate whether the test item of the instruments in each question is valid or not. To find out the validity of the test question items, the writer did try-out to know whether it is valid or not, the score of significance (r-output) will be compare with the score of (r-table) of product moment.

Sugiyono (2010, p. 190) states that the instrument is valid, if the result of  $r_{\text{count}}$  is 0.3 or higher than 0.3. Then, the result of the test was analyzed by using SPSS Statistics Program Version 21.0 software.

In this case, the writer had already tried out the research instrument at SMA N 1 Lempuing on Monday, July 25<sup>th</sup> 2016. The research instruments were tested to 34 students of the tenth grade students. The result analysis of validity of each question item was available in appendix (see appendix 3).

From the result analysis of each question item, there are 44 questions considered valid since the scores of significance are higher than 0,339. It can be took 40 items from 44 items. They are question item numbers; 11,12,13,14,16,20,22,24,25,26,27,28,29,31,33,34,37,38,39,41,42,44,46,48,49,50,51,52,53,54,56,57,58,59,60,62,63,65,66, and 70. In the other hand, the other 4 items are leaved away (erased). They are question item numbers; 6,7,8, and 10. Then, it was found that there are 26 questions considered invalid since the scores

of significance are lower than 0,339. They are question item numbers; 1,2,3,4,5,9,15,17,18,19,21,23,30,32,35,36,40,43,45,47,55,61,64,67,68, and 69.

### 3.6.1.3 Content Validity

According to Krysik and Finn (2007, p. 150), content validity is concerned with both the choice of the items and the degree to which the measure has captured the entire domain of the concept. In order to know if the contents of the test items are appropriate, the writer checked the test materials to the curriculum. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus (see appendix 4). The analysis result in constructing the content validity in this research instrument is presented in the specification table as follows;

**Table 4**  
**Test of Specification Table**

Objectives	Test Material	Indicators	Number Of Items	Tot	Types of Test	Answer Key
The students are able to respond, understand, and comprehend the written meaning of reading text in short functional texts and essay in the context of daily life.	Narrative Text	The students are able to:		40	Multiple Choice	a,a,a,c,b,c b,a,d,b,a,e, a,a,a,d.
		- Identifying specific information of each paragraph	1,2,4,7,8,10,12 ,15,19,25,28,3 2,34,35,39,40.			
		- Identifying the main idea of each paragraph	6,21,27			
		- Identifying meaning of words	3,9,11,18,20,2 3,24,30,31,38.			d,b,c,e,a,b d,c,a,a,



		- Identifying personal pronoun of the text	14,16,22,29,36			e,c,a,a,d
		- Identifying characters in the text	13 and 17			d and a
		- Identifying communicative purpose of the text	33			a
		- Identifying moral lesson of the text.	5 and 26			c and e

### 3.6.2 Reliability Test

Reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents (Cohen, et al, 2007, p. 146). Furthermore, Fraenkel, et al, (2009, p. 154) stated that reliability refers to the consistency of the scores obtained how consistence they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability test measures whether or not research instrument will use for pre-test and post-test activity are reliable.

After try out, to measure the test, The writer calculated the students' score using Split Half in by SPSS version 21.0 programs with *spearman-brown prophecy formula* in internal consistency reliability. Frankel, et al. (2012, p. 156) assume that split half involves scoring two halves (usually odd items versus even item) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores. The output of the result analysis reliability test using Split Half method is presented as follows;

**Table 5**  
**Result of Reliability Analysis Using Split Half**

N	Guttman Split-Half Coefficient
34	0.721

From the result of measuring reliability test using Split Half method, it was found that the p-output of Guttman Split-Half Coefficient is 0.721 (see appendix 4). From the score it can be stated that the reliability of the test is reliable since the reliability was higher than 0.70. Fraenkel, et al, (2012, p. 157) assume that For research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher.

### **3.6.3 Research Treatments**

Treatment refers to any process designed to find out that something is workable, effective, and valid. The writer did the experiment by applying Literature Circles Strategy to the sample, the tenth grade students of SMA N 1 Lempuing Jaya in the academic year 2016/2017.

Research treatments had been designed for fourteen meetings including pretest and posttest activities. The treatments were given only in experimental groups. The reading materials were taught based on teaching learning objectives that refer to the English syllabus of Senior High school. The learning materials were taken from some English Books for SMA Class X and internet.

#### **3.6.4 Readability Test**

Readability test had been done to know the appropriate level of reading text for students' class level in comprehending the reading texts. According to Richardson, Morgan, and Fleener (2009, p. 173), readability is the match between reader and text, it suggests that content is clear, well expressed, and suited to the reader. Readability test was done to put the reading texts in an appropriate class meeting based on the difficulty level for each reading text during research treatment and it also done to manage for each reading text in research instrument and research treatment. It starts from very easy text to the harder in order the students do not feel shocked with the text. The name of application to measure readability test is Readability Formula. Readability Formula test can be accessed from <http://www.readabilityformula.com>.

The result analysis in constructing the readability test online is presented in the specification table including: text title, flesch-kincaid reading ease, text statistic (character count, syllable count, word count, sentence count, character per word, syllable per word, word per sentence), and text category. According to Fielding (2006, p. 205), there are some categories of flesch reading ease score. For more detail, the categories can be seen in the following table 6 and 7.

**Table 6**  
**Flesch Reading Score and Description of Readability**

<b>Flesch Reading Score</b>	<b>Description of Readability</b>
90-100	Very Easy
80-90	Easy
70-80	Fairly Easy
60-70	Standard
50-60	Fairly Difficult
30-50	Difficult
0-30	Very Difficult

**Table 7**  
**Flesch Reading Score and School Reading Level**

<b>Flesch Reading Score</b>	<b>Grade</b>
90-100	5
80-90	6
70-80	7
60-70	8-9
50-60	10-11
30-50	Post School/College
0-30	University Graduate

There were two readability tests in this study. They were readability test for research instrument and readability test for research treatment. The explanation as follows:

#### **3.6.4.1 Result of Readability Test of Research Instrument**

There were some results got after checking readability test for research instrument texts in flesh kincaid reading score and the text statistic are categorized as standard reading ease. The result can be seen on the following table:

**Table 8**  
**Result of Readability Test for Research Instrument Texts**

No	Text Title	Text statistics							Reading Ease	
		Flesch-Kincaid Reading Ease	Characters Count	Syllable Count	Word Count	Sentence Count	Characters per Word	Syllables per word		Word per Sentence
1	Orpheus	68.7	2.033	643	497	68	4.1	1.3	7.3	Standard
2	Queen Aji Bidara Putih	63.6	3.062	1.029	729	113	4.2	1.4	6.5	Standard
3	The White Butterfly	62.7	1.781	593	475	26	3.8	1.3	9.6	Standard
4	Why the Rice Stopped Rolling	61.8	2.033	643	497	68	4.1	1.3	7.3	Standard
5	Ass don't Have Brain	61.3	2.560	834	698	97	3.7	1.2	7.2	Standard
6	Sangkuriang	61	4.053	1.336	966	95	3.2	1.4	10.2	Standard

From the result of research instrument readability test. The text category are standard to read. It was appropriate for the tenth grade. Rahma and Gunadi (2012, p. 3) stated that reading level of Indonesian as second language learners should be lower than reading level of English at first language learners. Reading level of English at first language learners was fairly difficult reading ease. It would be appropriate when the reading level of Indonesian as second language learners were in standard reading ease.

### 3.6.4.2 Result of Readability Test of Research Treatment

There were some results got after checking readability test for research treatment text in flesh kincaid reading score and the text statistic was categorized as standard reading ease. The result can be seen on the following table:

**Table 9**  
**Result of Readability Test for Research Treatment Texts**

No	Text Title	Text statistics							Reading Ease	
		Flesch-Kincaid Reading Ease	Characters Count	Syllable Count	Word Count	Sentence Count	Characters per Word	Syllables per word		Word per Sentence
1.	Princess Aurora	69	2.685	825	626	60	4.3	1.3	10.4	Standard
2.	Paul Bunyan	68.7	1.241	391	307	21	4.0	1.3	14.6	Standard
3.	Thumbellina	68.4	4.375	1.412	1.057	84	4.1	1.3	12.6	Standard
4.	Indian and his Pet	68.4	4.525	1.384	1.060	74	4.3	1.3	14.3	Standard
5.	Loro Jonggrang	68.3	13.383	4.179	3.358	159	4.0	1.2	21.1	Standard
6.	Malin Kundang	67.6	1.681	554	416	29	4.0	1.3	14.3	Standard
7.	Cindelas	65.9	1.879	689	488	55	4.3	1.4	8.9	Standard
8.	Pinochio	64.8	2.087	470	329	44	4.2	1.4	7.5	Standard
9.	Rapunzel	64.1	5.588	1.754	1.413	61	4.0	1.2	23.2	Standard
10.	The Snow Bridge	64	4.131	1.313	965	65	4.3	1.4	14.8	Standard
11.	Bloody Marry	61	2.833	875	705	41	4.0	1.2	17.3	Standard
12.	Apollo and Daphne	60.3	1.632	538	360	16	4.5	1.5	22.5	standard

From the result of instrument readability test. The text category are standard to read. It was appropriate for the tenth grade. Reading level of English at first language learners was fairly difficult reading ease. It would be appropriate when the reading level of Indonesian as second language learners were in standard reading ease.

### 3.6.5 Research Teaching Schedule

This treatment was implemented to the tenth grade students of SMA N 1 Lempuing Jaya. There were twelve meetings, and 90 minutes (2 x 45) for each meeting.

**Table 10**  
**Research Teaching Schedule**

No	Text Title	Kinds of Text	Meeting	Time Allocation
Pre-test				
1.	Princess Aurora	Narrative Text	2 <sup>nd</sup>	2x45
2.	Paul Bunyan		3 <sup>rd</sup>	2x45
3.	Thumbellina		4 <sup>th</sup>	2x45
4.	Indian and his Pet		5 <sup>th</sup>	2x45
5.	The Legend of Loro Jonggrang		6 <sup>th</sup>	2x45
6.	Malin Kundang		7 <sup>th</sup>	2x45
7.	Cindelas		8 <sup>th</sup>	2x45
8.	Pinochio		9 <sup>th</sup>	2x45
9.	Rapunzel		10 <sup>th</sup>	2x45
10.	The Snow Bridge		11 <sup>th</sup>	2x45
11.	Bloody Marry		12 <sup>th</sup>	2x45
12.	Apollo and Daphne		13 <sup>th</sup>	2x45
Post-Test				

### 3.7 Techniques for Analyzing the Data

In analyzing the data, the writer used and described some techniques as follow:

#### 3.7.1 Data Description

Before analyze the data, distribution of the data used to see discription of frequency data and descriptive statistics. The procedure in distribution of the data will describe, as follow:

### **3.7.1.1 Distribution of frequency data**

In distribution of frequency data, the students' score, frequency, percentage were achieved. The distribution of frequency data was got from students' pretest scores in control and experimental group and students' posttest scores in control and experimental group.

### **3.7.1.2 Descriptive statistics**

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation was analyzed. Descriptive statistics was obtained from students' pretest and posttest scores in control and experimental group

## **3.7.2 Prerequisite Analysis**

Before analyzing the data, prerequisite analysis did to see whether the data obtain are normal or homogen. The following is the procedures in prerequisite analysis.

### **3.7.2.1 Normality test**

Normality was conducted to know whether the data obtain is normal or not. Flynn (2003, p. 17) states that a value less than 0.05 indicates that the data are non-normal. In order to test the normality, the writer used Kolmogorov-Smirnov in SPSS program. The normality test used to measure students' pretest posttest scores in both groups (control and experimental group).

### **3.7.2.2 Homogeneity test**

Homogeneity test was used to measure the data obtained whether they are homogen or not. Flynn (2003, p. 18), the data can be categorized homogeny whenever it is higher than 0.05. The homogeneity test was used to measure



students' pretest and posttest scores in both groups (control and experimental group). In measuring homogeneity test, the writer was used Levene Statistics in SPSS.

### **3.7.3 Hypothesis Testing**

In measuring significant improvement and significant difference on students' reading comprehension narrative text score taught by using literature circles strategy, the writer analyzed the differences using t-test, paired sample t test and independent sample t-test in SPSS 21 software application. The explanations as follows:

1. In measuring a significant improvement, Paired Sample t-test was used for testing the students' pretest to post-test scores in experimental group and students' pretest to post-test scores in control group. A significant improvement on experiment group found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table (2,0301). Furthermore, a significant improvement on control group found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table (2,0322).
2. In measuring a significant difference, Independent Sample t-test was used for testing student's pretest scores and posttest scores in control and experimental groups. A significant difference found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table (1,9949).

## CHAPTER IV

### FINDINGS AND INTERPRETATION

This chapter presents: (1) findings and (2) interpretation of this study.

#### 4.1 Findings

In findings, the writer presents data description, pre-requisite analysis and hypothesis testing.

##### 4.1.1 Data Description

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were obtained from: (1) pre-test scores in control and experimental groups (2) post-test scores in control and experimental groups.

##### 4.1.1.1 Distribution of Frequency Data

###### (1). Students' Pre-test Scores in Control and Experimental Groups

In distribution of data frequency, the writer got the interval score, frequency and percentage (see appendix 6). The result of the pre-test scores in control and experimental group are described in Table 11.

**Table 11**  
**Distribution of Data Frequency and Descriptive Statistic on Students' Pre-test Scores in Control and Experimental Groups**

	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std Deviation
<b>Control Group</b>	Excellent	35	0	0%	40	72.5	53.4286	7.50210
	Very Good		0	0%				
	Fair		15	43%				
	Poor		20	57%				
<b>Experimental Group</b>	Excellent	36	0	0%	40	65	51.8750	7.86106
	Very Good		0	0%				
	Fair		12	33.3%				
	Poor		24	66.7%				

Table 11 showed that, in experimental group there were twenty four students (66.7%) who got the scores bellow 54 in category poor, and there were twelve students (33.3%) who got the scores between 55-74 in fair category. Meanwhile, in control group showed that, there were twenty students (57%) who got the scores bellow 54 in category poor, and there were five teen students (43%) who got the scores between 55-74 in category fair.

## (2). Students' Post-test Scores in Control and Experimental Groups

In distribution of data frequency, the writer got the interval score, frequency and percentage (see appendix 7). The result of the post-test scores in control and experimental group are described in Table 12.

**Table 12**  
**Distribution of Data Frequency and Descriptive Statistic on Students' Post-test Scores in Control and Experimental Groups**

	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std Deviation
<b>Control Group</b>	Excellent	35	1	2.9%	45	85	61.9286	7.63057
	Very Good		2	5.7%				
	Fair		28	80.1%				
	Poor		4	11.5%				
<b>Experimental Group</b>	Excellent	36	1	2.8%	50	85	67.8472	7.58647
	Very Good		6	16.8%				
	Fair		28	78%				
	Poor		1	2.8%				

Table 12 showed that, in control group there were four students (11.5%) who got the scores bellow 54 in category poor, twenty eight students (80.1%) who got the scores between 55-74 in category fair, two students (5.7%) who got the score between 75-84 in category very good and one student (2.9%) who got the

score between 85-100 in category excellent. Meanwhile, in experimental group there were one student (2.8%) who got the scores below 54 in category poor, twenty eight students (78%) who got the scores between 55-74 in category fair, six students (16.8%) who got the scores between 75-84 in category very good, and one student (2.8%) who got the score between 85-100 in category excellent.

#### **4.1.1.2 Descriptive Statistic**

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score and standard deviation were analyzed. The results of the tests were presented in the form of scores ranging from 0 to 100 based on the result of each test. The maximum score for narrative reading text by using Literature Circle Strategy in the pre-test of the experimental group was 65.00, the minimum score was 40.00, the mean score was 51.8570, and the score of standard deviation was 6.16369. Furthermore, The maximum score for narrative reading text in the post-test of the experimental group was 85.00, the minimum score was 50.00, the mean score was 67.8472, and the score of standard deviation was 7.58647 (see appendix 8).

Meanwhile, the maximum score for reading narrative text by using strategy that is used by the teacher of English at SMA N 1 Lempuing Jaya in the pre-test of the control group was 72.50, the minimum score was 40.00, the mean score was 53.4286, and the score of standard deviation was 7.50210. furthermore, The maximum score for reading narrative text in the post-test of the control group was 85.00, the minimum score was 45.00, the mean score was 61.9286, and the score of standard deviation was 7.86106 (see appendix 9).

#### 4.1.2 Prerequisite Analysis

In this part, the writer analyzed the normality and homogeneity of students' pretest and posttest scores in experimental and control group.

##### 4.1.2.1 Normality Test

Normality test was used to find out whether or not the distribution of pretest and posttest scores was normal. *One Sample Kolmogorov-Smirnov* formula in SPSS 21 was applied to analyze the normality distribution. The data were obtained from the students' pretest and posttest scores in experimental and control group. The scores were considered normal if the significance of normality test (p-output) is higher than 0.05.

#### (1) Students' Pretest and post-test Scores in Experimental and Control Groups

The result of normality test of students' pre-test in experimental and control group are described in the table 13.

**Table 13**  
**The Result of Normality Test of Students' Pretest and post-test in Experimental and Control Groups**

No	Group	Test	N	Kolmogrov Smirnov Z	Sig.	Result
1	Control Group	Pre-test	35	1.284	0.074	Normal
		Post-test		0.984	0.228	
2	Experimental Group	Pre-test	36	0.758	0.614	Normal
		Post-test		0.996	0.274	

Based on the table above, the result showed that the significance value of the students' pretest in control group was 0.074, while the experimental group was 0.614. From the score, it could be stated that the students' pretest score in

experimental and control groups were considered normal since the result of p-output were higher than 0.05.

Furthermore, the result showed that the significance value of the students' post-test in control group was 0.288, while the experimental group was 0.274. From the score, it could be stated that the students' pretest score in control and experimental group were considered normal since the result of p-output were higher than 0.05. (see appendix 10 and 11)

#### 4.1.2.2 Homogeneity Test

To compute homogeneity test, Levene statistics in SPSS 21 was applied. The result of computation would indicate whether or not the pre-test and post-test variance of the experimental and control groups were homogenous.

##### (1) Students' Pre-test and post-test Scores in Experimental and Control Groups

The result of homogeneity test of students' pre-test and post-test scores in experimental and control group are described in the following table.

**Table 13**  
**The Result of Homogeneity Test of Students' Pretest and posttest Scores in Experimental and Control Groups**

No	Group	Test	N	Levene Statistic	Sig.	Result
1	Control	Pre-test	35	0.399	0.530	Homogenous
	Experimental		36			
2	Control	Post-test	35	0.244	0.623	
	Experimental		36			

Based on table above, in the pre-test of experimental and control group were found that the p-output is 0.530. From the result, it could be stated that the obtained score from students' pretest in experimental and control groups are

homogenous, because it is higher than 0.05. Furthermore, in the posttest of experimental and control group were found that the p-output was 0.623. From the result, it could be stated that the obtained score from students' post-test in experimental and control groups are homogenous, because it was higher than 0.05. (see appendix 12)

#### **4.1.3 Hypothesis Testing**

In this study, independent sample t-test was used to measure a significant difference on students' narrative reading comprehension score taught by using literature circles strategy and those who were not at SMA N 1 Lempuing Jaya. The writer also used paired sample t-test to measure a significant improvement on students' narrative reading achievement taught by using literature circles strategy and those who were not at SMA N 1 Lempuing Jaya.

##### **4.1.3.1 Result of Paired Sample t-test in Experimental and control group**

In this study, paired sample t-test was used to measure the significant improvement on the tenth grade students' narrative reading achievement taught by using literature circles strategy before and after treatment. The writer used the paired sample t-test to analyze the result of students' pretest and posttest scores (see appendix 13 and 14). The analysis result of paired sample t-test is described in table 15.

**Table 15**  
**Analysis Result of Paired Sample T-Test from Students' Pre-test to Post-test Scores in Experimental and control Group**

Literature Circles Strategy	Paired Sample T-Test			Ha
	T	Df	Sig. (2-tailed)	
Literature Circles Strategy	16.785	35	0.000	Accepted
Strategy that is usually used by the teacher	7.628	34	0.000	Accepted

Based on the table above, in experimental group, it was found that the p-output is 0.000 with  $df=35$  (2.0301), and  $t\text{-value}= 16.785$ . It can be stated that there is significant improvement from students' pretest to post-test scores in experimental group taught using Literature Circles Strategy since p-output is lower than 0.05 and the t-value (16.785) was higher than t-table (2.0301). It is concluded that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.

Meanwhile, in control group, it was found that the p-output is 0.000 with  $df=34$  (2.0322), and  $t\text{-value}= 7.628$ . It can be stated that there is significant improvement from students' pretest to post-test scores in control group taught since p-output is lower than 0.05 and the t-value (7.628) was higher than t-table (2.0322). It is concluded that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.



#### 4.1.3.2 Analysis Result of Independent Sample t-test on Students' Pre-test and Post-test Score in Experimental and Control Groups

In this study, independent sample t-test was used to measure a significant difference on students' narrative reading score taught by using Literature Circles Strategy and those who were not. Since t-obtained was higher than t-table, and p-output was lower than 0.05, it can be stated that there was a significant difference on students' narrative reading score taught by using Literature Circles Strategy and those who were not (see appendix 15 and 16). The result of independent sample t-test is described in table 16.

**Table 16**  
**Analysis Result of Independent Sample t-test on Students' Pre-test and Post-test Scores in Experimental and Control Groups**

Using Literature Circles strategy and Strategy that is used by the teacher of English at SMA N 1 Lempuing Jaya	Test	Independent Sample t-Test			Ha
		T	Df	Sig. (2-tailed)	
	Pre-test	0.955	69	0.343	Rejected
	Post-test	3.228	69	0.002	Accepted

From the table analysis in the pre-test score, it was found that the p-output was 0.343 and the t-obtained was 0.955. Since the p-output (0.343) was higher than 0.05 and the t-obtained (0.955) was lower than t-table (1.9949). It can be stated that there was no a significant difference on students' narrative reading score before taught by using Literature Circles Strategy and those who were not at SMA N 1 Lempuing Jaya. Therefore, the study should be continued considering that the control group got higher score than experimental group.

Meanwhile, in the post test score, it was found that the p-output was 0.002 and the t-obtained was 3.228. Since the p-output was lower than 0.05 and the t-obtained (3.228) was higher than t-table (1.9949). It can be stated that there was a significant difference on students' narrative reading score taught by using Literature Circles Strategy and those who were not at SMA N 1 Lempuing Jaya.

#### **4.2 Interpretation**

Based on the findings which have been described in the previous section, some interpretations were made as follows:

First, the writer had conducted the pre-test in both experimental and control groups. The result of pre-test score measured students reading comprehension achievement before they were given treatment. The result showed that X MIA 3 got lower than X MIA 1. It was because the students seemed bored and lack of motivation in doing the test. For those reasons, class X MIA 3 was chosen as the experimental group.

Second, there were differences found on students' attitude toward the material during treatment in 12 meeting excluding pre-test and post-test. In the first meeting, the students were still confused on understanding their role. Day (2003, p. 7) states that these roles require a deeper understanding of the text and are not as easy grasped. Finally they got bored to play the role and they lack the ability to concentrate the text. Meanwhile, between fourth and seventh meeting, they slowly could manage their role and concentrate to the text. This strategy is interesting and succeeded when the students could manage their role and shared the informations to other member in a group based on their role. Roghers and

Leochko (2006, p. 5) stated that much attention is currently being paid to Literature Circles in the classroom. Finally, in the next meeting the students could understand the role and the material well. Furthermore, the students were actively involved in the class activities. They were actively involved in all stages given, and they show their interest in learning. Those things improved their reading skill and the improvement also effect the score they got in the post test.

Third, based on the differences between pre-test and post-test score, it was found that the score in the experimental group were higher than their pre-test score. It was because the students in experimental group who taught by using Literature Circles Strategy were active during teaching and learning process. The strategy applied really helped in comprehend reading text. Elhes and Egbert (2015, p. 14) stated that most important of all the benefits, Literature Circles help students develop comprehension skills that are essential when reading a text. Furthermore, the writer found the students in control group still faced difficulties in answering the test. They looked a bit lazy when they did the test. It was because most of students did not have enough knowledge how to break down the literary text. Even though they were also showed the improvent on the post test compared to their pre-test, meanwhile the improvement was not as higher as experimental group. In conclusion, the strategy implemented on experimental group succeeded in improving the students post-test score.

Fourth, based on those conditions, it was influenced to the result of hypohthesis testing both of significant difference and significant improvement. Even though both of group showed the improvement, the experimental group was showed

higher improvement than control group. It was proved by the result of the t-obtain of paired sample t-test, the experimental group got higher score of t-table than control group. Furthermore, in independent sample t-test of students pre-test was showed that t-obtain was lower than t-table and in the post-test score showed that the result of t-obtain was higher than t-table. Therefore, in the pre-test score both of experimental and control group the alternative hypothesis ( $H_a$ ) was rejected and in the post-test score in experimental and control group the alternative hypothesis ( $H_a$ ) was accepted. Brown (2002) on his research showed that although his study gave mixed results when using Literature Circles method independently to teach reading comprehension skills, the basal reader series and activities did no better. Brown (2002, p. 12) states that experiment 1 supported my hypothesis in which the cooperative groups would improve their literacy skills more so than students just receiving traditional drill and practice. It can be stated that Literature Circles Strategy is an effective strategy that could improve students' narrative reading achievement. Furthermore, Day (2003, p. 11) states that Literature circles have great potential to promote reading of historical content because it is an effective strategy that combines cooperative learning environments, shared and independent reading, group discussion, and active participation. students' roles have been open for negotiation and the students themselves have developed the roles further. This development has seen a quite feverish interest develop, particularly when sharing. Furthermore, Some of the attitudes and capabilities that can be tracked through the use of literature circles are attitude to reading, ability to connect with the text

and construct personal meaning from it, ability to express point of view orally or in print, ability to analyse the text critically, ability to reach and substantiate conclusions, attitude and ability to listen to the point of view of others.

Finally, based on the result of this research, Literature Circles Strategy was successfully applied to the tenth grade students who have diverse of background knowledge. Bernadowski (2013, p. 16) states that the benefits of literature circles are numerous and can be applied across age and grade levels helping to prepare preservice teachers with effective strategies to work with diverse populations. Literature Circles Strategy could help the students expand their thinking while reading the text. The students expanded their thinking or ideas by having a discussion or shared in circles to talk about narrative reading, they could recite what they got from text based on their role. Day (2003, p. 11) states that through literature circles, students' ability to clarify, crystallise and justify their thoughts and ideas has improved dramatically. By conducting the research using Literature Circles Strategy, it encourages group collaboration and increase the ability to interact with others and develop their sense of community.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter describes: (a) conclusion and (b) suggestions

#### **5.1. Conclusion**

Based on the findings and interpretation, it can be drawn some conclusion as follows:

First, Literature Circles Strategy was successfully applied to the tenth grade students of SMA N 1 Lempuing Jaya. The students got significant improvement of the implementation of Literature Circles Strategy. Based on the result of pre-test to post-test, Literature Circles Strategy significantly improved students' narrative reading achievement of the tenth grade students of SMA N 1 Lempuing Jaya. For this reason, this strategy would be applicable to be applied to the tenth grade students.

Furthermore, by conducting the research using Literature Circles Strategy, the students were actively involved in the class activities. They were actively involved in all stages given, and they show their interest in learning. It encouraged group collaboration and increased the ability to interact with others and develop their sense of community. Furthermore, the students got improvements during learning literary text. The result related to the improvement of the tenth grade students, as follows;

1. The students became active in learning narrative reading comprehension. It could be seen from their way to play the role during literature circles class.

2. The students increased their comprehension in narrative text.
3. The students could be easy to identify the important part in the story.
4. The students could be easy to answer the questions.
5. The students got improvement on their critical thinking.
6. The students enhanced responsibility and motivation.

## **5.2. Suggestions**

From the findings of this study, some suggestions are offered in order to develop the teaching and learning in EFL classroom. First, the teachers of English especially teacher of English at SMA N 1 Lempuing Jaya can use Literature Circles Strategy as an alternative strategy to improve students' narrative reading achievement so that the teaching and learning process becomes more interesting and attractive for students.

Second, the writer also suggests that Literature Circles Strategy can be used in different grade level. It can be used for grades junior high school to university level. Furthermore, this technique can also be applied both in formal and informal education levels to break down the literary text.

Meanwhile, there are some points that could be manage deeply of the teacher. First, the teacher should be consider the number of students. Literature circles strategy should be six students in each group. Second, the teacher should give simple and clear explanation because Literature Circles strategy will be complicated to the students in the first meeting. Third, because it is Literature Circles, this strategy can be applied only for literary text. Hopefully, this research

can be useful for theoretical references for other researchers who do similar studies which focus on the aspects of reading comprehension.