The Effect Of Literature Circle Strategy On Students' English Reading Comprehension (Quasi Experimental Research at Eleventh Grade of SMAN 4 Kota Bengkulu in Academic Year 2021/2022)

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ABSTRACT

The objective of this study was to find out whether or not there was any effect on students' ability to understand texts between students who were taught using the Literature Circle strategy and were not at SMAN 4 Bengkulu City. In this study, researchers used a Quasi Experimental research nonequivalent pretest-posttest control group design. There were 50 students who were sampled as 25 experimental classes and 25 control classes. In the process of data collection, researchers use tests and documentation as research instruments. The test takes the form of multiple choice containing 20 questions. Tests are given to both experimental and control classes as pre-test and post-test. To verity the hypothesis, researchers used an independent sample t-test in the SPSS 22 program. At the end of the implementation of literature circles the mean students' score reading comprehension pre-test (60`60) and post-test (71.60 were compared, is significant difference. The hypothesis test results show that the output of the independent sample t-test (sig. 2-tailed) is 0.000 which is lower than 0.05 and the tcount value is 4.775 which is higher than the t-table df= 48 (2.010). Based on the results, it can be concluded that literature circles is effective in developing students' abilities to be more active, analyzing, creating, writing, discussing and presenting. It can help to build students motivation and comprehension in their interaction. Therefore, means that teaching reading comprehension skills by using Literature Circle strategies has any effects on students' reading ability to comprehending the texts.

Keywords: Reading Comprehension, Literature Circle Strategy,Quasi- Experimental

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruhnya terhadap kemampuan siswa dalam memahami teks antar mahasiswa yang diajar menggunakan strategi Lingkaran Sastra dan tidak berada di SMAN 4 Kota Bengkulu. Dalam penelitian ini, peneliti menggunakan penelitian Quasi Experimental nonequivalent pretest-posttest control group design. Ada 50 siswa yang diambil sampelnya sebagai 25 kelas eksperimen dan 25 kelas kontrol. Dalam proses pengumpulan data, peneliti menggunakan tes dan dokumentasi sebagai instrumen penelitian. Tes ini berbentuk pilihan ganda yang berisi 20 pertanyaan. Tes diberikan kepada kelas eksperimental dan kontrol sebagai pra-tes dan pasca-tes. Untuk memahami hipotesis, peneliti menggunakan uji-t sampel independen dalam program SPSS 22. Pada akhir pelaksanaan lingkaran sastra, rata-rata nilai siswa membaca pemahaman pra-tes (60'60) dan pasca-tes (71,60 dibandingkan, adalah perbedaan yang signifikan. Hasil uji hipotesis menunjukkan bahwa output uji-t sampel independen (sig. 2-tailed) adalah 0,000 yang lebih rendah dari 0,05 dan nilai tcount adalah 4,775 yang lebih tinggi dari t-table df= 48 (2,010). Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa kalangan sastra efektif dalam mengembangkan kemampuan mahasiswa untuk lebih aktif, menganalisis, membuat, menulis, berdiskusi dan mempresentasikan. Ini dapat membantu untuk membangun motivasi dan pemahaman

siswa dalam interaksi mereka. Oleh karena itu, berarti bahwa mengajarkan keterampilan pemahaman bacaan dengan menggunakan strategi Lingkaran Sastra memiliki efek pada kemampuan membaca siswa untuk memahami teks.

Kata Kunci: Pemahaman Bacaan, Strategi Lingkaran Sastra, Kuasi- Eksperimen

INTRODUCTION

Reading is one of the language skills that students must master in English, and it is a worthwhile educational topic to investigate. Reading activities necessitate comprehension. Reading, according to (Sharma et al., 2013), is the process of comprehending and reading literary works to order to obtain information and knowledge. Students must comprehend not only the text but also its content (Haerazi & Irawan, 2020). Students must acquire reading comprehension skills as early in the learning process as possible to order to obtain information and knowledge contained in written texts. Students must comprehend what they read and deduce the text's meaning. Students can interact with written information to improve and add information to their reading comprehension. Reading comprehension, according to Sharma, Hoof, and Ramsay (2017), is the process of extracting meaning from text.

Reading is one of the fundamental communication skills; however, it is a highly complex technique. Define reading procedure is more than just giving a foreign language voice in writing. In other words, understanding what is written is critical. Furthermore (Febriani & Jono, 2021) Comprehension can be understood as the reader being able to repeat the text. A reader who paid attention to comprehension while reading was usually able to identify the text's content, provide an appropriate response to a text-related question, and draw a conclusion. Some reading skills should be obvious to readers. They can identify vocabulary definitions, signal words, the main ideas of a paragraph, and how to summarize. As the student progresses from a surface level of understanding to a deeper level, comprehension is achieved gradually.

Some students feel that learning to read is easy, but not infrequently some students feel that learning to read is difficult. Because students need to understand the content and information contained in the text. However, according to an interview the researcher conducted with a student at SMAN 4 Bengkulu. He said that learning to read was considered difficult because students had to understand the information in the text and could not complete it. To understand the information and content of a text, students must have sufficient vocabulary and an understanding of the use of grammar. Meanwhile, at SMAN 4 Bengkulu, there are still few students who have good vocabulary and grammar. In the process of learning to read the teacher asks to read the text in front of the class. However, some students feel less confident and shy when they make mistakes in reading the text in front of their friends in class.

There are various ways for reading comprehension, including the Literature Circle strategy (LC). Literature Circles is a reading approach based on the following principles: Students read a self-selected book from a variety of texts that link and expand topics, allowing them to become more interested in reading and motivated while also increasing their vocabulary; share their thoughts in small groups, and then share their responses with the entire class. Klages et al (2007) as cited in Bowers and Campbell (2011) states that collaboration required by literature circles increased motivation, influenced positive social, and communicative skills and allowed students to get important understanding. Robinson and King (1995) argue that literature circles are approach to analyze and interpret texts and because of this, can significantly change students` attitude to reading. The application of appropriate learning strategies can be used to improve learning outcomes (Brown, 2002), one of which is the strategy literature circle. The literary strategy circle is very suitable to be applied in learning that aims to improve students' reading literacy. Literature circles, according to (Avci, 2018), assist students better understand literature by enhancing their motivation to read. The results also confirmed the assumption that students' general views toward reading alter positively after participating in the circles. The findings also showed that in the circles, students can improve their comprehension skills, allowing them to apply the literature for true and meaningful objectives. Furthermore, the findings also showed that in the circles, students can improve their comprehension skills, allowing them to apply the literature for true and meaningful objectives. Furthermore, (Nurhadi, 2017) discovered that students' extensive reading improved from the first to the second cycle, as seen by the students' activity progression from the first to the second cycle, as well as the students' favorable response to the literature circle. This study found that Literature Circle could help students improve their extensive reading skills.

Considering the problem explained, researcher is interested to find out whether or not literature circles strategy can increase students reading ability. In this case, the eleventh grade students of SMAN 4 Bengkulu was taught literature circle strategy so the researcher would like to do research entitled the effect of using Literature Circle Strategy on students English reading comprehension.

METHOD

The method of this research was conducted quantitative research with two variables. Then design of this research nonequivalent control- group design which uses two classes as experimental class and controlled class. The sampling technique is a way or technique to obtain samples (Sugiyono, 2001: 56). In this research used purposive sampling where eleventh grade students of SMAN 4 Bengkulu as object criteria in the research. Experimental class XI IPS 5 with 25 samples and XI IPS4 25 samples as control classs. Only the students in experimental class taught by using Literature Circle Strategy as the treatment of the research .The data collected from pre-test and post-test score. In this research, the researcher, administer a reading test with 20 multiple choice to students in order to determine the effect Literature Circle Strategy on students' reading comprehension of analytical exposition text.

RESULT AND DISCUSSION

In analyzing the normality of pre- test score the data has been carried out using the *Kolmogorov_Smirnov*.

     a.   Normality of pre-test score.Detailed of normality test result as follow:

Table 1
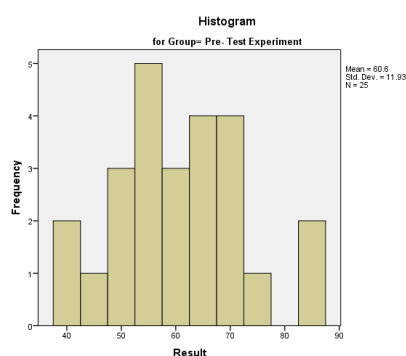
Normality Test Result of Pre-Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pre- Test Experiment	.121	25	.200[*]	.963	25	.477
	Pre- Test Control	.139	25	.200[*]	.943	25	.171

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data in the table , it showed that the significance value of experimental class and control class = 0,008. It means that the value of p (sig)> 0,05 or Ho is accepted. Therefore, it can conclude that the experimental group students are distributed normally.

The histogram of the pre-test normality test present below:

Histogram
for Group= Pre- Test Experiment

Mean = 60.6
Std. Dev. = 11.93
N = 25

Figure 1 Pre-Test Experimental class

b. The Normality of Post- Test

Detailed of the data describe in the table 2 present below :

Table 2

Normality Result of Post- Test

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Post- Test Experiment	.140	25	.200[*]	.963	25	.473
	Post- Test Control	.166	25	.075	.932	25	.096

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above 4, it showed that the significance value of experimental class 0,200 and control class 0,75. It means that the value of p (sig)> 0,05 or Ho is accepted. Therefore, it can be conclude that the experimental group students are distributed normally.
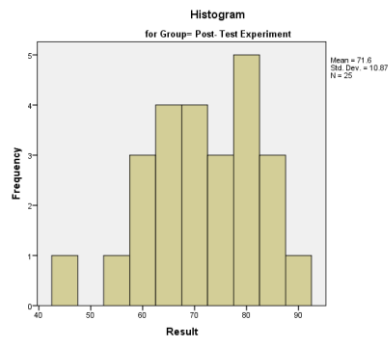

Figure 2

The histogram of the Experimental Group Post- Test Score

2. Homogeneity Test

The homogeneity of the test is carried out by the Levene's test, which is designed to test a population's version of the normal distribution.

a. The Homogeneity Test of the Pre-test result

Table 3

The Homogeneity Test of Pre-test Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.093	1	48	.301
	Based on Median	.802	1	48	.375
	Based on Median and with adjusted df	.802	1	46.375	.375
	Based on trimmed mean	1.093	1	48	.301

The output of the Levene test of homogeneity of variance (based on mean/sig.) was 0,301> 0,05, as can be seen from the table above. Consequently, it can be said that the variance of the pre-test data is the same (homogeneous).

b. The Homogeneity Test of the Post-test result

Table 4

The Homogeneity Test of Post-test Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.252	1	48	.618
	Based on Median	.159	1	48	.692
	Based on Median and with adjusted df	.159	1	46.154	.692
	Based on trimmed mean	.154	1	48	.696

Based on the table above, it can be seen that the p-output of the levene test of homogeneity of variance (based on mean/sig.) was 0,618 which higher than 0,05. Therefore, it can be stated that posttest data have the same variance (homogeneous).

Table 5

The Distribution of Experiment Group Test Result

Interval Score	Category	Pre- Test		Post- Test	
		Frequency	Percentage	Frequency	Percentage
80-100	Excellent	1	4%	9	36%
70-79	Good	3	12%	7	28%

60-69	Fair	8	32%	7	28%
50- 59	Poor	11	44%	1	4%
< 50	Very Poor	2	8%	1	4%
Total		25	100%	25	100%

Based on the data in the table above, it was determined that two students (scores 50) were in the very poor category, 11 students (44%) were in the poor category (scores 50–59), 8 students (32%) were in the fair category (scores 60–69), 3 students (12%) were in the good category (scores 70–79), and 1 student (4%) was in the excellent category (score between 80-100). While one student (4%) was in the poor category (score 50–59) and one (4%) was in the very poor category (score 50) on the post-test, seven (28%) were in the fair category (score 60–69), and seven (28%) were in the good category (score between 70-79), and 9 students (36%) who are in excellent category (score between 80-100).

Detailed of the data descriptions as follows

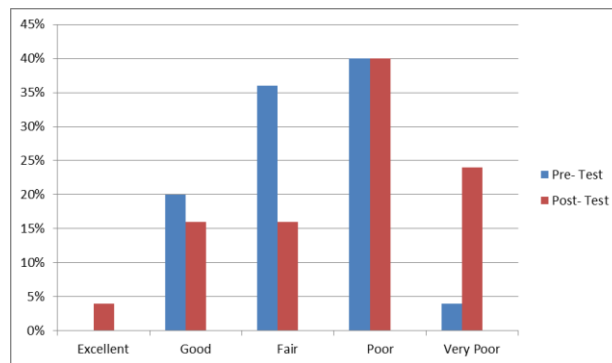Pre- Test and Post- Control

Figure 3

Graphic of The Pre-Test And Post-Test Score Control Class

Based on the picture above, it shows that the highest frequency is in the poor category and the lowest very good category. Meanwhile, for the post-test results, there is no significant average difference between student learning outcomes and the pre-test results
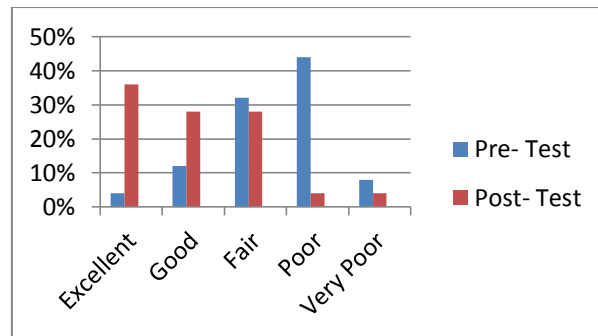
Pre- Test and Post- Test Experiment

Figure 4

Graph of the Score Experimental Class for the Pre- and Post-Test

According to figure 4, students with the lowest pre-test frequency were in the excellent and very poor categories, while students with the highest pre-test frequency were in the poor category. In terms of post-test scores, the fair and good groups outnumbered the poor and very poor categories.

According to the above description, the pre-test score was lower than the post-test score. The results show that the students' text comprehension scores have improved.

Table 6

Average Difference Score of Post -Test Result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	.252	.618	4.775	48	.000	15.800	3.309	9.147	22.453
	Equal variances not assumed			4.775	47.120	.000	15.800	3.309	9.143	22.457

Based on the table p-output of Sig. (2-tailed) was 0,00< 0,05. It means that H0 rejected and Ha accepted based on the basis for decision making in the independent sample t-test. Then, it found that t*coun*t value was 4,775 > t table df =50-2=48 (2.010) based on t*a*= *t*.025 from t-distribution table. Based on the basis of decision making through the comparation of t*count* value and t table, It can be

said that Ha was accepted but H0 was rejected. This indicates that the average student scores between the experimental class and the control class were significantly different. It was therefore possible to draw the conclusion that there was no impact on students' reading comprehension among those who were taught using the Literature Circle Strategy and who were not SMAN 4 Kota Bengkulu 11th graders.

CONCLUSION

Based on statistical hypothesis,the researchers can draw some conclusions based on the data's findings and the chapter's discussion. According to the results of the pretest and posttest conducted in the experimental and control classes, there is a difference between students at SMAN 4 Bengkulu who are taught using the Literary Circle strategy those who are not. This show that significant effect can be seen in the students reading ability.Conclusions are made based on the outcomes of testing hypotheses using the independent sample t-test in the SPSS 22 program.

Based on hypothesis testing, it can be seen that p-output (0.00) <0.05 and tcount = 4.775 > ttable = 2.01290. Thus, it can be concluded that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, based on all the research results and the results of testing the hypothesis above, the researcher states that the literature circle strategy is one of the most effective to improve students reading comprehension at eleventh grade students and problems was answered based on all the study findings and the outcomes of testing the above hypothesis.

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