Improving Student Motivation and Reading Skill
by Using Literature Circles
(Classroom Action Research in SMAN 1 Cinangka 2017-2018)

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ABSTRACT

The objective of this research is to find out the improvement of motivation and reading skill by using literature circles in SMAN 1 Cinangka. The researcher used classroom action research. The sample of this research is students who sit in the eleventh grade of SMAN 1 Cinangka with 35 students. There are three cycles which was used by the researcher. In order to improve the motivation and reading skill, literature circles was implemented in four weeks. In the last circle pre-cycle and post cycle were compared. The researcher found that there is significant improving of motivation and reading skill by using literature circles. The first cycle students reading skill improved 42,9%, and the students motivation improved 41,%. The second cycle gradually students reading skill improved 68,6%, and the students motivation improved 80,%. The third cycle students reading skill improved 91,4%, and the students motivation improved 91,4,%. It means that there is significant improvement of motivation and skill which focused on discerning main idea, specific information, understanding the sequence, and inference, in SMAN 1 Cinangka by using literature circles. All these suggest that improving reading motivation and skill by using literature circles is highly encourage.

Keywords: reading motivation, reading skill, and literature circles.

Introduction

There are a number of obvious reasons why improving students motivation and reading skill by using literature circles in Senior High School in 1 Cinangka for my research. *First*, literature circles are allegedly as an effective strategy to increase student ability in reading comprehension (Varetta, 2017, p. 45), and are assumed implementing literature discussion groups in a classroom can have a positive effect on comprehension. (Tugman, 2010, p. 40). *Secondly,* implementing literature discussion groups can give students opportunity to interact and take control of the learning process (Tugman, 2010, pp. 40-41). Literature circles were more successful in concluding, predicting, and deducing from the texts than the classes that implemented traditional method of reading (Karatay, 2017, p. 65).

Literature circles are a form of book group that engage students by allowing them to respond to the text in a variety of ways and practice using reading comprehension strategies (Briggs, 2010, p.

7). The opportunity to interact and control the learning process is assumed as a motivation to learn particularly in reading skill.The reading skill which needs to be improved refers to two reasons (1). the syllabus of SMA conducts a text based teaching with two dimension interpersonal text, transactional text (P & K. Indonesia, 2016, pp. 2-3). (2). the text taught in the school is context based text. In short, literature circles are assumed by the researcher that it can give students opportunity to interact and take control of the learning process.

Thirdly, Literature Circles are assumed as a large issue to be implemented in Banten as a part of Indonesia province. The resercher commences this approach in SMAN 1 Cinangka in where students discuss parts of the books they read at certain intervals in groups formed according to the books they chose, and which have connectors, questioner, and literal luminary (Daniels, 2002, p. 12). Furthermore the literature circles are assumed encouraged all students to participate in the discussions, including the students who would usually not volunteer to talk during whole-class (Bede, 2010, p. 58).

From the three various reasons aforementioned above, it can be concluded that literature circles in SMAN 1 Cinangka are assumed to be appropriately implemented as an approach, and techniques to be conducted to improve reading skill and motivation.

In addition the students' problems faced by students of SMAN 1 Cinangka in reading skill and motivation particularly have various numbers. *First* the students are nearly unable to summarize, list question, predict word in the reading text. *Next*, the students' inability to locate a few special selections in reading text is a great issue. Third, the students are unable to connect among several narratives, fictions, or legends which are read and with the world outside. Fourth the students are unable to lookout for words that may be unusual, puzzling, or unfamiliar. The last is the inability of students to illustrate something that's discussed specifically in the book or something that the reading reminds.

Reading skill means the automatized process in word recognition including phonological processing, orthographic processing, and lexical access (Grabe, 2009, p. 221). Reading skill which has a number of strategies are consciously controlled by readers to solve reading problem. Therefore improving reading skills and motivation with two text

dimensions focus on genre based text. In short reading motivation which has high and low motivation in reading is the motivation towards learning has an important impact on academic success (Knol, 2000, p. 49).

Ideally the students who study in SMAN 1 Cinangka has a very good reading skill and motivation for several reasons. *First*, the reading comprehension material had been studied since they were in Junior High School (SMP). Next, the books in the library which more than a thousand book collections in it in SMAN 1 Cinangka and computers which have internet access and are quite complete. The last, teachers who has English educational background and who has certificate professionalism are quite excellent to be a guidance of reading motivation and a consultant of reading.

The purpoe of the study

The purpose of the study has a number of issues with a great number of scholars who have some concern about it such as (Edmondson, 2012) discusses about wiki literature circles: creating digital learning communities. (Bendu, 2013) discuss about a universal design for learning (UDL) based literature circle (LC) model: effect on higher-order reading comprehension skill and students engagement in diverse

sixth grade classroom discusses digital storytelling: reinventing literature circles.

The purpose of the study is to know the improvement of reading motivation and skill by using literature circles in SMAN 1 Cinangka academic year 2017-2018.

The problem sentence of the study

1. Is there any improvement of reading motivation and reading skill by using literature circles in SMAN 1 Cinangka academic year 2017-2018.

Theoritical framework

Literature circle

Literature circles are small, peer-led discussion groups who have chosen to read the same story, poem, article, or book (Daniels, 2002). Literature circles, and, in particular peer-led literature circles can provide a space for students to exercise their choices as readers (Smiles, 2005, p. 225). Literature circles consist of a small group of students reading the same text independentlyand then meeting to discuss the text.(7) (Meredith, 2015, hal. 7). Literature circles can be used to discuss any type or genre of text, for example: fiction, nonfiction, chapter books, picture books, textbooks, articles, or poems. The purpose is for students to interact with peers and their chosen text through ongoing discussions.

Most of the literature reviewed defined a literature discussion group as a small group of four to eleven students designed to facilitate engagement in a student-led dialogue about literature (Tugman, 2010, p. 9). The use of literature circles was meant to encourage students to improve their abilities to analyze literature selections as well as their self-determination in selecting literature to read and discussing their ideas (H. Timoty Blumm, 2015, p. 1).

In the number of literature circles defined above, it can be synthesized that literature circles are Literature circles are small, peer-led discussion groups who have chosen to read the same story, poem, article, or book.

Traditionally, the idea of literature circles has been used to read and discuss fictional text, Due to the 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, responding, inferring, summarizing, and reflecting.

Additionally, through extended roles and discussions, students gain a greater sense of responsibility and accountability. Literature circles evidently have a positive impact on student perceptions, independent reading habits and engagement in English (Clarke, 2014, p. 19). Literature circles allow students to learn and practice the reading comprehension Strategies (Briggs, 2010, p. 16).

Implementing literature discussion groups in a classroom can have a positive effect on comprehension (Tugman, 2010, p. 40).Literature discussion groups are multifaceted which cause students to use a mixture of comprehension strategies in complicated and always changing ways (Tugman, 2010, pp. 40-41).

In addition to the three paragraph above, it can be concluded that Implementing literature discussion groups in a classroom can have a positive effect on comprehension and). Literature discussion groups are multifaceted which cause students to use a mixture of comprehension strategies in complicated and always changing ways.

Students Motivation

There are two important part of motivations. They are intrinsic motivation, enjoyment of language learning itself, and

extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments (Smidt, 2002, p. 354). Reading motivation and reading comprehension are increased when students are able to connect what they read to their own experiences and interests (Briggs, 2010, p. 14) Improvement in reading comprehension for students using literature circles, but not much more of a gain in levels compared to students in guided reading group (Meredith, 2015, p. 26). Improving motivation may ultimately lead to better comprehension outcomes for children with poor reading comprehension skills (Middleton, 2011, p. 28).

a. Extrinsic Motivation

Extrinsic motivation that is promoted by factors external to the individual and unrelated to the task being performed occurs when students are motivated to perform a behavior or engage in an active to earn a reward or avoid punishment. The extrinsic activities are the goal of the intrinsic motivation (Jamesh, 2000, p. 107).

b. Intrinsic Motivation

Intrinsic motivation is an individual's internal desire to perform a particular task. Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather that the desire for some external reward.

Reading Skill

In this theoretical framework the writer is going to discuss about what is reading skill in particular theory from a number of experts. There are two words of definition of the reading skill, first is "reading" and "skill". Reading means perceiving a written text in order to understand its contents (Smidt, 2002, p. 454). Reading is often used in instructional settings as practice material (Bernhardt, 2011, p. 1). Meanwhile, skill means an acquired ability to perform an activity well, usually one that is made up of a number of coordinated processes and actions (Smidt, 2002, p. 500). So reading skill mean perceiving a written text in order to understand its content and acquired ability to perform an activity well.

A number of experts of defining of reading skill have various defining of reading skill and strategy which have nearly the same (Karami, 2008, p. 2). Reading skill means included the automatized processing of syntax parsing and semantic proposition (Grabe, 2009, p.

221). In other word, reading skill has the synonym of the reading comprehension (Ferris, 2009, p. 36).

Regardless of the most important part of the in the language skill, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered (Graesser, 2007, p. 3). Reading is a set of skills that involves making sense and deriving meaning from the printed word (Linse, 2005, p. 77).

From the theory aforementioned, it can be concluded that reading skill means included the automatized processing of syntax parsing and semantic proposition.

According to (Smidt, 2002, p. 255) a number of reading skills have various concern need to be discussed (1) discerning main ideas, (2) understanding sequence, (3) noticing specific details, (4) making inferences, and (5) making prediction. Discerning main idea means the readers are able to point out the main idea of the text. The understanding of sequence means that readers are able to know the sequence of reading text which relate with coherence and cohesive of the text.

Research method

Source data

The sources of the data are taken from questionnaires, observation and reading skill test of student of SMAN 1 Cinangka Serang-Banten.

Subject of the study

The subject of this study is the students who sit in the eleventh grade of SMAN 1 Cinangka with 35 total numbers of participants.

Data collecting

As soon as classroom action research conducted, the instruments used by the researcher is reading skill test, questionnaires, and observation sheet in every cycle. The pre-cycle data was included as the main resource of conducting classroom action research. The classroom action research was held in three cycle or four week started from 10th April to 10th May 2018.

Techniques of Data Analysis

In analyzing the data, two analyzed was used in data analysis.

1. Descriptive statistic used to know the mean, median and modus of both students reading motivation and skill
2. Qualitative descriptive used to know the description of both students reading motivation and skill

Finding and Discussion

Finding

the researcher commenced in the pre-cycle students reading motivation and reading skill. Both of them are 80% need to be improved. the researcher obtained a number of data from the daily teaching routine. The number of data figurized in the pre-cycle data are stated as follow:

Figure 1. Data Description Pre-Cycle of Motivation

Interval	Students' Score Frequency	Percentage (%)
96 - 100	0	0,0
91 - 95	1	2,9
86 - 90	1	2,9
81 - 85	1	2,9
76 - 80	2	5,7
71 - 75	2	5,7
66 - 70	13	37,1
61 - 65	10	28,6
56 - 60	4	11,4
50 - 55	1	2,9
Total	35	100

Percent Scores

Assignment: RMQ (20), Whole Scored

Reading Motivation Questionnaires (RMQ)

	Raw Score
Max	92
Min	54
Mean	69,03
Median	68,00
Modus	70,00
Std. Deviation	8,07

In reading motivation, strongly agree is scored 4,
very agree is scored 3, disagree is scored 2, and strongly disagree is scored 1.

In order to make clear the improvement reading motivation and skill based on the data above, the researcher pointed a score of a minimal mastery criteria that students must be passed. The minimal mastery criteria score is in the interval 71 to 75 (73). If the students score is 73, It means that they passed the score of minimal mastery criteria. But if not, it means that they have not passed yet. Based on the data above on figure 1, there are 80% of students have not passed yet of minimal mastery criteria. In short the 80% need to be improved.

Figure 2. Data Description on Pre-Cycle of Reading Skill

Interval	Students' Score Frequency	Percentage (%)
96 - 100	0	0,0
91 - 95	1	2,9
86 - 90	1	2,9
81 - 85	1	2,9
76 - 80	2	5,7
71 - 75	2	5,7
66 - 70	14	40,0
61 - 65	10	28,6
56 - 60	3	8,6
50 - 55	1	2,9
Total	35	100

Percent Scores

Assignment: Reading Skill Test (40),Whole Scored

	Raw Score
Max	95
Min	55
Mean	69,03
Median	11,43
Modus	70,00
Std. Deviation	8,27

In addition, the reading skill 80% students need to improved. Whereas the mean is 69,03 meadin is 11,43 and modus is 79. In

short both data are taken by the researcher as the basic of conducting cycles.

Cycle 1

Having conducting literature circles in th classroom, several data are gotten by the researcher. The result of the data analyzed by using percentage. Then mean, meadin, and modus are also displayed. The cycle 1 data is figurized as follow:

Figure 3. Data Description on Cycle 1 of Motivation

Interval	Students' Score Frequency	Percentage (%)
96 – 100	1	2,9
91 - 95	1	2,9
86 - 90	2	5,7
81 - 85	3	8,6
76 - 80	4	11,4
71 - 75	7	20,0
66 - 70	7	20,0
61 - 65	6	17,1
56 - 60	4	11,4
50 - 55	0	0,0
Total	35	100

Percent Scores
Assignment: Reading Motivation Questionnaires (RMQ) (20), Whole Scored

	Raw Score
Max	100
Min	60
Mean	74,00
Median	74,00
Modus	70,00
Std. Deviation	10,09

In reading motivation, strongly agree is scored 4, very agree is scored 3, disagree is scored 2, and strongly dis agree is scored 1.

The first cycle gradually students reading skill improved 42,9%. Then, the students reading motivation improved 41,%. As it can be seen in the figure 3 above and figure 4 below.

Figure 4.. Data Description on Cycle 1 of Reading Skill

Interval	Students' Score Frequency	Percentage (%)
96 - 100	1	2,9
91 - 95	1	2,9
86 - 90	2	5,7
81 - 85	4	11,4
76 - 80	3	8,6
71 - 75	**4**	**11,4**
66 - 70	9	25,7
61 - 65	8	22,9
56 - 60	2	5,7
50 - 55	1	2,9
Total	35	100

Percent Scores
Assignment: Reading Skill test (40), Whole Scored

	Raw Score
Max	100
Min	55
Mean	73,06
Median	70,00
Modus	70,00
Std. Deviation	10,19

Cycle 2

Figure 5. Data Description on Cycle 2 of Motivation

Interval	Students' Score Frequency	Percentage (%)
96 - 100	3	8,6
91 - 95	3	8,6
86 - 90	3	8,6
81 - 85	4	11,4
76 - 80	7	20,0
71 - 75	**8**	**22,9**
66 - 70	3	8,6
61 - 65	3	8,6
56 - 60	1	2,9

Interval	Students' Score Frequency	Percentage (%)
50 - 55	0	0,0
Total	35	100

Score Percentages
Assignment: Comprehension test (20), whole Scored

	Raw Score
Max	100,0
Min	60,0
Mean	80,6
Median	80,0
Modus	75,0
Std. Deviation	10,6

In reading motivation, strongly agree is scored 4, very agree is scored 3, disagree is scored 2, and strongly dis agree is scored 1.

Figure 6. Data Description on Cycle 2 of Reading Skill

Interval	Students' Score Frequency	Percentage (%)
96 - 100	3	8,6
91 - 95	2	5,7
86 - 90	2	5,7
81 - 85	4	11,4
76 - 80	6	17,1
71 - 75	**7**	**20,0**
66 - 70	7	20,0
61 - 65	3	8,6
56 - 60	1	2,9
50 - 55	0	0,0
Total	35	100

Score percentages
Assignment: Comprehension test (40), whole Scored

	Raw Score
Max	100
Min	60
Mean	76,98
Median	75,00
Modus	75,00
Std. Deviation	10,51

The second cycle gradually students reading skill progress improved 68,6%. Whereas 31,4% of students reading skill

need to be improve. Then, the students reading motivation improved 80,%. Nonetheless; students reading motivation 20% need to be improved.

Cycle 3

Figure 7. Data Description on Cycle 3 of Motivation

Interval	Students' Score Frequency	Percentage (%)
96 - 100	5	14,3
91 - 95	5	14,3
86 - 90	7	20,0
81 - 85	6	17,1
76 - 80	5	14,3
71 - 75	**4**	**11,4**
66 - 70	2	5,7
61 - 65	1	2,9
56 - 60	0	0,0
50 - 55	0	0,0
Total	35	100

Percent Scores
Assignment: Reading Motivation Questionnaires (RMQ) (20), Whole Scored

	Raw Score
Max	100,0
Min	65,0
Mean	86,3
Median	85,0
Modus	90,0
Std. Deviasi	9,6

In reading motivation strongly agree is scored 4, very agree is scored 3, disagree is scored 2, and strongly dis agree is scored 1.

Figure 8. Data Description on Cycle 3 of Reading Skill

Interval	Students' Score Frequency	Percentage (%)
96 - 100	2	5,7
91 - 95	3	8,6

86 - 90	3	8,6
81 - 85	8	22,9
76 - 80	10	28,6
71 - 75	**6**	**17,1**
66 - 70	2	5,7
61 - 65	1	2,9
56 - 60	0	0,0
50 - 55	0	0,0
Total	35	100

Percent Scores

Assignment: Reading Skill Test (40), Whole Scored

	Raw Score
Max	100
Min	65
Mean	82,57
Median	80,00
Modus	80,00
Std. Deviation	8,26

The third cycle students reading skill improved 91,4%. In the meantime 8% of students reading skill need to be improved. then, the students reading motivation improved 91,4,%. But; students reading motivation 8% need to be improved. In short, the 8% of students in the last cycle, the researcher conducted remedial teaching and testing.

Discussion

The first cycle gradually students reading skill improved 42,9%. In the meantime 57,1% of students reading skill need to be improve. Then, the students motivation improved 41,%. However; students motivation 48,6% need to be improved.

The second cycle gradually students reading skill progress improved 68,6%. Whereas 31,4% of students reading skill need to be improve. Then, the students motivation improved 80,%. Nonetheless; students motivation 80% need to be improved.

The third cycle students reading skill improved 91,4%. In the meantime 8% of students reading skill need to be improved. then, the students motivation improved 91,4,%. However; students motivation 8% need to be improved. In short, the 8% of students in the last cycle, the researcher conducted remedial teaching and testing.

Motivation by using literature circles is assesed by reading motivation questionnaires whereas reading skill was measured reading skill test. Based on the discussion, improving reading motivation and reading skill by using literature circle is significant. The more students are engage in reading display this process, the better their comprehension of the texts is likely to be (Guthrie, 2004, p. 5). In short, general motivation, specific purpose, and individual interest frequently can and do converge in academic reading tasks (Ferris, 2009, p. 64).

Furthermore Motivation for reading can be enhance through instruction

and that motivation impacts comprehension (Grabe, 2009, p. 175).. By using literature circles students were engage and having fun running their own literature circles (Briggs, 2010, p. 28). In conclusion, the researcher is only learning how to implementing the concept of literature circle into classroom with significant result.

Conclusion

First is the first cycle of reading motivation improved 51, 5% and reading skill improve 42, 9%. Second is the second cycle that is of reading motivation improve 80,1% and reading skill improved 68,5%. The last cycle of reading motivation improved 91,4% and reading skill improve 91,5%. The last is the improvement reading motivation 9% and reading skill 9% of this research are the weakness of the researcher in conducting a classroom action research.

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