The Effect of Literature Circle and Students' Interest on Students' Reading Comprehension Achievement

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Abstract-**The study was conducted to find out whether there is an effect of Literature Circle and interest on the students' achievement in reading comprehension. This quantitative research was carried out to an experimental group that were taken by using purposivesampling technique.The sample was 15 studentswith low interest and 19 students with high interest in reading. In doing this research,the writer did the experimental research design by using independent sample t test. The instrument for collecting the data was a narrative reading test that was given as a post-test after the treatment using Literature Circle Strategy. Theresult of the test that was analyzed by using the mann-whitney test. The result of analysis wasfound that the value of Sig for student's interest was 0.000< 0.05. It can be concluded that there was a significant difference of reading comprehension that was taught byusing Literature Circle strategy between students who have high interest and low interest in reading.**

Keywords: Reading Comprehension, Narrative text, Literature Circle, Students' Interest, Students' Achievement.

I. INTRODUCTION

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. Accordig to Westwood (2008) Reading comprehension is an active thinkig process through which a reader intentionally contructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already process to filter, interpret, organise and replect upon the incoming information from the page. Efficient interpretation of text involves a combinition of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connections, questioning, inferring and predicting. [1]

Besides, Danny and Timothy (2008) state that reading is not just saying the words on a page, it is not merely a matter of decoding smoothly and with expression. 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.[2]

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 obsevation during teaching at class tenth grade of SMAN 19 Medan , there are many problems that the researcher finds there, such as the students getdifficulties in comprehending texts because they are lack vocabularies. They do notunderstand and comprehend the text well, not just to comprehend the text wellbut 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.

In reading comprehension, there are many strategies that can be used, namely Literature Circle strategy (LC). 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 withthe 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 understandliterature better by increasing their desire to read. Additionally, the view thatstudents' general attitudes towards reading change positively after takingpart in the circles was supported by the results. The results also emphasizedthat students can develop better comprehension techniques in the circleswhich will enable them to use the literature for authentic and meaningful purposes. [3]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.[4]

In line with the background for this study, the purpose of this research are to elaborate whether the students' achievement in reading comprehension taught by using Literature Circle strategy with high interest significantly higher than low interest, and to explain whether any significant interaction between teaching strategy and interest on the students' achievement in reading comprehension.

II. REVIEW OF RELATED LITERATURE

This section starts with a literature review focusing on definitions of reading comprehension, theories relating to the implementation of Literature Circles, and students interest.

A. Reading Comprehension

Reading comprehension is also called as an active thinking process. It is a process of making meaning and understanding from the text. Westwood (2008: 31) states that in reading comprehension process, a reader construct meaning to form a deeper understanding of concepts, facts, ideas and information presented in the text. He/she tries to interpret, infer, summarize and explain the content of a text to get deep understanding. Beside it, reading comprehension is also considered as the mental process. This process related to how the reader use his/her brain to comprehend the reading text. Furthermore, reading comprehension is defined as a complex process which requires the orchestration of many different cognitive skills and abilities. [1]

According to Snow (2004: 12), comprehending means learning and it becomes the major concern or goal of reading, whether in teaching or inidvidual context. It involves the basic lower level process like decoding to higher level skills involve syntax, semantics and discourse or even integrating ideas of the text. It is not simple process because the readers build up or extracting new knowledge in their mind.[5]

B. Literature Circle Strategy

Literature circles are a form of literacy engagement used in many classrooms today. There are many forms of literature circles, but essentially they are small, discussion groups consisting of students who are reading the same topic.

According to Daniels (2002: 1), literature circles as a small, temporary, discussion groups in which everyone in the group has chosen to read the same story, poem, article, or book. While reading, each member prepares for specific responsibilities during discussion time with notes needed to perform these tasks.[6] Varita (2017) explain that literature circles are led mostly by students, while the teacher remains in the background and performs only basic controlled function. Thus, literature circle is a student-centered teaching. [7]

Literature circles can be defined as peer-led student group in which they read with an opportunity to discuss content. It also often called as a form of book clubs. In other words, literature circles are group of reading in which the students read their own reading, note the important things of their reading, then they report what they have taught about it in the discussion with the peers regularly (Karatay, 2017). It means that literature circles are student centered activity which enable student to be actively involved in the group of discussion based on the same books or text they read then they report what they have read in the group meeting. [8]

Literature circle reading activities are designed to be implemented in four stages by Karatay (2017):[8]

a) Preparation

In this stage the introduction of reading tasks, creating literature circles, and choosing the book/text are performed respectively. In the first place, the introduction of reading tasks to the students is implemented. The students are informed individually about what they will do based on the task while reading the book. Secondly, reading circles are created among students who voluntarily want to work together. If those who come together have different interests, skills, and academic achievement levels, this increases the quality of the learning atmosphere and in-class interaction. In the third place, the students are required to choose one of the books/texts offered or one of their choosing.

b) Individual reading

In this stage, time is given to the students to read the book/text to do their individual reading tasks. In individual reading activities, the students are required to understand the content of the text, take notes, and prepare a presentation to give information about the reading task. For instance, a student who takes over the *Illustrator* task may be required to draw the chain of events and the characters in the story.

c) Discussion

In this stage, the student who takes over the *Questioner* task provides his/her friends with a discussion time for 20-30 minutes to share their feelings and thoughts about the topic of the book, main idea, other messages given in the book, the writer's use of language, and the writer's style of treating the topic. The student also manages the session in a way for all students to participate in the discussion to a considerable extent.

d) Sharing

In this stage, everybody shares their presentations with their friends about the tasks they have done. For instance, the *Literary luminary/Passage master* shares the sections s/he likes in the book/text; the *vocabulary enricher/word wizard* shares the keywords the writer emphasized and the words used with new and different meanings; the *Illustrator* shares the visuals s/he prepared about the heroes and concept map of the events with the group members.

The purpose of processes of the discussion of the book/text and sharing thoughts about it is to increase the students' comprehension skills about the theme, main idea, supporting ideas, plot and subordinate plots, and the writer's style of treating the topic and events. These processes improve the students' skills of comprehension and analysis of complex texts they will encounter throughout their lives and increase their critical and reflective thinking abilities.

There are several benefits of literature circles by Karatay (2017), namely:[8]

a. Encourage students to love literature and raise students" positive attitudes in reading.
b. Give students opportunity to be actively involved in the discussions and to have talks and interaction among the member of the group related to the text.
c. Students are trained to work collaboratively but to finish their job individually as they have responsibility to work their own task based on the selected roles.
d. Students have opportunity to explore literature from different perspective since they choose the book and the role they want to use in literature circles.

There are some disadvantages of Literature Circle strategy in teaching reading by Karatay (2017), namely:[8]

a. Small Group: To obtain a good balance in Literature Circle strategy, a group must be relatively small that consist of 6 to 8 students. In order to avoid this strategy tends to not work as effectively with larger groups.
b. Spent Much Times: Sometimes, if the teacher can not manage the classroom became a good atmosphere, the learning process by using Literature Circle will not run well and it will take a long time in learning process.

C. Student's Interest

Interest is one of the internal factors in learning activity. Interest is thedesire of somebody toward something as influence of environment where orthey live. But, before discussing the importance of interest.Winkel (1983: 83) states that interest is a stable trend in subject, interest iscertain case, and pleasant to involve in that case. He adds the positive judgingwould build the sense of the satisfactory, happy and sympathy while negativefeeling build the sense of lazy, unpleasant, hateful and afraid.[9]Moreover, Alisuf Sabri (1998) says that interest is a tendency towardsomething to be frequently notified and recalled gaudily. Interest is

closelyrelative to feeling, mainly a pleasure. Therefore, interest would be happeningbecause of pleasure toward something.[10]

III. RESEARCH METHOD

In this research, the writer used Quantitative research with experimental research design by using independent sample t testtomeasure which one between students' with high interest and low interest who have higher achievement in reading comprehension taught by using Literature Circle strategy and to explain whether any significant interaction between teaching strategy and interest on the students' achievement in reading comprehension. There are two variables inthis study, they are: independent variables: Literature Circle Strategy(LCS), attribute variable: interest and dependent variable:students' achievement in reading comprehension. The interestwas obtained by administering a questionnaire.

IV.RESULTS

TABLE I THE RESULT OF THE STUDENT'S READING INTEREST

No	Respondent	Score
1	LCS6	98
2	LCS18	98
3	LCS7	97
4	LCS24	96
5	LCS8	94
6	LCS10	94
7	LCS25	94
8	LCS1	93
9	LCS13	93
10	LCS31	93
11	LCS14	92
12	LCS12	91
13	LCS19	91
14	LCS3	90
15	LCS21	90
16	LCS20	86
17	LCS34	86
18	LCS29	84
19	LCS17	74
20	LCS11	58
21	LCS33	58
22	LCS2	57
23	LCS28	57
24	LCS23	56
25	LCS9	55
26	LCS22	55
27	LCS30	55
28	LCS16	54
29	LCS32	54
30	LCS15	53
31	LCS5	52
32	LCS27	50
33	LCS4	49
34	LCS26	48

TABEL II. THE DISTRIBUTION FREQUENCY OF STUDENTS' READING INTEREST

No	Class Interval	Category	Frequency	%
1	48-72	Low	15	44,12%
2	73-98	high	19	55,88%
	Total		34	100%

From the table above, it can be described there are 15 students got low reading interest and 19 students got high reading interest from 34 students.

TABEL III. THE RESULT OF THE STUDENT'S READING COMPREHENSION WITH LOW INTEREST

No	Responden	Total Score	Category
15	LCS33	58	Low
14	LCS32	54	Low
13	LCS30	55	Low
12	LCS28	57	Low
11	LCS27	50	Low
9	LCS23	56	Low
8	LCS22	55	Low
7	LCS16	54	Low
6	LCS15	53	Low
5	LCS11	58	Low
4	LCS9	55	Low
3	LCS5	52	Low
2	LCS4	49	Low
1	LCS2	57	Low
10	LCS26	48	Low

TABEL IV. THE RESULT OF THE STUDENT'S READING COMPREHENSION WITH HIGH INTEREST

No	Responden	Total	Category
1	LCS1	93	High
2	LCS3	90	High
3	LCS6	98	High
4	LCS7	97	High
5	LCS8	94	High
6	LCS10	94	High
7	LCS12	91	High
8	LCS13	93	High
9	LCS14	92	High
10	LCS17	74	High
11	LCS18	98	High
12	LCS19	91	High
13	LCS20	86	High
14	LCS21	90	High
15	LCS24	90	High
16	LCS25	94	High
17	LCS29	84	High
18	LCS31	93	High
19	LCS34	86	High

TABLE V. STATISTIC DESCRIPTIVE OF STUDENTS' ACHIEVEMENT IN READINGCOMPREHENSION

Statistics			Low Interest	High Interes
N	Valid		15	19
	Missing		19	15
Mean			54.07	91.26
Median			55.00	93.00
Std. Deviation			3.150	5.714
Variance			9.924	32.649
Minimum			48	74
Maximum			58	98
Sum			811	1734

From the table above, it can be described that in experimental class (X MIA 3) who treated by using Literature Circle Strategy consist of 34 students. There first group was the students with low interest taught by usingliterature circle strategywere 15 students.The empiric score statedthat the highest score was 58, the lowest score was 48. Furthermore, meanwas 54,07, median was 55, standard of deviation was 3,150and variance was 9,924.

The second group was the students with high interest taught by usingliterature circle strategywere 19 students. The empiric score statedthat the highest score was 98, the lowest score was 74. Furthermore, meanwas 91,26, median was 93, standard of deviation was 5,714and variance was 32,649.

The normality test used Kolmogorov-Smirnov method in which the significance level $\alpha = 0.05$ as the rule to accept or reject the normal test. It can be seen on the table below:

TABLE VI. THE RESULT OF NORMALITY TESTING

Tests of Normality		Kolmogorov-Smirnov[a]		
	Group	Statistic	df	Sig.
Score	Low Interest	.158	15	.200[*]
	High Interest	.202	19	.040
a. Lilliefors Significance Correction				
*. This is a lower bound of the true significance.				

Table above presents the score on *Sig* column by using Kolmogorov-Smirnov method for each classes are 0.200, and 0.040 which means all the *p* value score for low interest group are bigger than 0.05 and *p* value score for low interest group are smaller than 0.05.Its mean that the data fromlow interest group is normal, and the data fromhigh interest group is not normal.

The homogeneity test for the data of reading comprehension isperformed by using Levene's test in the significant level of 5%. The result ofhomogeneity computation can be seen on the Table 4.18 below:

TABLE VII.THE COMPUTATION OF HOMOGENEITY TESTFOR READING COMPREHENSION

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
1.950	1	32	.172

Refer to table above, it can be seen that the *Sig* for reading comprehension was 0.172. It means that *p* value is higher than 0.05. So, the variances of the data were homogeneous.

The analysis of reading comprehension variable is performed by usingMann-Whitneytest because one group of the data is not normal. The extended test was performed to find out which group contributesmore to be students'reading comprehension according to the teaching strategy and the level of reading interest.The computation of data analysis by using Mann-Whitneytest can be seen onthe table below:

TABLE VIII. MANN-WHITNEY TEST

Test Statistics[b]	
	Score
Mann-Whitney U	.000
Wilcoxon W	120.000
Z	-4.950
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[a]
a. Not corrected for ties.	
b. Grouping Variable: Group	

Based on analysis result in Table above, it was obtained if the valueof *Sig* >0.05, it means that H0 is accepted and H1 is automaticallyrejected. On the other hand, if the value of *Sig* < *0.05* it means that H0 isrejected and Ha is automatically accepted.

The hypothesis states there is different achievement ofstudents' reading comprehension based on the students' interest (highand low). The hypothesis of this study can be formulated as follows:

Based on analysis result in Table 7 above, wasfound that the value of *Sig* for student's interest was 0.000< 0.05. It can be concluded that there was a significant difference of reading comprehension that was taught byusing Literature Circle strategybetween students who have high interest and low interest in reading. In other words, the students' reading comprehension was influenced by students' interest.

V. FINDINGS

The finding of this research reveals that there was a significant difference of students' achievement in reading comprehension that was taught byusing Literature Circle strategy between students who have high interest and low interest in reading. In other words, the students' reading comprehension was influenced by students' interest.

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