

SKRIPSI
THE USE OF LITERACY CIRCLE TO IMPROVE READING
COMPREHENSION AT THE SECOND GRADE OF
SMP NEGERI 1 PINRANG



By

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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Skripsi

**As a Partial of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted By

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Reg. Num. 15.1300.028**

to

**ENGLISH EDUCATION PROGRAM
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STATE ISLAMIC INSTITUTE (IAIN)
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SKRIPSI

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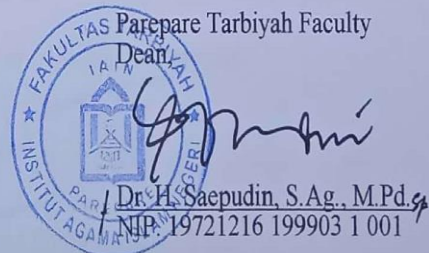
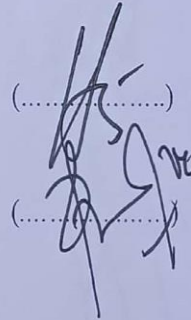
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May the Almighty Allah swt always make us be the lucky one now and on,
Aamiin.

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Stated this skripsi was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Rabiatul Adawiyah. *“The Use of Literacy Circle To Improve Reading Comprehension at the Second Grade of SMP Negeri 1 Pinrang”*. (Supervised by Mr. Abd. Haris Sunubi and Mrs. Ahdar).

The objective of the research is the researcher will focus on finding how the Literacy Circle Can Improve The Reading Comprehension to The Second Grade Students of SMP Negeri 1 Pinrang at class VIII.9. And the researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher.

The method that used in this research is pre-experimental design. The instrument that the researcher used were reading text and literacy worksheet. The population and sample was the the second grade of students of SMPN 1 Pinrang at VIII.9 Class. They were 32 students. The technique of sampling was cluster purposive sampling, the data was analyzed by using scoring each student, mean score analyzed and classification.

The result of this research indicates that the literacy circle was able to improve the students' reading comprehension. It was proved by the data analysis by using t-test showed the value of $t\text{-test} = 18,75$ was higher than $t\text{-table} = 1,695$, in significant degree of 0.05 (5%), it means that Literacy circle (H_i) is accepted and the Null Hypothesis (H_o) is rejected. In conclusion, Literacy circle is effective to use in teaching reading.

Keywords: Literacy circle, Improving Reading Comprehension.

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CHAPTER I

INTRODUCTION

1.1 Background

Language is one of the important efforts to communication. From time to time people try convey the message through many ways such as gestures or signs, but it had meaning and was has understood by the community. In the other words, people in the past convey the message by using gestures or signs. One of the important languages in this globalization era is English, because it is the international and very important as communication tool that is used in the world and also it is used in many field of life such as in politics, economics, social, and educations.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. But in this research, the researcher concerns with reading skill. Reading is one of communicative skills, but it has a very complex process. It can be said that reading is a process in which reader, finds information given by the writer in the written form. In this case, reading can be said as an interactive process, because while reading, a reader guesses, predicts, checks, and ask questions about what the text about.

Reading is more than just assigning foreign language sounds to the written words, it requires the comprehension of what is written. Students differ in their ability to read their native language, and these same differences reappear in their ability to read a second language.¹

¹Edward David Allen, *Classroom Techniques: Foreign Languages an English as a Second Language* (New York: Waveland Pr Inc, 1994), p. 249.

Reading is one of important skills in learning English and it need to be improved. There are some reasons why reading very important to increase is; firstly, reading takes an important role in learning process because one of ways the students to get information is using reading and also can facilitate the students to enrich their knowledge. Secondly, reading is not only to give a lot of information for students but also reading makes the students can pleasure and enjoy. To get best result from learning process of reading, the material must be interesting for students in order to encourage them to follow the learning process.

There are many methods and approaches available for the teaching-learning processes to develop the capabilities of students. The needs to consider the best method and the most appropriate techniques or strategies for teaching reading. In short, the researcher used literacy circle as an active way to improve the reading comprehension of students, increasing the communication between students and giving individual students an active role in the learning process because they have to focus on the text given them.

Literacy circle is a reading strategy that students read their self selected text from multiple texts that link and expand concepts, by which the can be more engaged in reading and be more motivated as well as get vocabulary-rich environment, share their personal responses in small group discussion and then share the responses with the whole class. From this point of view, literacy circle is a form of independent reading, structured as collaborative small groups, and guided reader response principles. These three main components underline literacy circle.

If literature circles are explored, all of the students involved in this cooperative learning method will deepen their understanding of the text, voice their

thoughts and opinions surrounding the text, and participate in the enjoyable act of talking. Ultimately, students involved in literature circles will be accountable for reading and comprehending the text at hand because they are a part of a conversation, not just another hand left out of the air or incomplete worksheet.²

Literacy circle give students the opportunity to shed the shackles of grading schemes, bell-curves and the like, and learn to enjoy reading on a level that researcher personally never experienced until researcher started reading for pleasure. Based on the observation of SMP Negeri 1 Pinrang, the researcher found out that reading comprehension of students is still low. According their teacher, it is happen because the student has poor motivation in learning English. Although, the teacher has technique of learning process in the classroom.

Finally, based on the background above, the writer would like to carry out a researcher the title “*The Use of Literacy Circle to Improve Reading Comprehension at the Second Grade of SMPNegeri 1 Pinrang*”.

1.2 Problem Statement

Based on the fact above, the problem statement of this research can be stated as follows:

- 1.2.1 Is the use of Literacy Circle able to improve reading comprehension at the second grade of SMP Negeri 1 Pinrang?
- 1.2.2 How is students’ response toward the implementation of Literacy Circle in reading comprehension at the second grade of SMP Negeri 1 Pinrang?

²Lauren Coccia, *Literature Circle and Their Improvement on Comprehension A Focus on Elementary School*. Education Master, p.4. Published: December 2015.(Accessed on June, 13 2019).

1.3 Objective of The Research

Concerned the problem statement above, the researcher will focus on:

- 1.3.1 Finding how the Literacy Circle can improve the reading comprehension to the second grade students of SMP Negeri 1 Pinrang at class VIII.9.
- 1.3.2 To know the students' response toward the implementation of Literacy Circle in reading comprehension at the second grade of SMP Negeri 1 Pinrang at class VIII.9.

1.4 Significance of The Research

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

- 1.4.1 For the researcher, to add more knowledge about learning strategy that can be used to generate student enthusiasm in reading and to add more knowledge about discourse study especially about this research. So the researcher can also learn from strategy to increase reading interest to people around.
- 1.4.2 For students, it helped students to increase reading comprehension, who first reading interest was low, their interest to be more active in teaching learning process, and make students more courageous is issuing their arguments about what they have read.
- 1.4.3 For the teacher, the result of the study can be used as an alternative teaching technique, because the teacher can learn to use this strategy to help students to improve their reading comprehension.
- 1.4.4 For the next researcher, the result of this research can be used as an example to conduct research, and can be used to help interest in reading people around.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Previous Findings

There are some researchers who have conducted researcher by using a few techniques or methods in teaching reading. They are:

Nur Azisah in her result research (The Teacher's Strategy to Improve Reading Comprehension at The Eight Grade Students of MTs Negeri Barati Kab.Sidrap) Showed that The students reading comprehension before being thought by inquiry strategy is in poor score category because the mean of the total score of 24 students is 39.3. Then, the students' score after being taught by incuiiry strategy is better than before. After the students got the treatment, the mean score 24 students becomes 60.6. It was included into good score categories.³

Sahra in her result research (The Application of shared Reading Strategy in Improving the Students Reading Comprehension of The Second Year in SMPN 1 Lanrisang Kab. Pinrang) showed that t-test was higher that t-table ($15,218 > 1,703$) and the sig-2 tailed where 0,00it leads the researcher into the conclusion that students are able to improve through the appl8ication of shared reading strategy in improving the students' comprehension of the second grade at SMPN 1 Lanrisang⁴

³Nur Azisah. *The Teacher's Strategy to Improve Reading Comprehension at Eight Grade Students of MTs Negeri Baranti Kab. Sidrap* (Unpublished Skripsi IAIN Parepare 2019), p. 45.

⁴Sahra. *The Application of Shared Reading Strategy in Improving the Students Reading Comprehension of The Second Year in SMPN 1 Lanrisang Kab. Pinrang* (Unpublished Skripsi STAIN Parepare 2014), p. 44.

Susan M. Parker in her research (*Improving Student Reading Comprehension Through the Use of Literacy Circle*) found that based on the presentation and analysis of the data on literacy circles, the majority of the targeted students showed a marked improvement in reading comprehension. When comparing traditional reading classes, which follow the teacher guide, to literacy circle discussion, the teachers discovered a remarkable rise in enthusiasm, desire to read recreationally, and desire to read academically. The teachers also noticed increased autonomy, as well as individual and group accountability. In addition, Teachers A, B, and C realized that students perform at level of expectation that they set for them. The use of critical and higher order thinking skills brought the expectation to a higher level, and the students reach that level. The multiple intelligences in the rising and meeting of expectation.⁵

Based on the findings above the researcher can concluded that to improve the students' reading, the teacher should apply some various techniques or strategies to make students more interested in learning and the research focus to use literacy circle to teach text in reading.

2.2.The Concept of Reading

2.2.1. Definition of Reading

Most people read without giving much thought to how they do it. To them, what is reading? Is a question of little concern. One's concept of what reading is, however, should be a major concern to the person whose primary task is to teach reading.

Reading is a process to carry out by the reader to get messages or information from the author through print media. This is a very complex process in recognizing

⁵Susan M. Parker. *Improving Reading Comprehension Through The Use of Literacy Circle* (Unpublished Journal Education Resources Information Center, 1999), p. 75-76.

and understanding written symbols that are influenced by the skills of perception, experience, decoding, language background, mindset and reasoning of the reader.

Besides speaking, listening, and writing, one of the skills in English is Reading. This is a way to understand the written messages. Reading is the first direct communication of students to obtain their language development. After listening and speaking, students further go to school where they first learn to read before writing.

Reading is one of the basic communicative skills, but it is a very complex process. It is difficult to arrive at a precise definition of the reading process.⁶

Reading is more than just assigning foreign language sounds to the written word, it requires the comprehension of what is written. Students differ in their ability to read their native language, and these same differences reappear in their ability to read a second language.⁷

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.⁸

Reading is the ability to process the written from what has been read, and then develop and construct the ideas in main depend on the experience or prior knowledge of the reader, reading also be supposed to be the ability to relate writer's words to personal experience, along with the adequate attached to those experiences and

⁶Arthur W. Heilman, *Principles and Practices of Teaching Reading* (San Francisco: Merrill, 1990), p.2.

⁷Edward David Allen, *Classroom Techniques: Foreign Languages and English as a Second Language*, p. 249.

⁸Albert J. Harris, *How to Increase Reading Ability* (San Francisco: Longman, 1980), p. 8.

facilitate in utilizing words recognition clues. The printed page itself has no meaning. It is only the written paper the meaning come from the mind of the reader.

From the definition above, it is included that reading is defined as an activity when people look at the text and able to interpret the meaning of that written symbol.

2.2.2. Kinds of Reading

In English language teaching, there are three kinds of reading, namely reading aloud, silent reading, and speed reading.

1. Reading aloud

This is the important things that must to do as the reader, where the students who are known as the reader aloud, because it can teach students or reader how to practice their tongue about how to pronounce every word found in the text.

According to tinker, reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of the reading aloud is to improve the student's ability in pronouncing the words, stressing the word and having good information about every sentence in the passage.⁹

Reading aloud is a wonderful skill to master and will serve you well on many different levels. Not only will this help you comprehend what you are reading, it will also allow you to listen back for your voice. Hearing your voice will assist you in identifying your unique writing voice.

⁹Tinker. A. Miles and Cullogh, *Teaching Vocabulary Elementary Reading* (New Jersey: Practice_Hall Inc. Englewood Cliffs: 1975), p. 5.

2. Silent Reading

This is reading activity that doesn't need word to pronounce because the reader need to finding out the meaning from the text. The reader has full concentrate with what they read and it needs much attention.

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.

As an example of a possible text selected for the elementary reader we have adapted a reading passage prepared initially for third grade native speakers with reading problems. In exercises in which students talk about their reading, they can each other with new words. In addition, pre reading activities led by the teacher may include discussion of some of the new terms-not as vocabulary building per se, but as background information.¹⁰ Silent reading improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When students read silently, they can form mental pictures of the topic being discussed. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

3. Speed Reading

This speed reading is the activity that the reader required to find out faster of the meaning or how to the reader can understand what the text talk about. Also the reader can find the main ideas, supporting idea, or the ideas of the text faster.

¹⁰J. Donal Bowen, *TESOL Techniques and Procedures* (Rowley: Newbury House Publishers, 1985), p. 232.

This kind of reading is used to improve speed and comprehension in reading. This skill of speed reading must run side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of reading story or narration will be different from the reading of scientific materials.¹¹

Based on kinds of reading above, researcher can conclude that silent reading is more suitable for use in this study, because in accordance with the literacy circle that divides students into groups consists of 4 people who have their respective duties in the group.

2.2.3. Technique for Teaching Reading

Any of the activities listed here can be used in isolation, but Phillips points out that a whole range of practice activities might be used in concert to integrate individual skills so that higher levels of proficiency might be achieved. She has developed a five-stage plan for reading instruction that can be used either in the classroom, in individualized instructional settings, or in computer-adaptive instruction. The five stages she identifies are:

1. *Pre teaching/Preparation Stage*. This important first step helps develop skills in anticipation and prediction for the reading of graphic material. Phillips points out that students need to build expectancies for the material that they are about to read. Some activities Phillips recommends for this first stage of reading include:
 - a. Brainstorming to generate ideas that have a high probability of occurrence in the text.

¹¹H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco State University: Longman, 2004), p. 189.

- b. Looking at visual, headlines, titles, charts, or other contextual aids that are provided with the text.
 - c. Predicting or hypothesizing on the basis of the title or first line of a text what significance it might have or what might come next.
2. *Skimming/Scanning Stage*. Both of these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and locating specific information (scanning). Phillips points out that skilled readers do scanning while attempting to skim a text; however, she feels that practice is needed in each skill for second language students.
 3. *Decoding/Intensive Reading Stage*. Phillips maintains that this stage is most necessary when students are “learning to read” rather than “reading to learn”. Decoding involves guessing from context the meaning of unknown words or phrases and may be needed at the word or discourse level. Readers need to be taught not only how to guess the meaning of content words, but also how to interpret the force of connectors, determine the relationship among sentences or sentence elements, and the like.
 4. *Comprehension Stage*. In this step, comprehension checks of various sorts are made to determine if students have achieved their reading purpose(s). Phillips feels that reading comprehension exercises should (a) not confound the reading skill with other skills, such as writing, listening, or speaking if they are to be considered pure tests of reading comprehension, and (b) reading comprehension checks should project the reader through several phases of the reading process.
 5. *Transferable/Integrating Skills*. In this final stage of teaching reading, Phillips maintains the exercises should be used that help students go beyond the confines of the specific passage to enhance skills and effective reading strategies per se,

exercises that encourage contextual guessing, selective reading for main ideas, appropriate dictionary usage, and effective rereading strategies to confirm hypotheses are among those identified as especially helpful in this stage.¹²

That is the stages or techniques undertaken to teach reading, because by using the techniques above students are able to easily understand the reading text, train students' critical thinking, and can answer questions in the text well. With the techniques and the stages, students will also be more active in the learning process. The teacher also easily give direction to students, especially in process of learning to read.

2.2.4. The Importance of Reading

Most Scholars would agree that reading is one of the most important skills for educational and professional success¹³. Reading reinforces the learners other language skills. Krashen confirms that those who read more, have larger vocabularies, do better on test of grammar and write better¹⁴. Chastian while accepting the significance of reading for meaning claimed that all reading activities serve to facilitate communication fluency in each on the other language skill¹⁵. According to Eskey, in advanced levels of second language the ability to read the

¹²Alice Omaggio, *Teaching Language in Context* (Florence: Cengage Learning Inc, 2000), p. 199-201.

¹³Alderson, *Reading in Foreign Language: a Reading Problem or a Language Problem*. In Alderson, C&urquuhat, A.H. (eds), *Reading in foreign language*. (London: Longman, 1984), p. 114-141.

¹⁴Stephen Krashen, *Secon Language Acquisition and Second Language Learning*(New York: Pergamon Press, 1981), p. 18.

¹⁵ Chastain, *Developing Second Language Skills: Theory and Pactice*(Chicago: HBJ, 1988),p. 218.

written language at a reasonable rate and with good comprehension has long been recognized to be as oral skills if not more important¹⁶.

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

2.3. The Concept of Literacy

Literacy is the ability to read and write in at least one language. so just about everyone in developed countries is literate in the basic sense.

Literacy is a move within a discourse practice. When people engage in literate action, they are doing more than encoding or producing text. Like any social practice, it has a history with a set of expectations and social conventions. A discourse practice cannot be reduced to a genre or a kind of text; it is a social and rhetorical situation, in which texts play a specialized role.¹⁷

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their

¹⁶Eskey, *Holding in the Bottom: an Interactive Approach to the Problem of Sound Language Readers*. In (Carrell, P. L., Devine, J. and Eskey, D. E. Eds.), *Interactive Approaches to Second Language Learning*(New York: Cambridge Universiti Press, 1988), p. 130-152.

¹⁷"What is literacy? An Investigation Into Definitions of English as a Subject and the Relationship Between English, Literacy and Being Literate"Cambridge Assessment, p. 9. Published: January 2013 (Accessed on September 29, 2019).

goals, to develop their knowledge and potential, and to participate fully in their community and wider society.¹⁸

To summarize the definitions given by the authors, literacy can be defined as considered to be the ability to read and write, or the ability to use language to read, write, listen and speak. In modern contexts, the refers to reading and writing at a level adequate for communication or at a level that enables one to successfully comprehend and communicate in print society.

2.3. The Concept of Literacy Circle

2.3.1. Definition of Literacy Circle

There are many concept of Literacy circle, but every concept has one basic point in common: each student is responsible for most of their learning. Some definition, say that Literacy circle are cooperative approaches that give students the opportunity to control and manage their own learning. According to Daniels. Literacy Circles provide an opportunity for students to engage with their peers about a selected text. They have responses with their peers, listen respectfully to one another, sometimes disagree strongly, but dig back into the text to settle arguments of validate different interpretations.¹⁹

According to Rogers and Leochko. Literature Circles are also a forum that provides students with opportunity to interact with reading material at different levels. Students examine literal aspects of the book, make connections to their own lives and seek out elements of the story that are important and an activity that helps to

¹⁸Silvia Montoya, *Defining Literacy*. UNESCO Institute For Statistics, p.2. Published: October 2018(Accessed on September 29, 2019).

¹⁹Detty Varita, *Improving Reading Comprehension Through Literature Circles*. International Education Journal (EEJ). p. 236. Published: April 2017 (Accessed on May 28, 2019).

establish positive reading behaviors in students by demonstrating cooperation and communication within a group. A literature circle invites students to become part of a community of readers. Students take part in discussions with other readers with varied backgrounds and reading experiences. By encountering the reactions and opinions of others to literature, students develop a better understanding of their own views and thoughts.

Fur has another definition almost the same as the one by Daniels, taking into account that both are focused on the concept of students meeting with the specific purpose of reading for pleasure and self-improvement. According to Fur (ibid). Literature circles are small student-directed reading groups that focus on discussing text in the classroom and they need some tools in order to have interesting, fun discussions about the stories they have been reading.²⁰

Traditionally, the idea of literature circles has been used to read and discuss fictional text, however, Wilfong encourages educators to use literature circles when reading textbooks. Due to success with fictional text, the concept of literature circles has been extended to enhance content area vocabulary and related concepts. Although student roles may differ, the process is similar. Discussion techniques are modeled as students participate in student led sessions that involve higher level thinking skills: questioning, inferring, summarizing, and reflecting. Additionally, through extended roles and discussions, students gain a greater sense of responsibility and accountability.²¹

²⁰Detty Varita *Improving Reading Comprehension*, p. 247. Published: April 2017. (Accessed on May 28, 2019).

²¹Michelle Jacobs *Using Literature Circles to Increase Reading Comprehension and Student Motivation*. Thesis, p. 12. Published: December 7. 2015 (Accessed on May 28, 2019).

To summarize the definitions given by these authors, literature circles can be defined as discussion groups where the readers gather for reading discussion not only for pleasure of reading but to develop critical capacities for thinking and reading. These reading discussions create a cooperative environment that provides the people involved with a huge opportunity to develop and explore their ideas and thoughts and to develop the capacity for critically analyzing and responding materials that they have been given or have chosen. If we analyze the definition above we can see that all of them focus on student center learning.

2.3.2. The Importance of Literacy Circle

Literacy circle is important because the literacy method promotes cooperative learning as well as the opportunity for students to deepen their understanding of a text through the thoughts and ideas of others. Literacy circle can also intrinsically motivate students to be involved in the act of reading because they are associating the method with the pleasurable of act of conversation with their peers. If literature circle not explored, those who allow their more vocal counterparts in the classroom to participate in teacher-led comprehension activities then these students understanding of classroom material will continue to struggles as well as their self-confidence in school. If literature circle are explore, all of the students involved in this cooperative learning method will deepen their understanding of the text, voice their thoughts and opinions surrounding the text, and participate in the enjoyable act of talking. Ultimately, students involved in literacy circle will be accountable for reading comprehending the text at hand because they are part of a conversation, not just another hand left out of the air or incomplete worksheet.²²

²²Lauren Coccia, *Literature Circle and Their Improvement on Comprehension A Focus on Elementary School*. Education Master, p.4. Published: December 2015 (Accessed on June, 13 2019).

When students read, it is important that they know how to not only draw information from the text, but also that they can respond critically to what they have read. Students should be able to take what they have read and view it from multiple perspectives, make judgments about the characters and their actions, about what they believe is right or wrong, and why things happened in a story.

When students read, they use their schema to help them fully understand and comprehend what they read. Students in a literacy circle can help others in their group by sharing a connection between something they read and something that they have done or experienced in real life. In one instance of introducing literature circle into a sixth grade suburban school, groups were formed with a variety of different ethnic backgrounds, academic levels, and life styles. In these heterogeneous groups, each student had different bases of knowledge. One student said “I thought literature circles were good because if there was a part I didn’t understand, than usually someone else knew it”. Burns, If a book is talking about a topic that a student has not encountered and doesn’t have a schema to draw information from the student will often have problems fully understanding the topic. When using literature circle, in this situation a classmate who does have experience with that topic can share their knowledge to build up and teach their group’s schema. When a student has the opportunity to step up and teach their group, students take more pride in their work and enjoy their lessons more. Literature circle can also open children’s eyes to the opinions and feelings of others as they discuss the book they read. In these settings, “half-formed ideas are explored and readers gain new lenses though which into view what they have read.” Spiegle. Reader bounce ideas off each other in an attempt to fully understand the text, and through this process they have the opportunity to grow as students and as individuals.

While literature circle provide just one component that makes up the collection of teaching strategies that teacher have available to them, many have discovered their usefulness and the importance of having them as a component in their literacy development. Literature circle can't make up the whole of literacy instruction plan, but they do provide many unique opportunities for students to learn. Based on observational studies in many different locations, teacher and school system have seen distinct improvements in student's literacy development when literature circle became part of their instruction. Teachers have noticed that while using literacy circle their students are engaged in their books and their discussion groups. They respond critically and make connections with the book which allow them to learn not only from their experience, but also from their peers. When educators allow students to take control during their literacy circles, students are motivated to read and do well, thus creating learners who know how to focus their learning and become life-long learners.²³

Literature circles are important because they promote active and thoughtful stances toward reading, including making predictions, constructing visual images, creating connections to personal experiences and other texts, monitoring reading and whether it makes sense, solving word- and text-level problems in flexible ways, summarizing as they go, arguing with the author, and evaluating content and writing style. Literature circles can be effective for improving reading comprehension and the enjoyment of reading which could boost motivation.

²³Rachel Brown.*The importance of Literature Circles in Literacy Instruction*. Manchester College, p. 5-7. Published: April 2002 (Accessed on June 15 2019).

2.3.3. The Role of Literacy Circle

When implementing literature circle in the classroom, there are several different approaches. The maturity level of students, classroom routines, and organizational styles must be considered. Educators must remain flexible and make modifications as needed to design an approach that works best for students. The grouping of students can be either heterogeneous or homogeneous. Depending on the students, they can be group by reading level or based on self-chosen texts. Within each group, students can read the same text, or different groups can read different texts. Literacy circle do not have to be used every day; however, students should be aware of their meeting schedule.

When we started using Literacy circle we tried having loosely structured discussions with the students in small and large groups. As with all group work, we found inequities among members in terms of participation, shyness, and leadership. The discussions worked well when we were the guides, but faltered when we were involved. This indicated that students were not sure of their roles in their groups, which in turn meant that the discussions were not productive. Without specific role assignments, students did not have the confidence to articulate their opinions and ideas about the literature.

We needed to create independence, and found the best way to do this was to assign roles. We find it is the best method to structure literacy circle, and our students appreciate knowing what is expected of them each session.²⁴

The following are roles frequently used in literature circle. Brief descriptions are included as guidelines only the names and description of the roles can be

²⁴Warren Rogers. *Literature Circles Tools and Technique to inspire Reading Groups* (Canada: Portage & Main Press, 2002), p. 9.

determined with the students once the teacher has set students criteria for learning. Modeling by the teacher is critical so that students are aware of what is expected from each role.

1. *Discussion Director*: This role involves creating open-ended question and facilitating group discussion. The purpose of the question is to generate deep discussion within the group. Students will require modeling around creating these types of question and an-anchor chart with solid co-created sample question should be available.
2. *Illustrator*: This role requires that key scenes and setting changes from the reading be represented in a visual form. The illustrator may create a drawing or sketch a collage image, a model or any other visual representation. The artistic representation should be thought –provoking and students should be given some general guiding question to assist in their creation, as it is meant to be a discussion point. This is a great role for the artistic student who is not keen on writing.
3. *Literary Luminary*: This role requires choosing section from the reading that will be of interest to the group and will promote deeper discussion. The luminary might include selections that are funny, questionable, unclear, or powerful in moving the plot to help the luminary see how student selection will impact the depth of group discussion.
4. *Vocabulary Enricher*: This role asks the student to select words from the text that are important, unusual, offensive, unfamiliar, or that may seem out of context. The enricher will provide a definition of the word and may also provide substitute words found in a thesaurus. He/she should come to discussion with a couple of key questions around the author’s choice of the words and suggestion

for how they add or take away from the reading. This is a good role for a student who struggles with meaning and/or is frequently.

5. *Connector*: This role has the student finding connection between the reading and the real world. The connector should be looking for text-to-self and text-to-world examples to bring back to the group discussion. The more connections that can be made to the students' own real world experiences, the richer the discussions will be, text-to-text connection may also be made.
6. *Summarizer*: Prepares a brief summary of the passage read that day.
7. *Investigator*: Looks up background information related to the book.

The teacher will determine what roles be used depending upon the age and ability of the students as well as the reading selection.²⁵

According to the role of literacy circles, researcher can concluded that four of the role of literacy circles of discussion director, vocabulary enrich, connectors, and summarizer is used performance of this research, because researcher assume that the roles of literacy circle is much easier to be done by students in the group.

2.3.4. Key Feature of Literacy Circle

Literacy circles combine the best practices of collaborative learning and student-directed learning, literacy circles are the domain of the class room, both at the elementary and secondary level, and involve various types of assessment (including self-assessment, observations and conference) and evaluation (portfolios, projects, and students artifacts) by both the teacher and the student, literacy circle are pedagogically sound alternative to teacher-centered discourse. They can be used at all

²⁵Orca Book Publisher, *Literature Circles, Using Group Discussion to Engage Striving Readers*. <https://www.orcabook.com/literature-circles.aspx> (Accessed on May 28, 2019).

grade levels (elementary through secondary) and ability levels, and are often credited with instilling a love of reading and discussion with students.

As for the key feature of the literacy circle, among others children choose their own reading materials, small temporary group are formed, based on book choice, different groups read different book, groups meet on a regular predictable schedule, students use written or drawn notes to guide both their reading and discussion, discussion topics come from the students, group meetings aim to be open, natural conversations. Often the conversations digress to topics relating to the students or loosely to the books, but should eventually return to the novel, the teacher serves as a facilitator, observer, listener, and often a fellow reader, alongside the students. The teacher is not an instructor, students are given roles or jobs to complete for each group meeting, the teacher should model how students should facilitate each role or job, evaluation is by teacher observation and student self-evaluation and should also include extension projects, a spirit of playfulness and fun pervades the room, new groups form around new reading choices.²⁶

As group discussions evolve and improve, ideally the role sheets should eventually be used only for redirecting the discussion when students get off-track. In fact, Daniels notes that “the goal of role sheets is to make the role sheet absolute”.

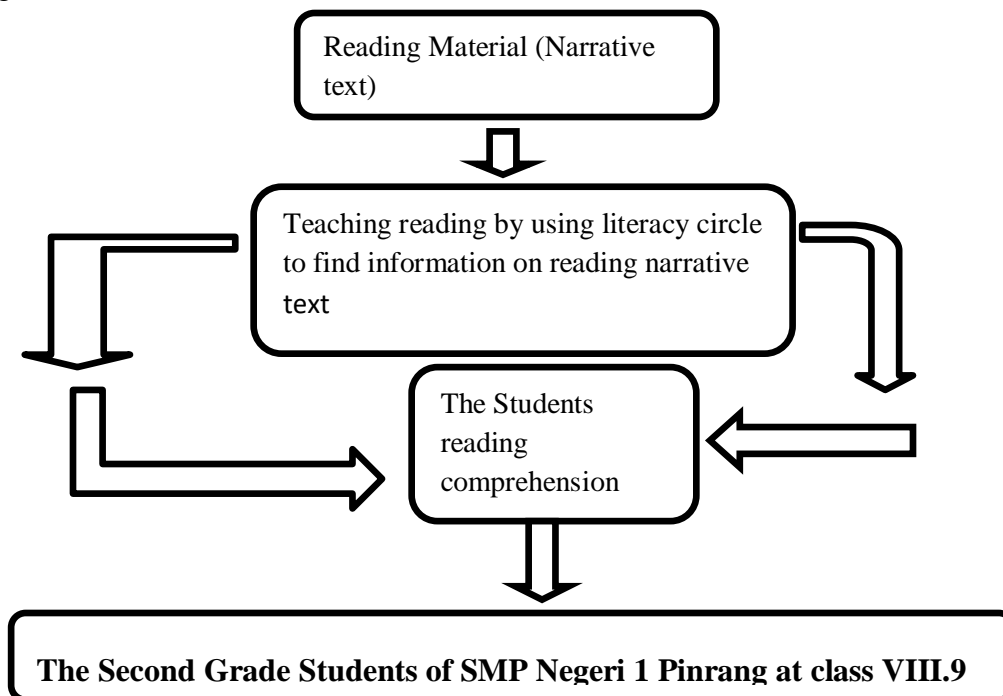
According on the key feature of literacy circles above, researcher can concluded that text to be read by students shall be different in every meeting, because in every meeting of the task of each student in the group will be randomized so that each

²⁶https://en.wikipedia.org/wiki/Literature_circle#Key_features_of_literature_circles(Accessed on June, 28 2019).

student can perform different task and researcher can better know the capabilities of individual students or group.

2.4. Conceptual Framework

The conceptual frame work underlying this research in given the following diagram:



The three variables: input, process, output, is classified as follows:

1. Give students reading material to know their reading comprehension.
2. It refers to activity in teaching reading and learning process by using literacy circle to find information on reading text.
3. This is significance different between students reading comprehension in using literacy circle strategy on pre-test and post-test.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher used a pre-experimental design in this research with one group pre-test and post-test, this presented as follow:

$$\mathbf{E= O1 X O2}$$

Where: E = Experimental

O1 = pre-test

X = treatment

O2 = post-test²⁷

For this design, the students are firstly given pre-test and followed by treatment and finally with post-test.

3.2 Population and Sample

3.2.1 Population

Population is formulated as the whole groups of people or object that have been formulated clearly.

The populations of this research are students of junior high school, exactly the second grade of SMPN 1 Pinrang. Based on the researcher observation there are thirteen classes of the second grade students are 415 students. This is the table of the number of the second grade students there:

²⁷Punaji Setyosari, *Metode Penelitian dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p.154.

Table 3.1: The Total of the Second Grade Students of SMPN 1 Pinrang School Year 2018/2019

| No | Class | The number of students | | Total |
|--------------|---------|------------------------|--------|-------|
| | | Male | Female | |
| 1. | VIII.1 | 15 | 17 | 32 |
| 2. | VIII.2 | 15 | 17 | 32 |
| 3. | VIII.3 | 14 | 18 | 32 |
| 4. | VIII.4 | 11 | 21 | 32 |
| 5. | VIII.5 | 15 | 17 | 32 |
| 6. | VIII.6 | 13 | 19 | 32 |
| 7. | VIII.7 | 15 | 17 | 32 |
| 8. | VIII.8 | 14 | 18 | 32 |
| 9. | VIII.9 | 14 | 18 | 32 |
| 10. | VIII.10 | 15 | 17 | 32 |
| 11. | VIII.11 | 14 | 17 | 31 |
| 12. | VIII.12 | 16 | 16 | 32 |
| 13. | VIII.13 | 15 | 17 | 32 |
| Total | | 186 | 229 | 415 |

(Source of SMPN 1 Pinrang)

3.2.2 Sample

In this research, the researcher used purposive sampling technique, because this is a recommended by the teacher, and the teacher said to the researcher that the students in the VIII.9 class are easier to understand in learning English and also the number of males and females are nearly same. Therefore the researcher chose VIII.9 class and the total number of students are 32 students where consist of 14 males and

18 females. So this will make it easier for researcher to take data and conduct the research.

3.3 Instrument of The Research

In this research, the researcher used a reading test in accordance with the literacy circles in the pre-test and post-test. Based on the literacy circle that forming students into groups, the researcher used four of the role of literacy circles is discussing director, vocabulary enriched, connectors, and summarizer because in every meeting of the task given to each students in the group will be randomized.

3.4 Procedure of Collecting Data

The writer used two kinds of test as an instrument of collecting data that is pre-test and post-test is given to find out the initial ability before conducting the material. And the post-test is held to find out their reading ability.

The procedure of data collection is presented in chronological order as follows:

3.4.1 Pre-test

Pre-test is given to know the students' prior knowledge in understanding text before they are treatment.

1. The researcher explained all about this research
2. The researcher gave students reading test by title The Honest Boy in accordance with the role of literacy circle that is discussion director, vocabulary enriched, connectors, and summarizer before teaching.

3.4.2 Treatment

In this treatment there are four meetings to find out the reading comprehension of students. The researcher divided student into some groups which

consists of 4 students and gave them reading text, then explain their task in their group before read the text. The treatment steps as follow:

1. The first meeting

The researcher checks the attendant list of students. The researcher divided the students into some group which consist of four students. The researcher gave a text with the title “A Greedy Dog”. The research commanded the students to read and understand the text. The researcher gave literacy circle worksheet to each group. The students do their work according to the worksheet that has been given.

2. The second meeting

The researcher checks the attendant list of students. The researcher divided the students into some group which consist of four students. The researcher gave a text with the title “The Ant and The Dove”. The researcher commanded the students to read and understand the text. The researcher gave literacy circle worksheet to each group. The students do their work according to the worksheet that has been given.

3. The third meeting

The researcher checks the attendant list of students. The researcher divided the students into some group which consist of four students. The researcher gave a text with the title “The Old Man and His Sons”. The researcher commanded the students to read and understand the text. The researcher gave literacy circle worksheet to each group. The students do their work according to the worksheet that has been given.

4. The fourth meeting

The researcher checks the attendant list of students. The researcher divided the students into some group which consist of four students. The researcher gave a text with the title “The proud lion”. The researcher commanded the students to read and

understand the text. The researcher gave literacy circle worksheet to each group. The students do their work according to the worksheet that has been given.

3.4.3 Post-test

The researcher gave post –test for the students getting the treatment. It was to know significant difference between the students’ reading comprehension and after applying Literacy circle. This is the same as what we done on the pre-test, but with different text, the title is “Mr. Holland’s Dream”.

3.5 Technique of Data Analysis

The data is collected through the text the researcher used the scoring system below to find out the students ability in writing a good essay after reading the text. Because this study used literacy circle who leads to reading and writing, so the researcher used a writing assessment test that is consistent with the role of literacy circles to find out how much students’ skills in carrying out its duties in the group.

3.5.1 Students’ Score in Reading Comprehension

Table.3.2. The score and tabulating system

| Aspect | Score | Indicators |
|----------------|-------|--|
| Content | 27-30 | Knowledge - Substantive is through developing of research. - Relevant to assigned topic. |
| | 22-26 | Some knowledge of subject. - Adequate range - Mostly relevant to the topic, but lacks detail. |
| | 17-21 | Limited development of research. Limited knowledge of subject - Little substance |
| | 13-16 | Inadequate development of topic Does not show knowledge of subject. - Non substance - Not patient - Not enough to evaluate |

| | | |
|---------------------|-------|---|
| Organization | 18-20 | <p>Fluent expression</p> <ul style="list-style-type: none"> - Ideas clearly stated/supported - Sufficient - Well organization - Logical sequencing - Cohesive |
| | 14-17 | <p>Some choppy</p> <ul style="list-style-type: none"> - Loosely organized but main - Limited supported - Logical, but incomplete sequence |
| | 13-10 | <p>Not fluent</p> <ul style="list-style-type: none"> - Ideas confused or disconnected - Lack logical sequence and development |
| | 7-9 | <p>Does not communicate</p> <ul style="list-style-type: none"> - Not organization - Not enough to evaluate |
| Vocabulary | 18-25 | <p>Sophisticated range</p> <ul style="list-style-type: none"> - Effective word/idiom choice and usage. - Word form mastery - Appropriate register |
| | 14-17 | <p>Adequate range</p> <ul style="list-style-type: none"> - Occasional error of word - Minors' problem in complex construction - Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured |
| | 10-13 | <p>Major problem in simple construction number, word order/function, articles, pronoun, preposition, and of fragments, not ones, details.</p> <ul style="list-style-type: none"> - Meaning confused or obscured |
| | 7-9 | <p>virtually no mastering of seat construction rules</p> <ul style="list-style-type: none"> - Dominated by errors - Or not enough to evaluate |
| Language Use | 22-25 | <p>Effective complex construction</p> <ul style="list-style-type: none"> - Few errors of agreement, tense, numbers, word order, function, articles, pronouns, preposition. |
| | 18-21 | <p>Effective but simple construction</p> <ul style="list-style-type: none"> - Minor problem in complex construction - Several errors of agreement, tense, numbers, word order/function, articles, pronouns, preposition but meaning |

| | | |
|--|-------|--|
| | 11-17 | seldom obscured. Major problem in simple/construction number, word order/function, articles, pronouns, preposition and or fragments, not ones, details. |
| | 5-10 | - Meaning confused or obscured virtually no mastering of seat construction rules. - Dominated by errors - Or not enough to evaluate |

(Jacobs et. Al in Sitti Fatimah)

3.5.2 Classifying the Score Five Levels Classification is as Follow:

Table.3.3. The score of students' ability

| No. | Classification | Score |
|-----|----------------|-------------------|
| 1. | Excellent | 80-100 |
| 2. | Good | 66-79 |
| 3. | Fair | 56-65 |
| 4. | Poor | 40-55 |
| 5. | Very Poor | >40 ²⁸ |

The table above explain that students can be said to get Excellent scores when students are able to get a score of 80-100, students are said to get a Good score when students are able to get a score of 66-79, if students get a score of 56-65 then students are at Fair classification, then if students get Poor classification then the student got a score of 40-55. And if a student gets a score of less than 40 so the student gets a very poor classification.

3.5.3 Calculating the rate percentage of students achievement

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

²⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Edisi Revisi; Jakarta: PT. Bumi Aksara, 2005), p.245.

Where:

P = Percentage

F = Number of correct

N = Number of sample

3.5.4 Concluding the mean score of the students pre-test and post-test using this formula.

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = Mean score

$\sum x$ = The sum of all score

N = Total number of sample²⁹

3.5.5 Finding the difference by calculating the T-test value by using the following formula.

$$D = \frac{\sum D}{N}$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

²⁹ Punaji Setyosari, *Metode Penelitian dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p.212.

Where:

T = The test of significance

D = The total score difference (pre-test and post-test)

$\sum D$ = The sum of the total score

$\sum D^2$ = he square of the sum score of difference

N = The total number of student³⁰

In testing the research hypothesis, the researcher will be use on tail hypothesis with $\alpha = 0,05$ and degree of freedom (df) $N-1$. Before coming to criteria of testing a researcher hypothesis, the formula statistical hypothesis is follows:

$$H_0 : N_1 > N_2$$

$$H_i : N_1 > N_2$$

The following criteria will be used to a research hypothesis:

1. The null hypothesis will be accepted if the t-table value is higher than the t-test value. It means that the reading comprehension of the students after though by literacy circle is not better than before thought.
2. The null hypothesis will be rejected if the t-table value is lower than the t-test value. N this case, the alternative hypothesis is accepted. It means that the reading comprehension after thought by literacy circle is better than before thought.

³⁰L. R. Gay, *Education Research Competencies for Analysis and Application* (2nd Ed., Columbus: A. Bell & Howell Company, 1981), p. 298.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, the part deals with the finding of the research and the discussion of the research finding. The finding of the research cover description of the result of data collected through test that can be discussed in the section below.

4.1 Finding

The finding of this research deals with the classification of students' pre test and post-test. To find out the answer of the problem statement, the researcher administrated two tests they are pre-test and post-test. Pre-test was given before treatment to know how the students' reading comprehension as the first reference to give the students any treatment, while post-test was given after the treatment. The result of post-test can answer the question of problem statement: "Is the use of Literacy Circle able to improve reading comprehension at SMP Negeri 1 Pinrang? and How is the student's response toward the implementation of Literacy Circle in reading comprehension at the second grade of SMP Negeri 1 Pinrang?"

4.1.1 Students' Reading Comprehension of SMP Negeri 1 Pinrang

This part covers the result of data analysis about students' reading comprehension of SMP Negeri 1 Pinrang. This part explain The pre-test results given before treatment, the post-test results given after the post-test, this section also explains how many students experienced an increase in reading based on the results of the percentage.

4.1.1.1 The Students' Score in Pre-Test

The pre-test had done before treatment. The writer presented the data of the research consist of result pre-test. To get better understanding, the writer presented in the following table:

Table 4.1. Score in pre-test

| Sample | Score of Each Component of Writing Test | | | Total Score | Squares | Classification |
|--------|---|------------|--------------|-------------|---------|----------------|
| | Content | Vocabulary | Language Use | | | |
| 1 | 20 | 16 | 18 | 54 | 2916 | Poor |
| 2 | 19 | 17 | 18 | 54 | 2916 | Poor |
| 3 | 20 | 17 | 19 | 56 | 3136 | Fair |
| 4 | 18 | 15 | 17 | 50 | 2500 | Poor |
| 5 | 23 | 17 | 19 | 59 | 3481 | Fair |
| 6 | 23 | 17 | 19 | 59 | 3481 | Fair |
| 7 | 23 | 16 | 19 | 58 | 3364 | Fair |
| 8 | 22 | 17 | 18 | 57 | 3249 | Fair |
| 9 | 20 | 16 | 18 | 54 | 2916 | Poor |
| 10 | 23 | 17 | 18 | 58 | 3364 | Fair |
| 11 | 19 | 15 | 17 | 51 | 2601 | Poor |
| 12 | 22 | 17 | 19 | 58 | 3364 | Fair |
| 13 | 19 | 17 | 15 | 51 | 2601 | Poor |
| 14 | 19 | 18 | 20 | 57 | 3249 | Fair |
| 15 | 16 | 14 | 17 | 47 | 2209 | Poor |
| 16 | 19 | 17 | 15 | 51 | 2601 | Poor |
| 17 | 17 | 15 | 17 | 49 | 2401 | Poor |
| 18 | 19 | 17 | 18 | 54 | 2916 | Poor |
| 19 | 15 | 14 | 17 | 46 | 2116 | Poor |
| 20 | 19 | 15 | 18 | 52 | 2704 | Poor |
| 21 | 19 | 15 | 18 | 52 | 2704 | Fair |
| 22 | 20 | 16 | 17 | 53 | 2809 | Poor |
| 23 | 18 | 17 | 18 | 53 | 2809 | Poor |
| 24 | 19 | 16 | 15 | 50 | 2500 | Poor |
| 25 | 19 | 16 | 15 | 50 | 2500 | Poor |
| 26 | 16 | 14 | 19 | 49 | 2401 | Poor |
| 27 | 16 | 15 | 16 | 47 | 2209 | Poor |
| 28 | 16 | 14 | 16 | 46 | 2116 | Poor |

| | | | | | | |
|----|----|----|----|------|-------|------|
| 29 | 20 | 16 | 18 | 54 | 2916 | Poor |
| 30 | 20 | 17 | 19 | 56 | 3136 | Fair |
| 31 | 23 | 17 | 19 | 59 | 3481 | Fair |
| 32 | 22 | 17 | 18 | 57 | 3249 | Fair |
| | | | | 1701 | 90915 | |

Source: Score of Pre-Test

Based on the table above, showing the result of students' reading score before giving treatment by using Literacy Circle activities, 12 students in fair classification, 20 students in poor classification, no one student in very good, good, and very poor classification. It can be seen that almost of the class VIII.9 students' reading comprehension was low. Because most of students gained poor score.

4.1.1.2 The Students' Score in Post-Test

The writer presented the data of the research consist of result post-test. To get better understanding, the writer presented in the following table:

Table 4.2. Score in post-test

| Sample | Score of Each Component of Writing Test Language | | | Total Score | Squares | Classification |
|--------|--|------------|-----|-------------|---------|----------------|
| | Content | Vocabulary | Use | | | |
| 1 | 26 | 18 | 20 | 64 | 4096 | Fair |
| 2 | 27 | 19 | 21 | 67 | 4489 | Good |
| 3 | 27 | 18 | 20 | 65 | 4225 | Fair |
| 4 | 25 | 18 | 21 | 64 | 4096 | Fair |
| 5 | 26 | 19 | 21 | 66 | 4356 | Good |
| 6 | 26 | 18 | 21 | 65 | 4225 | Fair |
| 7 | 28 | 19 | 21 | 68 | 4624 | Good |
| 8 | 28 | 19 | 21 | 68 | 4624 | Good |
| 9 | 28 | 19 | 21 | 68 | 4624 | Good |
| 10 | 26 | 17 | 19 | 62 | 3844 | Fair |
| 11 | 28 | 19 | 21 | 68 | 4624 | Good |
| 12 | 27 | 18 | 21 | 66 | 4356 | Good |
| 13 | 28 | 19 | 21 | 68 | 4624 | Good |

| | | | | | | |
|----|----|----|----|------|--------|------|
| 14 | 28 | 18 | 20 | 66 | 4356 | Good |
| 15 | 27 | 17 | 20 | 64 | 4096 | Fair |
| 16 | 26 | 18 | 20 | 64 | 4096 | Fair |
| 17 | 26 | 18 | 20 | 64 | 4096 | Fair |
| 18 | 27 | 18 | 21 | 66 | 4356 | Good |
| 19 | 26 | 17 | 20 | 63 | 3969 | Fair |
| 20 | 25 | 18 | 20 | 63 | 3969 | Fair |
| 21 | 27 | 19 | 21 | 67 | 4489 | Good |
| 22 | 26 | 17 | 21 | 64 | 4096 | Fair |
| 23 | 27 | 19 | 20 | 66 | 4356 | Good |
| 24 | 27 | 18 | 21 | 66 | 4356 | Good |
| 25 | 26 | 16 | 19 | 61 | 3721 | Fair |
| 26 | 26 | 17 | 21 | 64 | 4096 | Fair |
| 27 | 25 | 19 | 21 | 65 | 4225 | Fair |
| 28 | 25 | 18 | 20 | 63 | 3969 | Fair |
| 29 | 26 | 18 | 20 | 64 | 4096 | Fair |
| 30 | 27 | 18 | 20 | 65 | 4225 | Fair |
| 31 | 26 | 19 | 21 | 66 | 4356 | Good |
| 32 | 28 | 19 | 21 | 68 | 4624 | Good |
| | | | | 2088 | 136354 | |

Source: Score of Post-Test

The table above showed that there was an improvement of students' score after giving treatment by using Literacy Circle activities, 15 students in good classification, 17 students in fair classification, no one students in poor and very poor classification. It means that the students reading comprehension has improve by using Literacy Circle reading text significantly.

4.1.2 The Frequency and Percentage of The Result

The rate percentage was acquired by the students in pre-test and post-test of reading comprehension. It has been mention in the previous chapter that after

tabulation and analyzing the score into percentage. The score was classified into five levels as follow:

4.1.2.1 The Frequency and Percentage of The Result Pre-Test

The following is the percentage and frequency of the results of pre-test conducted before giving treatment.

Table 4.3. Frequency and Percentage of Pre-test

| No. | Classification | Score | Frequency | Percentage |
|-------|----------------|--------|-----------|------------|
| 1 | Excellent | 80-100 | 0 | 0% |
| 2 | Good | 66-79 | 0 | 0% |
| 3 | Fair | 56-79 | 12 | 37,5% |
| 4 | Poor | 40-55 | 20 | 62,5% |
| 5 | Very Poor | <40 | 0 | 0% |
| Total | | | 32 | 100% |

Source: Frequency & Percentage Pre-Test

The table above shows none students got Excellent (0%), none students got Good, there was 12 students (37,5%) got Fair, 20 students (62,5%) got Poor, and none students got Very poor.

Based on the table above, it showed that the rate percentage of the students' score of reading ability was bad because none student got excellent, none student got good, but more of them got poor classification

4.1.2.2 The Frequency and Percentage of The Result Post-Test

The following is the percentage and frequency of the results of post-test conducted after giving treatment.

Table 4.4. Frequency and Percentage of Post-test

| No. | Classification | Score | Frequency | Percentage |
|-----|----------------|--------|-----------|------------|
| 1 | Excellent | 80-100 | 0 | 0% |
| 2 | Good | 66-79 | 15 | 46,8% |
| 3 | Fair | 56-79 | 17 | 53,1% |

| | | | | |
|-------|-----------|-------|----|------|
| 4 | Poor | 40-55 | 0 | 0% |
| 5 | Very Poor | <40 | 0 | 0% |
| Total | | | 32 | 100% |

Source: Frequency & Percentage Post-Test

Based on the table above, shows that from 32 students, were most of students got good and fair, 46,8% good classification, 53,1% get fair classification, and no students got poor and very poor classification. That means after giving treatment, students' comprehend in reading was improved better than in pre-test.

4.1.3 The Mean Score of The Pre-Test and Post-Test

After the researcher analyzing the students' pre-test and post-test result, the researcher then analyzed the students mean score pre-test and post-test result the data was presented below:

$$1. \quad \bar{X}_1 = \frac{\sum x_1}{N} = \frac{1701}{32} = 53,15$$

$$2. \quad \bar{X}_2 = \frac{\sum x_2}{N} = \frac{2088}{32} = 65,25$$

From the result of data above shows that the mean score obtained by the students was different, the result of post-test highest than pre-test it is proved by the mean score of the post-test was 65,25 while the mean score of pre-test was 53,15.

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had improvement after doing the learning process that used in class.

4.1.4 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test, and also to find out how much the score was increased during the pre-test and post-test.

Table 4.5. Calculation of the score on pre-test and post-test of the students' reading ability

| Sample | Pre-test (X_1) | Pre-test (X_1) ² | Post-test (X_2) | Post-test (X_2) ² | D ($X_2 - X_1$) | D($X_2 - X_1$) ² |
|--------|-----------------------|------------------------------------|------------------------|-------------------------------------|-------------------|-------------------------------|
| 1 | 54 | 2916 | 64 | 4096 | 10 | 100 |
| 2 | 54 | 2916 | 67 | 4489 | 13 | 169 |
| 3 | 56 | 3136 | 65 | 4225 | 9 | 81 |
| 4 | 50 | 2500 | 64 | 4096 | 14 | 196 |
| 5 | 59 | 3481 | 66 | 4356 | 7 | 49 |
| 6 | 59 | 3481 | 65 | 4225 | 6 | 36 |
| 7 | 58 | 3364 | 68 | 4624 | 10 | 100 |
| 8 | 57 | 3249 | 68 | 4624 | 11 | 121 |
| 9 | 54 | 2916 | 68 | 4624 | 14 | 196 |
| 10 | 58 | 3364 | 62 | 3844 | 4 | 16 |
| 11 | 51 | 2601 | 68 | 4624 | 17 | 289 |
| 12 | 58 | 3364 | 66 | 4356 | 8 | 64 |
| 13 | 51 | 2601 | 68 | 4624 | 17 | 289 |
| 14 | 57 | 3249 | 66 | 4356 | 9 | 81 |
| 15 | 47 | 2209 | 64 | 4096 | 17 | 289 |
| 16 | 51 | 2601 | 64 | 4096 | 13 | 169 |
| 17 | 49 | 2401 | 64 | 4096 | 15 | 225 |
| 18 | 54 | 2916 | 66 | 4356 | 12 | 144 |
| 19 | 46 | 2116 | 63 | 3969 | 17 | 289 |
| 20 | 52 | 2704 | 63 | 3969 | 11 | 121 |
| 21 | 52 | 2704 | 67 | 4489 | 15 | 225 |
| 22 | 53 | 2809 | 64 | 4096 | 11 | 121 |
| 23 | 53 | 2809 | 66 | 4356 | 13 | 169 |
| 24 | 50 | 2500 | 66 | 4356 | 16 | 256 |
| 25 | 50 | 2500 | 61 | 3721 | 11 | 121 |
| 26 | 49 | 2401 | 64 | 4096 | 15 | 225 |
| 27 | 47 | 2209 | 65 | 4225 | 18 | 324 |
| 28 | 46 | 2116 | 63 | 3969 | 17 | 289 |
| 29 | 54 | 2916 | 64 | 4096 | 10 | 100 |
| 30 | 56 | 3136 | 65 | 4225 | 9 | 81 |
| 31 | 59 | 3481 | 66 | 4356 | 7 | 49 |
| 32 | 57 | 3249 | 68 | 4624 | 11 | 121 |
| Total | 1701 | 90915 | 2088 | 136354 | 387 | 5105 |

Source: Calculating Score Pre-Test & Post-Test

To find out D used Formula as Follow:

$$D = \frac{\sum D}{N} = \frac{387}{32} = 12$$

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} t = \frac{12}{\sqrt{\frac{5105 - \frac{(387)^2}{32}}{32(32-1)}}$$

$$t = \frac{12}{\sqrt{\frac{5105 - \frac{149769}{32}}{32(32-1)}}} t = \frac{12}{\sqrt{\frac{5105 - \frac{149769}{32}}{32(31)}}$$

$$t = \frac{12}{\sqrt{\frac{5105 - 4680}{992}}} t = \frac{12}{\sqrt{\frac{423}{992}}}$$

$$t = \frac{12}{\sqrt{0,42}} \quad t = \frac{12}{0,64}$$

$$t = 18,75$$

Thus, the t-test value is 18,75 it was greater than t-table.

Tabel 4.6. Value t-test and t-table

| Variable | T-test | T-table value |
|------------------------|--------|---------------|
| Pre-test and Post-test | 18,75 | 1,695 |

The data above showed that the value of t-test was greater that t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

4.1.5 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 32-1 = 31$$

For the level, significant (α) 5% and $df = 31$, and the value of the table is 1,695, while the value of t-test is 18,75. It means that the t-test value is greater than t-table. Thus, it can be concluded that the students' reading comprehension through Literacy Circle is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can be concluded that there is an improving reading ability through Literacy Circle at the second year of SMPN 1 Pinrang.

4.2 Discussion

4.2.1 Literacy circle able to improve reading comprehension at the second year of SMP Negeri 1 Pinrang

In teaching reading, the writer used literacy circle as activity to improve the students' reading comprehension. As we know before that learning to read with Literacy Circle can improve students' understanding of the reading, students also get new vocabulary, and can also improve students' writing abilities. Because with Literacy Circle students are taught to look for new vocabularies, connect short stories with their daily lives, also summarize the story.

By looking at the test finding, from the data provided in classification of the table in pre-test, clearly to see that there were twelve students (37,5%) got fair score, and twenty students (62,5%) got poor. Where in the post-test, there were fifteen students (46,8%) got good classification, then seventeen students (53,1%) got fair classification. From the result, the researcher can conclude that the students' reading comprehension improved from poor to fair and fair to good classification.

In addition, the mean score of pre-test was 53,15. And the mean score of post-test was 65,25. As conclusion, the mean score post-test was greater than pre-test. Even, for the level significant (α) 0,05 and $df = 31$, the value of t-table is 1,695,

while the value of t-test is 18,75. It means that, the t-test value is greater than t-table. Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment.

Based on the findings above, the researcher concluded that Literacy Circle able to improve students' reading comprehension at the second year of SMPN 1 Pinrang.

4.2.2 The students' response in reading comprehension through Literacy Circle

There were six meetings for doing this research. Two meetings for doing test, it is pre-test and post-test and four meetings for doing the treatment by using literacy circle in teaching reading.

To make it prove that teaching reading by using literacy circle in learning has impact in improving reading comprehension. For the first meeting, the researcher gave pre-test to the students. The researcher will explain all about this research. The researcher gave students reading material by title *The Honest Boy* in accordance with the role of literacy circle that is discussion director, vocabulary enriched, connectors, and summarizer before teaching. It aimed to know the students' reading comprehension before getting the treatment.

In the second until fifth meeting, in teaching reading by using literacy circle the researcher divided the students into some group which consist of four students. The researcher gave a text with different title every meeting. The researcher commanded the students to read and understand the text. The researcher gave literacy circle worksheet to each group. The students do their work according to the worksheet that has been given.

In the last meeting, the researcher gave a post-test. It was to know significant difference between the students' reading comprehension and after applying Literacy circle. This is the same as what we done on the pre-test, but with different text, the title is "Mr. Holland's Dream".

Therefore, the researcher can conclude the procedure of literacy circle that was effective to improve the students' reading comprehension. This indicates that the null hypothesis (Ho) is rejected and alternative hypothesis (Hi) is accepted. It means the second year students of SMP Negeri 1 Pinrang can develop their english reading through literacy circle.

In this research, students are trained to think critically, because learning to read using the literacy circle method students learn to understand the reading text and discuss it with their group. This is the same as what Dini Irawati said in her research entitled Effectiveness of literacy circles on students' reading comprehension, where she explains that literature circles allows students to give their personal responses to reading. Reader response can improve reading comprehension in that students are allowed to bring their personal experiences and background knowledge to their reading. When they relate new information in the text to their prior experience and knowledge, they may have error interpretation.³¹

Lauren Coccia in her research with the title Literature Circles and Their Improvement of Comprehension said that "Literature circles allow students to cooperatively learn and comprehend texts through casual conversation amongst their peers as well as immersion in discussion surrounding purposefully chosen questions that will aid in text comprehension. Literature circles diverge from heavy teacher-led

³¹Dini Irawati, *Effectiveness of Literature Circles on Students' Reading Comprehension* (IJOLTL, 2016), p. 188.

instruction that is commonly seen within our schools as a result of pressure of demanding curriculum and standardized testing”³². This signifies that group discussion in literacy circle talk about text with others, allows students to confirm what they understand and add their insights. There is also a negotiation for meaning that can improve students’ reading comprehension.

There are many benefits of using literature circles for teaching reading comprehension. They not only develop the abilities of students but they also contribute to improve students’ communication skills and to foster social and interpersonal skills. This relates to what Daniels said, where Literacy Circles provide an opportunity for students to engage with their peers about a selected text. They have responses with their peers, listen respectfully to one another, sometimes disagree strongly, but dig back into the text to settle arguments of validate different interpretations. In addition to improving students' reading comprehension, using literacy circles can also practice their communication skills by giving opinions about what they have read and also giving input when there are opinions that they disagree with.³³

In this research, there are roles in the literacy circle that will be followed by each groups, each role has its own function. The roles frequently used in literacy circle, brief descriptions are included as guidelines only the names and description of the roles can be determined with the students once the teacher has set students criteria for learning. As Tompkins said Roles rotate each session which allows each student

³²Lauren Coccia, *Literature Circle and Their Improvement on Comprehension A Focus on Elementary School*, p.4.

³³Detty Varita *Improving Reading Comprehension Through Literature Circles*, p. 236.

to have the opportunity to learn from each role. When the group meets, the Discussion Director leads them in a grand conversation about the book. Students share their opinions, personal connections, predictions, new vocabulary words, and explore different points of view during this time. Overall, the main components to literature circles are choice, literature, and response.

Based on some of the opinions above, it can be concluded that using literacy circles to improve students' reading comprehension is very effective, by following the rules in the literacy cycle, in addition to improving students' reading comprehension, literacy circles also have a good impact, such as increasing students' critical thinking skills, make students dare to give their opinions about what they read, and also make students master more vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

5.1.1. The improvement of students' reading comprehension through Literacy Circle

Based on the finding and discussion to prove the hypothesis proposed in the previous chapter, the researcher put forward the conclusion that the second grade students of SMP Negeri 1 Pinrang had got significant development in reading comprehension through literacy circle that is from poor to fair classification and from fair to good classification. This is proved by the mean score of the students where the result of pre-test is 53,15 and post test 65,25. So, it is the different and based on the students' score gained for each scoring criteria of pre-test and post-test which is the total score of post-test was higher than pre-test and the research shows that there was a significant difference of the students' reading comprehension before and after teaching reading through literacy circle (t-test value = 18,75 is higher than t-table = 1,695). It means that the use of literacy circle is effective in developing the reading skill of second year students of SMP Negeri 1 Pinrang especially in class VIII.9.

5.1.2. The students' response in reading comprehension through Literacy Circle

Based on the pre-test and post-test, the researcher found that the students gave a positive respond to literacy circle. The students agreed and pleased with this strategy. Most of them carry well and active when the learning process. It means that the literacy circle give a good response in reading comprehension to the students of the second grade at SMP Negeri 1 Pinrang especially for class VIII.9.

5.2 Suggestion

Based on the conclusion above, it can be delivered some suggestions from the researcher for people who have interested in doing the experiment in the same field. Here the suggestions as follow:

1. For English teacher. It is suggested to applying the reading by using literacy circle as one of media in developing reading comprehension of the students, especially the students of junior high school.
2. For the students. They should help their teacher to apply a new media, they also should be serious and pay attention to their teaching in learning process.
3. For the next researcher, it is suggested to find out the result of research as one of comparative study in employing their research, especially for the research of reading English by using literacy circle.

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APPENDICES

Appendix 1. Research Instrument.

INSTRUMENT

Pre-test and Post-test

1. Pre-test

The Honest Boy

One day Tommy was walking home from school. He saw a man coming out of a shop. The man was carrying a lot of things. He was walking toward his car. Suddenly something fell from his pocket. Tommy saw it, but the man did not. Tommy ran and picked up the thing. It was a wallet.

"Sir! You dropped your wallet". Tommy called. The man stopped and turned round. "You dropped your wallet," Tommy repeated. "Here it is. It fell from your pocket when you were walking." Tommy gave him the wallet.

"Oh, thank you very much," the man said. "It's all right." Tommy answered.

The man opened the wallet and took out some money. "Here, this is for you," he said. Tommy refused saying "I don't want the money, I just wanted to help you."

The man smiled and said, "All right, I'm not going to give you any money, but please, let me take you home."

"All right," Tommy said, and got into the car. In the car they talked about Tommy's school. Tommy was telling him about his friends when they arrived. "This is my house," Tommy said. "Won't you come in? " The man went with Tommy into the house. He met Tommy's parents and told them what had happened, Tommy's parents were very proud of their son.

2. Post-test

Mr. Holland's Dream

When Mr. Holland was a young man, he played a lot of football, and he had always been thin and very strong. But then he worked in an office for many years, and he drove to work in a car, so when he was forty, he was fat and very soft, and he didn't wish to get fatter and softer every year.

One day one of his friend said to him: "Would you like to be thinner, Fred?"

"Of course, I would", Mr. Holland answered.

"Well, his friend said, "stop going to your office by car, and get a bicycle".

Mr. Holland had not ridden a bicycle for many years. "It's very hard to learn to ride a bicycle again at your age," his wife said. But it was not too hard for Mr. Holland to do. He usually sat in his living room and read the newspapers in the evening, but he bought a bicycle for his birthday and practiced riding it every evening instead. He hoped that it would help him to get thinner, and he got a lot of pleasure from it.

He found little roads which were not really very narrow, but were too narrow for cars, and there he got away from the nasty noises of the city, which were becoming too much for him. They were not really very loud, but they were too loud for Mr. Holland. Then he began to go to his office by bicycle. Sometimes all the cars stopped at a red light, and he went past them to the front, because his bicycle was narrow. Then he was very happy.

Yesterday he stopped at a red light, and a man came up behind him on another bicycle. He stopped too and said to Mr. Holland, “Have the police taken your driving license away too.”

Mr. Holland was not fat when he was young. Then he became fat and soft because he sat too much. He wanted to get thinner, and a friend told him not to use his car, but to go by bicycle instead. Mr Holland's wife thought that it was too hard, but it was not. Mr Holland began to ride to his office with his bicycle, but another man thought that he did this because the police had taken his driving license away.

Pre-test:**Literature Circles Role Sheet****Discussion Director***Name Rizay Ahmad. W Book _____

Meeting Date _____ Assignment _____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group. You also need to write your answers to these question.

Possible discussion questions or topics for today

1. Did today's reading remind you of ANY real-life experiences

2. What are the one or two most important ideas

3. Did anything in this section of the book surprise you?

4. _____

5. _____

Sample Questions

- What was going through your mind while you read this?
- Can someone summarize this section?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- What are some things you think will be talked about next?



Literature Circles Role Sheet**Summarizer***Name Muh. Afzansyah A. Book _____

Meeting Date _____ Assignment _____

Summarizer: Your job is to prepare a brief summary of today's reading. Don't tell the whole story, just focus on the important parts. The other members of your group will be counting on you to give them a quick statement that tells about the story (the summary), and the key points.

Summary: One day, Tommy pergi berjalan dari rumah ke sekolah. He saw a man carrying a lot of things. dan sesuatu jatuh dari kantongnya. Tommy saw, but the man did not. Tommy langsung lari dan mengambil dompet itu. Ia langsung mengembalikannya dan that Sir say thank you to Tommy

Key Points:

1. _____
2. _____
3. _____
4. _____
5. _____



Literature Circles Role Sheet**Vocabulary Enricher***Name Cinta Titania Putri Book _____

Meeting Date _____ Assignment _____

Vocabulary Enricher: Your job is to be on the lookout for a few especially important words in today's reading. If you find words that are puzzling or unfamiliar, mark them while you are reading and then later jot down their definition, either from a dictionary or from some other source. You may also find words in the reading that are significant to the story. Mark these special words, and be ready to point them out to the group. When your circle meets, help members find and discuss these words.

| Page No. & Paragraph | Word | Definition |
|----------------------|----------|----------------------|
| | Suddenly | dengan tiba-tiba |
| | Carrying | membawa |
| | refused | menolak |
| | toward | menuju |
| | arrived | datang, sampai, tiba |
| | fell | jatuh |
| | | |



Literature Circles Role Sheet**Connector***Name A. Muh. Syahdilah Book _____

Meeting Date _____ Assignment _____

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. Once you have shared your connection to this section of the book, each member of your group will also relate their own connection to the book, although they may refer to a different passage.

Describe the part in the book and then explain your connection.

1. one day when I in school I found Money 50.000 I surprise because
Money that I found is very big .After that I want pick up
but I remember IF PUT IF the money not our properti . I straight
 2. pick up the money and I give the money to the teacher dan
them the teacher ask to student FROM a mic One minute later
Someone come and ask

3. _____

4. _____

5. _____



Posy-test:**Literature Circles Role Sheet****Discussion Director***Name Reefy Mth. Saleh Book _____

Meeting Date _____ Assignment _____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group. You also need to write your answers to these question.

Possible discussion questions or topics for today

1. What causes Mr. Holland getting fat?
→ because Mr. Holland always using car
2. How is Mr. Holland lost weight?
→ Mr. Holland rides a bicycle to his office
3. What is bought by Mr. Holland on his birthday?
→ Bicycle
4. What do you think about Mr. Holland?
→ He is a person who likes to try.
5. _____

Sample Questions

- What was going through your mind while you read this?
- Can someone summarize this section?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- What are some things you think will be talked about next?



Literature Circles Role Sheet**Connector***Name Azansyah Book _____

Meeting Date _____ Assignment _____

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. Once you have shared your connection to this section of the book, each member of your group will also relate their own connection to the book, although they may refer to a different passage.

Describe the part in the book and then explain your connection.

1. I have a very fat friend, weigh around 50kg, he really likes to eat when he does his works. He really wants to be thin, but his hobby is eating. One day
2. he tried to lose weight, he did various kinds of sports, such as jogging and playing badminton, he exercised every afternoon,
3. he also maintained his diet, so he managed to lose weight.

4. _____

5. _____

Literature Circles Role Sheet

Literature Circles Role Sheet

Summarizer*

 Name Muh-Fadlan Book _____

Meeting Date _____ Assignment _____

Summarizer: Your job is to prepare a brief summary of today's reading. Don't tell the whole story, just focus on the important parts. The other members of your group will be counting on you to give them a quick statement that tells about the story (the summary), and the key points.

Summary:

Mr. Holland is a person who in his youth liked to exercise,
but since he worked in the office he became fat; because
every time he goes the office he always drives a car.
on his birthday he bought a bicycle and learned
to ride it. He hopes the bike can help him become
thin. He passed a narrow road that ^{could} ~~could~~ only be passed
by a bicycle to his office. During Mr. Holland rides
a bicycle to his office, his body gets thin, and someone
thinks that Mr. Holland goes to the office on a bicycle
because his licence was taken by the police.

Key Points:

1. _____
2. _____
3. _____
4. _____
5. _____



Vocabulary Enricher*

 Name Nur Atsyah Book _____

Meeting Date _____ Assignment _____

Vocabulary Enricher: Your job is to be on the lookout for a few especially important words in today's reading. If you find words that are puzzling or unfamiliar, mark them while you are reading and then later jot down their definition, either from a dictionary or from some other source. You may also find words in the reading that are significant to the story. Mark these special words, and be ready to point them out to the group. When your circle meets, help members find and discuss these words.

| Page No. & Paragraph | Word | Definition |
|----------------------|----------|------------------|
| | fatter | lebih gemuk |
| | Pleasure | Kesenangan |
| | Narrow | sempit |
| | Instead | sebagai gantinya |
| | | |
| | | |



Appendix 2: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------|-----------------------|
| Sekolah | : SMP Negeri 1 Pinrag |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : VIII.9 |
| Waktu | : 2x45 menit |
| Pertemuan | : 1 |

Deskripsi Pembelajaran :1. Memahami makna teks fungsional pendek dan esai sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Objek Pembelajaran :1.Siswa merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk teks berbentuk: narrative, spoof,dan hortatory exposition.

Indikator :

- Mengidentifikasi setting dalam cerita
- Mengidentifikasi komplikasi dalam teks yang dibaca
- Mengidentifikasi kejadian dalam teks yang dibaca

Jenis teks : Narrative

Aspek : Reading

a. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi setting dalam sebuah cerita

2. Mengidentifikasi komplikasi dalam teks
 3. Mengidentifikasi kejadian dalam teks
- b. Materi Pembelajaran
1. Teks monolog naratif
- c. Metode/Teknik Pembelajaran
1. Literacy circle
- d. Media dan Alat:
1. Media : worksheet atau lembar kerja siswa dan teks naratif
 2. Alat : papan tulis, spidol, dan penghapus
- e. Langkah-Langkah Kegiatan:
- Pertemuan pertama: 2x45 menit

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|--|---------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none"> 1. Salam/tegur sapa atau perkenalan. 2. Mengecek kehadiran siswa. 3. Melihat kondisi kesiapan siswa mengikuti pembelajaran. 4. Menyampaikan tujuan pembelajaran yang akan dicapai. 5. Siswa menyimak dan menjawab pertanyaan dari guru mengenai materi yang akan dipelajari dengan pengetahuan umum yang dimiliki siswa sebelumnya. | 10 Menit |
| Kegiatan Inti | <ol style="list-style-type: none"> 1. Guru menjelaskan materi yang akan dipelajari 2. Menjelaskan tugas dan peran masing-masing siswa dalam kelompok sesuai dengan literacy circle. 3. Membagi siswa dalam kelompok dan masing-masing kelompok terdiri dari 4 orang 4. Memberikan teks bacaan pada setiap kelompok. 5. Siswa membaca dan menjalankan tugas dalam kelompok sesuai dengan penjelasan guru. 6. Mengamati kegiatan siswa dalam setiap kelompok | 70 Menit |
| Kegiatan Penutup | <ol style="list-style-type: none"> 1. Menanyakan ketercapaian tujuan pembelajaran 2. Guru menanyakan kesulitan dalam PMB | 10 menit |

| | | |
|--|---|--|
| | 3. Siswa menyampaikan kesulitannya dalam PMB. | |
|--|---|--|

f. Sumber Belajar

1. <http://englishjuniorhighschool.blogspot.com/2014/08/example-of-narrative-text-honest-boy.html?m=1>
2. Worksheet

g. Penilaian:

1. Teknik : Tes tertulis
2. Instrumen : Text narrative

RENCANA PELAKSANAAN PEMEBLAJARAN (RPP)

Sekolah : SMP Negeri 1 Pinrag

Mata Pelajaran : Bahasa Inggris

Kelas : VIII.9

Waktu : 2x45 menit

Pertemuan : 2

Deskripsi Pembelajaran : 1. Memahami makna teks fungsional pendek dan esai sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Objek Pembelajaran : 1. Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk teks berbentuk: narrative, spoof, dan hortatory exposition.

Indicator :

- Mengidentifikasi setting dalam cerita
- Mengidentifikasi komplikasi dalam teks yang dibaca
- Mengidentifikasi kejadian dalam teks yang dibaca

Jenis teks : Narrative

Aspek : Reading

a. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi setting dalam sebuah cerita
2. Mengidentifikasi komplikasi dalam teks
3. Mengidentifikasi kejadian dalam teks

- b. Materi Pembelajaran
1. Teks monolog naratif
- c. Metode/Teknik Pembelajaran
1. Literacy circle
- d. Media dan Alat:
1. Media : worksheet atau lembar kerja siswa dan teks naratif
 2. Alat : papan tulis, spidol, dan penghapus
- e. Langkah-Langkah Kegiatan:
- Pertemuan pertama: 2x45 menit

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none"> 1. Salam/tegur sapa atau perkenalan. 2. Mengecek kehadiran siswa. 3. Melihat kondisi kesiapan siswa mengikuti pembelajaran. 4. Menyampaikan tujuan pembelajaran yang akan dicapai. 5. Siswa menyimak dan menjawab pertanyaan dari guru mengenai materi yang akan dipelajari dengan pengetahuan umum yang dimiliki siswa sebelumnya. | 10 Menit |
| Kegiatan Inti | <ol style="list-style-type: none"> 1. Guru menjelaskan materi yang akan dipelajari 2. Menjelaskan tugas dan peran masing-masing siswa dalam kelompok sesuai dengan literacy circle. 3. Mengecek tugas siswa dalam kelompoknya sesuai literacy circle. 4. Memberikan teks bacaan berbeda dari pertemuan sebelumnya. 5. Siswa membaca dan menjalankan tugas dalam kelompok sesuai dengan penjelasan guru. 6. Mengamati kegiatan siswa dalam setiap kelompok | 70 Menit |
| Kegiatan Penutup | <ol style="list-style-type: none"> 1. Menanyakan ketercapaian tujuan pembelajaran 2. Guru menanyakan kesulitan dalam PMB 3. Siswa menyampaikan kesulitannya dalam PMB. | 10 menit |

f. Sumber Belajar

1. Buku Step by Step Hal.87
2. Worksheet

g. Penilaian:

1. Teknik : Tes tertulis
2. Instrumen : Text narrative

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------|-----------------------|
| Sekolah | : SMP Negeri 1 Pinrag |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : VIII.9 |
| Waktu | : 2x45 menit |
| Pertemuan | : 3 |

Deskripsi Pembelajaran :1. Memahami makna teks fungsional pendek dan esai sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Objek Pembelajaran :1. Siswa merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk teks berbentuk: narrative, spoof, dan hortatory exposition.

Indicator :

- Mengidentifikasi setting dalam cerita
- Mengidentifikasi komplikasi dalam teks yang dibaca
- Mengidentifikasi kejadian dalam teks yang dibaca

Jenis teks : Narrative

Aspek : Reading

a. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi setting dalam sebuah cerita
2. Mengidentifikasi komplikasi dalam teks
3. Mengidentifikasi kejadian dalam teks

- b. Materi Pembelajaran
1. Teks monolog narativ
- c. Metode/Teknik Pembelajaran
1. Literacy circle
- d. Media dan Alat:
1. Media : worksheet atau lembar kerja siswa dan teks narativ
 2. Alat : papan tulis, spidol, dan penghapus
- e. Langkah-Langkah Kegiatan:
- Pertemuan pertama: 2x45 menit

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none"> 1. Salam/tegur sapa atau perkenalan. 2. Mengecek kehadiran siswa. 3. Melihat kondisi kesiapan siswa mengikuti pembelajaran. 4. Menyampaikan tujuan pembelajaran yang akan dicapai. 5. Siswa menyimak dan menjawab pertanyaan dari guru mengenai materi yang akan dipelajari dengan pengetahuan umum yang dimiliki siswa sebelumnya. | 10 Menit |
| Kegiatan Inti | <ol style="list-style-type: none"> 1. Guru menjelaskan materi yang akan dipelajari 2. Menjelaskan tugas dan peran masing-masing siswa dalam kelompok sesuai dengan literacy circle. 3. Mengecek tugas siswa dalam kelompoknya sesuai literacy circle. 4. Memberikan teks bacaan berbeda dari pertemuan sebelumnya. 5. Siswa membaca dan menjalankan tugas dalam kelompok sesuai dengan penjelasan guru. 6. Mengamati kegiatan siswa dalam setiap kelompok | 70 Menit |
| Kegiatan Penutup | <ol style="list-style-type: none"> 1. Menanyakan ketercapaian tujuan pembelajaran 2. Guru menanyakan kesulitan dalam PMB 3. Siswa menyampaikan kesulitannya dalam PMB. | 10 menit |

f. Sumber Belajar

1. Buku Step by Step Hal.61
2. Worksheet

g. Penilaian:

1. Teknik : Tes tertulis
2. Instrumen : Text narrative

RENCANA PELAKSANAAN PEMEBLAJARAN (RPP)

| | |
|----------------|-----------------------|
| Sekolah | : SMP Negeri 1 Pinrag |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : VIII.9 |
| Waktu | : 2x45 menit |
| Pertemuan | : 4 |

Deskripsi Pembelajaran :1. Memahami makna teks fungsional pendek dan esai sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Objek Pembelajaran :1. Siswa merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk teks berbentuk: narrative, spoof, dan hortatory exposition.

Indicator :

- Mengidentifikasi setting dalam cerita
- Mengidentifikasi komplikasi dalam teks yang dibaca
- Mengidentifikasi kejadian dalam teks yang dibaca

Jenis teks : Narrative

Aspek : Reading

a. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi setting dalam sebuah cerita
2. Mengidentifikasi komlikasi dalam teks
3. Mengidentifikasi kejadian dalam teks

- b. Materi Pembelajaran
1. Teks monolog narativ
- c. Metode/Teknik Pembelajaran
1. Literacy circle
- d. Media dan Alat:
1. Media : worksheet atau lembar kerja siswa dan teks narativ
 2. Alat : papan tulis, spidol, dan penghapus
- e. Langkah-Langkah Kegiatan:

Pertemuan pertama: 2x45 menit

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none"> 1. Salam/tegur sapa atau perkenalan. 2. Mengecek kehadiran siswa. 3. Melihat kondisi kesiapan siswa mengikuti pembelajaran. 4. Menyampaikan tujuan pembelajaran yang akan dicapai. 5. Siswa menyimak dan menjawab pertanyaan dari guru mengenai materi yang akan dipelajari dengan pengetahuan umum yang dimiliki siswa sebelumnya. | 10 Menit |
| Kegiatan Inti | <ol style="list-style-type: none"> 1. Guru menjelaskan materi yang akan dipelajari 2. Menjelaskan tugas dan peran masing-masing siswa dalam kelompok sesuai dengan literacy circle. 3. Mengecek tugas siswa dalam kelompoknya sesuai literacy circle. 4. Memberikan teks bacaan berbeda dari pertemuan sebelumnya. 5. Siswa membaca dan menjalankan tugas dalam kelompok sesuai dengan penjelasan guru. 6. Mengamati kegiatan siswa dalam setiap kelompok | 70 Menit |
| Kegiatan Penutup | <ol style="list-style-type: none"> 1. Menanyakan ketercapaian tujuan pembelajaran 2. Guru menanyakan kesulitan dalam PMB 3. Siswa menyampaikan kesulitannya dalam PMB. | 10 menit |

f. Sumber Belajar

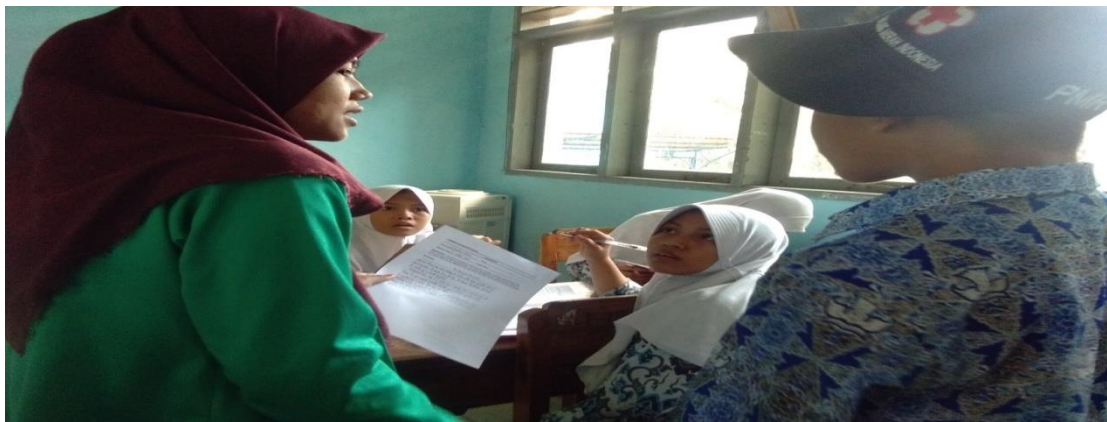
1. Buku Step by Step Hal.65
2. Worksheet

g. Penilaian:

1. Teknik : Tes tertulis
2. Instrumen : Text narrative

Appendix 3: Documentation





Appendix 4. Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Jln. Amal Bakli No. 8 Soreang, Kola Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
POBoxP09Parepare91100. website: www.iainpare.ac.id, email: mail.iainpare.ac.id

Nomor : B.1776/In.39.5.1/PP.00.9/10/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI PINRANG
di
KAB. PINRANG

Assalamu alaikum Wr.Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : RABIATUL ADAWIYAH
Tempat/Tgl. Lahir : Pinrang, 04 Oktober 1997
NIM : 15.1300.028
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : AWANG-AWANG, KEC. WATANG SAWITTO KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN PINRANG dalam rangka penyusunan skripsi yang berjudul:

"THE USE OF LITERACY CIRCLE TO IMPROVE READING ABILITY AT SMP NEGERI 1 PINRANG KABUPATEN PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

// Oktober 2019

Wakil Dekan I,



Tembusan :
1. Rektor IAIN Parepare



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CamScanner



**PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH**

Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Nomor : 070/567/Kemasy.
Lampiran : -
Perihal : Rekomendasi Penelitian.

Pinrang, 22 Oktober 2019
Kepada
Yth, Kepala UPT. SMPN 1 Pinrang
di-

Tempat.

Berdasarkan Surat Wakil Dekan 1 Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.1776/IN.39.5.1/PP.00.9/10/2019 tanggal 08 Oktober 2019 Perihal Permohonan Rekomendasi Izin Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : **RABIATUL ADAWIYAH**
NIM : 15.1300.028
Pekerjaan/Prog.Studi : Mahasiswi/ Pendidikan Bahasa Inggris
Alamat : Awang-awang Kel.Sipatokkong, Kec.Watang
Sawitto Kab.Pinrang
Telepon : 082347065359.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul " *THE USE LITERACY CIRCLE TO IMPROVE READING ABILITY AT SMPN 1 PINRANG KABUPATEN PINRANG*" yang pelaksanaannya pada tanggal 24 Oktober s/d 24 November 2019.

Schubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Administrasi Umum

Drs. BAU AWERIGADING
Pangkal Pembina Utama Muda
Nip. : 19601231 198803 1 087

Tembusan

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab.Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
7. Wakil Dekan 1 Fakultas Tarbiyah IAIN Parepare di Parepare;
8. Camat Watang Sawitto di Pinrang;
9. Yang bersangkutan untuk diketahui;
10. Arsip.



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 PINRANG**

Alamat : Jalan Jend. Sudirman No.56 Telp/Fax: (0421) 3920520 Pinrang 91212
Website : www.smp1pinrang.sch.id E-mail : smpn1pinrang@gmail.com

SURAT KETERANGAN
Nomor: 422/265/UPT SMP.01/2019

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 1 Pinrang Kecamatan Watang Sawitto Kabupaten Pinrang Provinsi Sulawesi Selatan siap menerima mahasiswa:

Nama : RABIATUL ADAWIYAH
NIM : 15.1300.028
Fakultas : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris
Instansi/Pekerjaan : Mahasiswi IAIN Parepare
Alamat : Awang-Awang Kel. Sipatokkong
Kecamatan Watang Sawitto

telah melaksanakan penelitian pada UPT SMP Negeri 1 Pinrang dalam rangka penyusunan Skripsi mulai tanggal 24 Oktober 2019 s/d 24 November 2019 dengan judul:

"THE USE LITERACY CIRCLE TO IMPROVE READING ABILITY AT SMPN 1 PINRANG KABUPATEN PINRANG"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 25 November 2019

Kepala UPT SMPN 1 Pinrang

Drs. MUH. SALEH, M.Pd
Pangkat : Pembina Tk.I
NIP : 196312311989031154

CURRICULUM VITAE



Rabiatul Adawiyah was born on October 04, 1997 in Pinrang, South Sulawesi. She is the second child in her family, she has two sisters. Her father name is Muh. Nurdin and her mother is Hj. St. Rahmah. Her educational background, she began her study on 2002 at TK (Raudatul Atfal) DDI Awang – awang and graduated on 2003, then she continued her study at elementary school at MI DDI Awang–awang on 2009 after graduating, she continued her study at SMPN 4 Pinrang and graduated on 2012 then she continued her study again at SMAN 3 Pinrang and graduated on 2015. And on 2015 her registered as State Islamic Institute of Parepare (IAIN) In the same year she continued her study in IAIN Parepare, she took four about years for degree (S1) in English Education Program of Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. During her study, she participated actively on several Students Organization, such as; The Member of Pergerakan Mahasiswa Islam Indonesia (PMII), member of Mahasiswa Himpunan Mahasiswa Jurusan (HMJ) Tarbiyah period 2015-2016, treasurer of Kerukunan Mahasiswa Watang Sawitto (KERAMAT Sawitto) Kab. Pinrang 2018-2019, vice minister Sumber Daya Mahasiswa (SDM) of Dewan Mahasiswa (DEMA) period 2018, member of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), treasurer of Senat Mahasiswa (SEMA) period 2019. She has finished her study by research with title The Use of Literacy Circle to Improve Reading Comprehension at The Second Grade of SMP Negeri 1 Pinrang.