

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Reading is so prevalent in language use and the primary means of language learning for students. Because of the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. According to Westwood (2008) Reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

In addition, Hudgson (2013) states that Reading is a process of that is carried and used by the reader to get the message that the author conveys through words in written language. Furthermore, reading is a tendency in people to be interested or favor and move in the process of thinking included in the text, to interpret the meaning and symbols written with visual motion involving the eyes, mind and memory speaker. Besides, Danny and Timothy (2008) states that reading is not just saying the words on a page. It is not merely a

matter of decoding smoothly and with expression. It is not simply the ability to respond to low-level questions about the content of a text selection. But, reading is a thoughtful process that involves deep comprehension. It is this deep comprehension that empowers, transforms, and liberates readers. Reading must be comprehended by the students, it is mentioned that the student must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.

Based on Curriculum 2013 for Senior High school in basic competence, it is expected that student must be able to analyze social functions, text structure, and language elements of several oral and written narrative text by giving and asking for information related to simple folk legends according to the context of their use, and the students must be able to present short and simple narrative texts related to legendary verbally and in writing by paying attention to social functions, text structure, and linguistic elements correctly and accordingly.

However, based on the observation during teaching at class tenth grade of SMAN 19 Medan , there are many problems that the researcher finds there, such as the students get difficulties in comprehending texts because they are lack vocabularies. They do not understand and comprehend the text well, not just to comprehend the text well but also to get the point of the text itself, they can't get it done. Furthermore, the students still have less confident if they are asked to read in front of their friend, they feel shy if they make mistake in reading the text. Sometimes, their friends laugh if there is a unique sound. This school has applied

Curriculum 2013, but the researcher got the average score of students in reading comprehension was still low. It can be seen in Table 1.1

Table 1.1
Students' Reading Comprehension Average Score

Academic Year 2020/2021	Average Score	Minimal Passing Grade Criteria (KKM)
X MIA 1	65	75
X MIA 2	60	75
X MIA 3	70	75
X MIA 4	65	75
X MIA 5	65	75
X MIA 6	60	75
X MIA 7	70	75
X MIA 8	70	75
X MIA 9	65	75

Table 1.1 shows that the average scores of students' reading comprehension in SMAN 19 Medan were still low and under Minimal Passing Grade Criteria (KKM).

By having some facts which have explained above, the students need strategies in order to overcome their lack desire of reading comprehension. One of the tools that can help students in solving this problem is teaching strategy. A teacher uses a strategy to do tasks better, more easily, or more quickly. In order to solve this problem, the teacher should be able to choose a suitable technique in order to create a better, interesting, and communicative teaching and learning process. In reading comprehension, there are many strategies that can be used, namely Literature Circle strategy (LC) and Think Pair Share Strategy (TPS). Literature Circles is a reading strategy that draws on some principles mentioned

above: students read their self selected text from multiple texts that link and expand concepts, by which they can be more engaged in reading and be more motivated as well as get a 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, literature circles is a form of independent reading, structured as collaborative small groups, and guided by reader response principles.

Avci (2018) found that literature circles clearly help students to understand literature better by increasing their desire to read. Additionally, the view that students' general attitudes towards reading change positively after taking part in the circles was supported by the results. The results also emphasized that students can develop better comprehension techniques in the circles which will enable them to use the literature for authentic and meaningful purposes. Moreover, Nurhadi (2017) found that there was an improvement of students extensive reading; it can be seen by the students progress of activity from the first to the second cycle, also the students showed a positive respond to the literature circle. From this research finding, it showed that Literature Circle could develop the students' extensive reading.

While, The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this

strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

Relation to this study, Utami & Yuneva (2018) found that (1) Think Pair Share (TPS) strategy has a significant effect on students' reading comprehension compared to conventional strategy commonly used by teacher in teaching reading, (2) Students with high reading motivation taught by Think Pair Share (TPS) Strategy has a better reading comprehension compared to what is taught with conventional strategy. Arifin, Rizalni & Darmayanti (2019) found that the application of Think- Pair-Share Strategy significantly affects the students' ability in reading materials.

The researcher is interested in these kinds of reading strategies under the considerations that Literature Circle (LC) provides strategies in which the students comprehend the text by activating their background knowledge and experiences while learning. Furthermore, Literature Circle (LC) strategy encourages the students to self-assess what they know about a topic and provides them with an opportunity to organize and summarize what they already know or have learned through their reading. In contrast, TPS strategy requires the students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for better understanding of what they read.

Besides the teaching strategies, one thing that has strong influence on learning is interest. Individuals with defined interest are more likely to set goals that are task-specific, and have effective learning behaviors that resemble habits (Richard, 2001). Alisuf Sabri (1998) says that interest is a tendency toward something to be frequently notified and recalled gaudily. Interest is closely relative to feeling, mainly a pleasure. Therefore, interest would be happening because of pleasure toward something. Lack of interest is expected to obtain satisfactory results in every activity. On the other hand, the learning without interest would be difficult to achieve optimal success.

Based on the explanation above, it is believed that teaching strategies and the level of students' interest can significantly affect reading comprehension achievement of students. Therefore, in this study the researcher was interested in discovering the effect of teaching strategies and students' interest in reading comprehension.

1.2 The Problems of the Study

Based on the background of the study and on the description above, the statements of problem in this research are:

1. Does the students' achievement in reading comprehension taught by using Literature Circle strategy significantly higher than that taught by using Think Pair Share strategy?
2. Does the students' achievement in reading comprehension with high interest significantly higher than low interest?

3. Does there any significant interaction between teaching strategies and interest on the students' achievement in reading comprehension?

1.3 The Objectives of the Study

The objects of the study are:

1. To elaborate whether the students' achievement in reading comprehension taught by using Literature Circle strategy significantly higher than that taught by using Think Pair Share strategy.
2. To elaborate whether the students' achievement in reading comprehension with high interest significantly higher than low interest.
3. To explain whether any significant interaction between teaching strategies and interest on the students' achievement in reading comprehension.

1.4 The Scope of the Study

The Scope in this study referring to the subject matters. The scope of the study deal with reading comprehension based on the student interest. The limitation of the subject matters focuses on some aspects namely legends. Interest is divided into two levels: high and low. This research was conducted in First grade of SMA Negeri 19 Medan at Academic Year 2020/2021 . This study focused on the application of LC strategy and TPS strategy and also students' interest which was assumed could help students in reading comprehension.

1.5 The Significant of Study

In this study, many contributes are given, theoretically and practically

1. Theoretically: This study can enrich theory and development reading comprehension to further research.
2. Practically: The finding of the research be useful to:
 - a. For the researcher, it can increase the knowledge in Literature Circle and Think Pair Share also can share to people who want to research in this field.
 - b. For the readers, to know Literature Circle and Think Pair Share which applied in reading comprehension.
 - c. For the teachers, it can be applied in reading strategy during teaching learning process which make the students have fun and enjoyable in learning.
 - d. For the other reseacher, it can help them to further research as reference in it.