TEACHING READING NARRATIVE READING BY USING LITERATURE CIRCLES STRATEGY TO THE TENTH GRADE STUDENTS OF SMAN 1 LEMPUING JAYA

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Abstract: The objective of this study are to find out whether or not there is significant difference and significant improvement on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya. In this study, quasi experimental design was used. The sample of the study was taken by using purposive sampling technique and selected class X MIA 1 as the control group and X MIA 3 as an experimental group in academic year 2016/2017 that consisted of 71 students. This study was conducted for about a month and a half consist of fourteen meeting including pre-test and post-test. The instrument used in collecting the data was multiple choices test. The test was administrated twice, as the pre-test and post-test for both control and experimental group. The result of the test was analyzed by using independent sample t-test, pairead sample t-test and percentage analysis, it was found that there was significant different between students post-test experimental and control group, since p-output (0.002) was lower 0.05 and t-value (3.228) was higher than t-table (1.9949). Furthermore, there were significant improvement both of group, since p-output (0.000) was lower than 0.05 and t-value (16.785) in experimental group, and (7.628) in control group were higher than t-table (2.0301).
Key words: *Literature Circles Strategy, narrative text, reading comprehension.*

INTRODUCTION

Teaching English means teaching four language skills. Based on school of curriculum 2006, there are four skills in English subject for senior high school, they are listening, speaking, reading and writing. Khameis (2006, p. 111) states that the four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. From those fours skills, reading plays an important role in language learning because it can cover all the others language skill. According to Brown (2000, p. 232), a course that deals with reading skills, then will also deal with related listening, speaking, and writing skills. Reading is also one of the four language skills which is very important to the students in order the students can synthesize information from the text. Grabe and Stoller (2011, p. 187) stated that, reading is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities.

Reading has an important role in English. According to Abdullah, Sabapathy, Theethappan, and Hassan (2012, p. 233), reading is the most integral part in language

learning. Additionally, Bean (1996, p. 133) states that many of today's students are poor readers, overwhelmed by the density of their college textbooks and baffled by the strangeness and complexity of primary source and by their unfamiliarity with academic discourse.

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

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

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

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

Teaching narrative is important to the students. According to Abbott (2002, p. 6), narrative is so much a part of the way we apprehend the world in time that it is virtually built in to the way we see. Furthermore, Nathanson (2006, p. 1) states that stories help to focus the reader's attention and build personal connection. Stories, as a literary type, are able to help students to develop their interpretative abilities in language awareness. Additionally, Pathan (2012, p. 29-30) states that stories also attract the students' attention more than any other normal passage and stories can develop students' interpretative abilities and expand their language awareness.

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

Based on the factors that have been mentioned, it is necessary to have an effective strategy to improve students's understanding of the contents. The strategy that can be used by teachers in teaching reading comprehension especially in teaching narrative reading is through Literature Circles Strategy. Literature Circles Strategy can help students to comprehend the literary texts. Literature Circles Strategy is the reading strategy that encourages students to work in group and play a certain role in a group and discuss the reading material they are reading. According to Brown (2002, p. 3), Literature Circles can play a key role in helping students improve their literacy skills and become proficient readers. Additionally, Rogers and Leochko (2006, p. 5) stated that Literature Circle is a group of people who meets on regular basic to discuss stories and book. Every student in a group will have a different role. Based on Rogers and Leochko's book, they

mentioned there were six roles that will be played in a group consist of the highlighter, the relater, the picture maker, the word detective, the profiler, and the question maker. A research conducted by Daniels (2002) showed that Literature Circles was effective teaching strategy that could improve students' reading comprehension skill in senior high school. Furthermore, Literature Circles was also appropriate for narrative reading. Daniels (2002, p. 92) states that what they will need is lots of *books*-fiction and nonfiction-as well as articles, magazine, and other printed materials. The word "fiction" proved that Literature Circles was appropriate for narrative text.

Based on previous explanation, the writer was interested in applying Literature Circles Strategy in order to see the improvement of the tenth grade students of SMA N 1 Lempuing Jaya. The research study entitled **"Teaching Narrative Reading by Using Literature Circles Strategy to the Tenth Grade Students of SMA N 1 Lempuing Jaya."**

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

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

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

LITERATURE REVIEW

Concept of Reading Comprehension

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

In reading process, the reader should comprehend what they read to get the informations from the text. Harvey (2012, p. 2) states that comprehension is a process that involves thinking, teaching, past experiences, and knowledge. Reading comprehension requires the reader to actually know and understand what they are reading. Brassell and Rasinski (2008, p. 17-18) stated that reading comprehension is the

ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

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

<div dir="rtl">
عَنْ أَنَس بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلاَ تُعَسِّرُوا وَبَسِّرُواوَوَبَسِّرُواوَلاَتُنَفِّرُوا
(اخرجه البخاري في كتاب العلم).
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> *Meaning : "Make it easy and do not you make a difficult. Annouce and do not you make a run" (HR. Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju'fi).*

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

Literature Circles Strategy

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

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

1. Improved Comprehension Skills

2. Increased student participation in a safe environment

3. Enhanced responsibility and motivation

4. Expanded collaborative discussion

5. Develop oral proficiency

6. Increasing scaffolding opportunities

7. Reinforced writing skills

Procedures of Literature Circle Strategy

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

1. The highlighter

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

2. The relater

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

3. The picture maker

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

4. The word detective

The word detective comes to the group with three special words, ready to explain the meaning of each. The words might be unfamiliar to the student, or may simply sound interesting, prompting the word detective to study the root and meaning of each.

5. The profiler

The profiler choses one main character and tries to determine what kind of personality the character has, based on the description of appearance, and what he or she

says and does. The profiler lists and explains the personality traits and cites three examples of each trait in the story.

6. The question maker

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

Concept of Narrative Text

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

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

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

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

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

RESEARCH METHOD

In this research, the writer used Quasi Experimental design. Specifically, one of the quasi experimental design used in this research was pretest-posttest non-equivalent control group design. There were two groups, they were experimental and control group which both were given the pretest and posttest. The writer did the treatments by using Literature Circle Strategy to the experimental group, but the control group was not.

The population in this research was the students of the tenth grade of SMA N 1 Lempuing Jaya. Based on the data, there were 249 students, consist of six classes. Furthermore, the sample of this study was taken by using purposive technique sampling. According to Fraenkel, et al (2009, p. 99), Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. The writer purposively clasified the subjects based on the students' score averange, and the same teacher. In other words, the total number of students as the sample in this study were 71 students. It would be the students in X MIA 1 as a control group which consist of 35 students and X MIA 3 as an experimental group which consist of 36 students.

In this research, the test-question items which used for students' pre-test was the same as it is given for students' post-test activities. Before they implemented as research instrument, it must be analyzed or checked for their validity and reliability tests. The writer had consulted the instrument with two validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. They are Amalia Hasanah, S.S., M. Pd. and Manalullaili, M. Ed. The result from the validators can be assumed that the test instrument and lesson plan are appropriate to be used in this research study. Furthermore, to find out the validity of the test question items, the writer did try-out to know whether it is valid or not. From the result analysis of each question item, there are 44 questions considered valid since the scores of significance are higher

than 0,339. It can be took 40 items from 44 items. In order to know if the contents of the test items are appropriate, the writer checked the test materials to the curriculum. After try out, to measure the test, The writer calculated the students' score using Split Half in by SPSS version 21.0 programs with *spearman-brown prophecy formula* in internal consistency realibility. From the result of measuring reliability test using Split Half method, it was found that the p-output of Guttmann Split-Half Coefficient is 0.721 (see appendix 4). From the score it can be stated that the reliability of the test is reliable since the reliability was higher than 0.70.

FINDINGS

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

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of pre-test and post-test scores in control and experimental group are described in the following table:

Table 1

Distribution of Data Frequency and Descriptive Statistic on Students'

Pre-test Scores in Control and Experimental Groups

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

Table 2

Distribution of Data Frequency and Descriptive Statistic on Students'

Post-test Scores in Control and Experimental Groups

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

Furthermore, the writer analyzed the normality and homogeneity of students' pretest and posttest scores in experimental and control group. The result showed that the significance value of the students' pretest in control group was 0.074, while the experimental group was 0.614. moreover, the result of showed that the significance value of the students' post-test in control group was 0.288, while the experimental group was 0.274. From the score, it could be stated that the students' pretest score in control and experimental group were considered normal since the result of p-output were higher than 0.05.

To compute homogeneity test, Levene statistics in SPSS 21 was applied. in the pre-test of experimental and control group were found that the p-output is 0.530. From the result, it could be stated that the obtained score from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05. Furthermore, in the posttest of experimental and control group were found that the p-output was 0.623. From the result, it could be stated that the obtained score from students' post-test in experimental and control groups are homogenous, because it was higher than 0.05.

Hypothesis Testing

Independent sample t-test was implemented in measuring a significant different between students' narrative reading achievement who are taught by using Literature Circles Strategy , it was found that the p-output was 0.002 and the t-obtained was 3.228. Since the p-output was lower than 0.05 and the t-obtained (3.228) was higher than t-table

(1.9949). It can be stated that there was a significant difference on students' narrative reading score taught by using Literature Circles Strategy and those who were not at SMA N 1 Lempuing Jaya.

Furthermore, paired sample t-test was used to measure the significant improvement on the tenth grade students' narrative reading achievement taught by using literature circles strategy before and after treatment. it was found that the p-output is 0.000 with df=35 (2.0301), and t-value= 16.785. It can be stated that there is significant improvement from students' pretest to post-test scores in experimental group taught using Literature Circles Strategy since p-output is lower than 0.05 and the t-value (16.785) was higher than t-table (2.0301). It is concluded that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

INTERPRETATION

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

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

Second, there were differences found on students' attitute toward the material during treatment in 12 meeting excluding pre-test and post-test. In the first meting, the students were still confused on understanding their role. Day (2003, p. 7) states that these roles require a deeper understanding of the text and are not as easy grasped. Finally they got bored to play the role and they lack the ability to concentrate the text. Meanwhile, between forth and sevent meeting, they slowly could manage their role and concentrate to the text. This strategy is interesting and succeeded when the students could manage their role and shared the informations to other member in a group based on their role. Roghers and Leochko (2006, p. 5) stated that much attention is currenly being paid to Literature Circles in the classroom. Finally, in the next meeting the students could understand the role and the material well. Furthermore, the students were actively involved in the class activities. They were actively involved in all stages given, and they show their interest in learning. Those things improved their reading skill and the improvement also effect the score they got in the post test.

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

Fourth, based on those conditions, it was influenced to the result of hyphothesis testing both of significant difference and significant improvement. Even though both of group showed the improvement, the experimental group was showed higher improvement than control group. It was proved by the result of the t-obtain of paired sample t-test, the experimental group got highet score of t-table than control group. Furthermore, in independent sample t-test of students pre-test was showed that t-obtain was lower than t-table and in the post-test score showed that the result of t-obtain was higher than t-table. Therefore, in the pre-test score both of experimental and control group the alternative hyphothesis (Ha) was rejected and in the post-test score in experimental and control group the alternative hyphothesis (Ha) was accepted. Brown (2002) on his research showed that although his study gave mixed results when using Literature Circles method independently to teach reading comprehension skills, the basal reader series and activities did no better. Brown (2002, p. 12) states that experiment 1 supported my hypothesis in which the cooperative groups would improve their literacy skills more so than students just receiving traditional drill and practice. It can be concluded that Literature Circles Strategy could improve students narrative reading achievement.

Finally, based on the result of this research, Literature Circles Strategy was successfully applied to the tenth grade students who have diverse of background knowledge. Bernadowski (2013, p. 16) states that the benefits of literature circles are numerous and can be applied across age and grade levels helping to prepare preservice teachers with effective strategies to work with diverse populations. Literature Circles

Strategy could help the students expand their thinking while reading the text. The students expanded their thinking or ideas by having a discussion or shared in circles to talk about narrative reading, they could recite what they got from text based on their role. Day (2003, p. 11) states that through literature circles, students' ability to clarify,crystallise and justify their thoughts and ideas has improved dramatically. By conducting the research using Literature Circles Strategy, it encourages group collaboration and increase the ability to interact with others and develop their sense of community.

CONCLUSION

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

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

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

1. The students became active in learning narrative reading comprehension. It could be seen from their way to play the role during literature circles class.
2. The students increased their comprehension in narrative text.
3. The students could be easy to identify the important part in the story.
4. The students could be easy to answer the questions.
5. The students got improvement on their critical thinking.
6. The students enhanced responsibility and motivation.

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