

**THE EFFECT OF USING LITERATURE CIRCLE
STRATEGY ON STUDENTS` ENGLISH READING
COMPREHENSION**

*(Quasi - Experimental Research at Eleventh Grade of SMAN 4 Bengkulu
in Academic years 2021/2022)*

THESIS

Submitted as a Partial Requirements for the degree of *Sarjana Pendidikan*
(S.Pd) of English Education in UINFAS Bengkulu



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MOTTO

وَمَنْ يُسَلِّمْ وَجْهَهُ إِلَى اللَّهِ وَهُوَ مُحْسِنٌ فَقَدِ اسْتَمْسَكَ بِالْعُرْوَةِ
الْوُثْقَىٰ وَإِلَى اللَّهِ عَاقِبَةُ الْأُمُورِ (٢٢)

Means : *“And whoever surrenders to Allah, while he is the one
who does good, then indeed he has held on to a firm buhul
(rope). Only to God the end of all affairs”*

(Q.S. Luqman : 22)

**“Never Stop Learning , because Life Never Stop Teaching”
(Jim Kwik)**

DEDICATION

This thesis is dedicated to:

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❖ My Special thanks to my beloved parents, mother (Nurhasanah) and father (Sopani), who constantly always pray for me, always gives me spirit, support, and motivation, advice thanks for everything.

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Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had canged everything from darkness to the lightness. The researcher realizes that as an ordinary human being cannot be separated from mistakes and mistakes, this fact makes the researcher aware that without the help of various parties it may not be resolved properly. So, on this occasion, the researcher would like to thank:

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It is hoped that this undergraduate-thesis will be use full for all readers. Then, the researcher also realizes that this thesis still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

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ABSTRACT

Mifta Huljanah, 2022. *The effect of Literature Circle Strateg on Students' English Reading Comprehensions (Quasi Experimental Research at 11th Grade Students of SMAN 4 Kota Bengkulu)*. Thesis of English Department. Tarbiyah and Tadris Faculty.UINFAS Bengkulu Advisors:

1. Dr. H. Ali Akbarjono, M.Pd

2. Feny Martina, M.Pd

The objective of this study was to find out whether or not there was any effect on students' ability to understand texts between students who were taught using the Literature Circle strategy and were not at SMAN 4 Bengkulu City. In this study, researchers used a Quasi Experimental research nonequivalent pretest-posttest control group design. There were 50 students who were sampled as 25 experimental classes and 25 control classes. In the process of data collection, researchers use tests and documentation as research instruments. The test takes the form of multiple choice containing 20 questions. Tests are given to both experimental and control classes as pre-test and post-test. To verify the hypothesis, researchers used an independent sample t-test in the SPSS 22 program. At the end of the implementation of literature circles the mean students' score reading comprehension pre-test (60`60) and post-test (71.60 were compared, is significant difference. The hypothesis test results show that the output of the independent sample t-test (sig. 2-tailed) is 0.000 which is lower than 0.05 and the tcount value is 4.775 which is higher than the t-table $df= 48$ (2.010). Based on the results, it can be concluded that literature circles is effective in developing students' abilities to be more active, analyzing, creating, writing, discussing and presenting. It can help to build students motivation and comprehension in their interaction. Therefore, means that teaching reading comprehension skills by using Literature Circle strategies has any effects on students' reading ability to comprehending the texts.

Keywords: *Reading Comprehension, Literature Circle Strategy, Quasi- Experimen*

ABSTRAK

Mifta Huljanah. Pengaruh Strategi Literature Circle terhadap Kemampuan Membaca Siswa . (Penelitian Quasi Experimental pada Siswa Kelas 11 di SMAN 4 Kota Bengkulu). Skripsi Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Tadris, UINFAS Bengkulu. Dibimbing oleh Pembimbing:

1. Dr. H. Ali Akbarjono, M.Pd

2. Feny Martina, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruhnya terhadap kemampuan siswa dalam memahami teks antara siswa yang diajar menggunakan strategi Lingkaran Sastra dan tidak berada di SMAN 4 Kota Bengkulu. Dalam penelitian ini, peneliti menggunakan penelitian Quasi Experimental nonequivalent pretest-posttest control group design. Ada 50 siswa yang diambil sampelnya sebagai 25 kelas eksperimen dan 25 kelas kontrol. Dalam proses pengumpulan data, peneliti menggunakan tes dan dokumentasi sebagai instrumen penelitian. Tes ini berbentuk pilihan ganda yang berisi 20 pertanyaan. Tes diberikan kepada kelas eksperimen dan kontrol sebagai pra-tes dan pasca-tes. Untuk memahami hipotesis, peneliti menggunakan uji-t sampel independen dalam program SPSS 22. Pada akhir pelaksanaan lingkaran sastra ketika nilai pra-tes pemahaman bacaan siswa (60'60) dan pasca-tes (71,60) dibandingkan, perbedaan yang signifikan. Hasil uji hipotesis menunjukkan bahwa output uji-t sampel independen (sig. 2-tailed) adalah 0,000 yang lebih rendah dari 0,05 dan nilai tcount adalah 4,775 yang lebih tinggi dari t-table df= 48 (2,010). Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa kalangan sastra efektif dalam mengembangkan kemampuan mahasiswa untuk lebih aktif, menganalisis, membuat, menulis, berdiskusi dan mempresentasikan. Ini dapat membantu untuk membangun motivasi dan pemahaman siswa dalam interaksi mereka. Oleh karena itu, berarti bahwa mengajarkan keterampilan pemahaman bacaan dengan menggunakan strategi Lingkaran Sastra memiliki efek pada kemampuan membaca siswa untuk memahami teks.

Kata Kunci: *Pemahaman Bacaan, Strategi Lingkaran Sastra, Kuasi-Eksperimental*

TABLE OF CONTENT

COVER

| | |
|--------------------------------|--------------|
| PRONOUNCEMENT | ii |
| RATIFICATION | iv |
| ADVISOR SHEET | v |
| MOTTO | vi |
| DEDICATION | v |
| ACKNOWLEDGEMENT | ix |
| ABSTRACT | xi |
| ABSTRAK | xii |
| TABLES OF CONTENT | xiii |
| LIST OF TABLES | xvi |
| LIST OF FIGURES | xviii |

CHAPTER I INTRODUCTION

| | |
|---|----|
| A. Background of the Research | 1 |
| B. Identification of the Problems | 8 |
| C. Limitation of the Research | 8 |
| D. Research Question | 9 |
| E. Research Objective | 9 |
| F. Significance of the Research..... | 9 |
| G. Definition of Key Terms | 10 |

CHAPTER II LITERATURE REVIEW

| | |
|--|----|
| A. English Reading Comprehension Skills For Senior High School Students | 12 |
| 1. Definition of Reading Comprehension | 12 |

| | |
|---|----|
| 2. Different Types of Reading..... | 18 |
| 3. Model of Reading Process | 22 |
| 4. The Teaching of Reading | 23 |
| 5. Reading Comprehension Skills for Senior High School | 24 |
| B. Literature Circle Strategy on Students` Reading Comprehension Skills in Teaching English | 28 |
| 1. Definition of Literature Circles Strategy | 28 |
| 2. The procedure of Teaching Reading by Using Literature Circle Strategy | 32 |
| 3. The Benefit of Literature Circle Strategy | 36 |
| 4. The Role Students of Literature Circles Groups | 38 |
| C. The Previous Studies..... | 42 |
| D. Conceptual Framework..... | 46 |
| E. Hypothesis | 48 |
| CHAPTER III RESEARCH METHOD | |
| A. Research Design..... | 49 |
| B. Population and Sample..... | 51 |
| C. Technique of Collecting Data | 53 |
| D. Instrument of the Research..... | 54 |
| E. The research Procedure | 56 |
| F. The Technique of Analysis Data..... | 62 |
| G. Validity and Reliability of Test | 66 |

CHAPTER IV FINDING AND DISCUSSION

A. Finding69
B. Analysis of the Data74
C. Discussion89

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion96
B. Suggestions97

REFERENCES

APPENDICES

LIST OF TABLES

| | |
|---|----|
| Table 3.1 Nonequivalent Control Group Design | 52 |
| Table 3.2 Population and Sample..... | 53 |
| Table 3.3 Grid of reading comprehension..... | 56 |
| Table 3.4 The Classification of Students Score | 57 |
| Table 4.1 The Details of Students' Data | 70 |
| Table 4.2 Statistical Analysis of the Experimental Class Pre-post test Score | 75 |
| Table 4.3 The Test Result Distribution for the Experiment Groups | 75 |
| Table 4.4 Statistical Analysis of the Control Class Pre-post test Score | 77 |
| Table 4.5 The Test Result Distribution for Control Groups | 80 |
| Table 4.6 Pre-Test Normality Test Results | 80 |
| Table 4.7 Post-Test Normality Results | 82 |

| | |
|--|----|
| Table 4.8 The Pre-test Result Homogeneity Test | 83 |
| Table 4.9 The Post-test Result Homogeneity Test..... | 84 |
| Table4.10 Pre-Test Group Statistic | 85 |
| Table4.11 Pre-Test Difference Score Average | 85 |
| Table 4.12 Post-Test Group Statistic | 86 |
| Table 4.13 Post-Test Difference Score Average | 87 |

LIST OF FIGURES

| | |
|---|----|
| Figure 4.1 Graph of the Score Experimental Class for the Pre- and Post-Test..... | 74 |
| Figure 4.2 Graph of the Score Control Class for the Pre- and Post-Test..... | 74 |
| Figure 4.3 The Experimental Group Pre-Test Score Histogram | 80 |
| Figure 4.4 The Control Group Pre-Test Score Histogram..... | 80 |
| Figure 4.5 The Experimental Group Post-Test Score Histogram | 82 |
| Figure 4.6 The Control Group Post-Test Score Histogram | 83 |

CHAPTER 1

INTRODUCTION

A. Background of the Research

Language is one of the crucial communication tools between society and individuals. All of us who wants to deliver a message or emotions both orally and in writing using it. As it's far known that English is taken into consideration the most extensively spoken international language within the era of globalization which includes; politics, technology, economic system, formal conference, industry, exchange, tourism, journalism, and education. Especially in modern era which is full of technology and knowledge today, English has become the main language to support the development of all kinds of jobs. Therefore, students are required to be able to compete with the community around the world.

Reading is one of the language skills that students must master in English, and it is a worthwhile educational topic to investigate. Reading activities necessitate comprehension.

Reading is the process of comprehending and reading literary works to order to obtain information and knowledge. Students must comprehend not only the text but also its content. Students must acquire reading comprehension skills as early in the learning process as possible to order to obtain information and knowledge contained in written texts (Sharma et al., 2013). Furthermore, students must comprehend what they read and deduce the text's meaning. Students can interact with written information to improve and add information to their reading comprehension (Haerazi & Irawan, 2020).

Reading is one of the fundamental communication skills however; it is a highly complex technique. Define reading is more than just giving a foreign language voice in writing. In other words, understanding what is written is critical. Furthermore, comprehension can be understood as the reader being able to repeat the text. The reader who paid attention to comprehension while reading was usually able to identify the text's content, provides an appropriate response

to a text-related question, and draws a conclusion. Some reading skills should be obvious to readers. They can identify vocabulary definitions, signal words, the main ideas of a paragraph, and how to summarize. As the student progresses from a surface level of understanding to a deeper level, comprehension is achieved gradually (Febriani & Jono, 2021)

Although many benefits of reading comprehension are known, some of these things continue to make readers less interested in reading, which is caused by a variety of factors, one of which is a lack of reading comprehension ability. The data, however, show that students' reading interest in Indonesia is still low. Based on data from UNESCO in 2020, Indonesia ranks second to last in the world in literacy, indicating that reading interest is very low. According to the data, the reading interest of the Indonesian people is very low, at only 0.001 percent. That is, out of 1,000 Indonesians, only one is an avid reader (Pitoyo, 2020). Another fact based on the results of the Program for International Student

Assessment (PISA) released by the Organization for Economic Cooperation and Development (OECD) in 2019, Indonesia was ranked 62 out of 70 countries with low reading literacy levels (Pambudi, 2020). This demonstrates that reading levels in Indonesia remain extremely low. Understanding reading is a critical skill, particularly in the field of education. For students, this is inseparable because it is one of the foundations for understanding and adding knowledge and information to other subjects; the success or failure of their learning is highly dependent on their reading ability. On the other hand, if they are good readers, they will have an advantage.

Some students feel that learning to read is easy, but not infrequently some students feel that learning to read is difficult. Because students need to understand the content and information contained in the text. However, according to an interview the researcher conducted with a student at SMAN 4 Bengkulu. He said that learning to read was considered difficult because students had to understand the

information in the text and could not complete it. To understand the information and content of a text, students must have sufficient vocabulary and an understanding of the use of grammar. Meanwhile, at SMAN 4 Bengkulu, there are still few students who have good vocabulary and grammar. In the process of learning to read the teacher asks to read the text in front of the class. However, some students feel less confident and shy when they make mistakes in reading the text in front of their friends in class.

Furthermore, the success of teaching and learning process is influenced by several factors, one of which is the strategy used during the learning process. Based on interviews with students of SMAN 4 Bengkulu, he said that usually teachers only ask students to read the text and then translate the text they are studying. In this way students become bored and not interested in the learning process. Therefore, this strategy is considered less effective for students. Students need more fun strategies to keep students

active. Responding the material taught during the reading learning process.

There are various ways for reading comprehension, including the Literature Circle strategy (LC). Literature Circles is a reading approach based on the following principles: Students read a self-selected book from a variety of texts that link and expand topics, allowing them to become more interested in reading and motivated while also increasing their vocabulary; share their thoughts in small groups, and then share their responses with the entire class. Literature circles, in this view, are a type of autonomous reading that is organized into small groups and guided by reader response principles.

The application of appropriate learning strategies can be used to improve learning outcomes according Brown (2002), one of which is the strategy literature circle. The literary strategy circle is very suitable to be applied in learning that aims to improve students' reading literacy. Literature circles, assist students better understand literature

by enhancing their motivation to read. The results also confirmed the assumption that students' general views toward reading alter positively after participating in the circles. The findings also showed that in the circles, students can improve their comprehension skills, allowing them to apply the literature for true and meaningful objectives (Avci, 2018). Furthermore, discovered that students' extensive reading improved from the first to the second cycle, as seen by the students' activity progression from the first to the second cycle, as well as the students' favorable response to the literature circle. This study found that Literature Circle could help students improve their extensive reading skills (Nurhadi, 2017).

Therefore, with all the explanations above, the researcher intends to conduct a research entitled: **“The Effect of Using Literature Circle Strategy on Students Reading Comprehension (*Quasi- Experimental Research at Eleventh Grades of SMAN 4 Bengkulu in Academic years 2021/2022*)”**

B. The Identification of Problem

From some of the descriptions presented in the background, the following problems can be identified

1. The students have struggled and lack of vocabulary in English reading comprehension
2. The students have not understood the meaning or content of the text well.
3. The students have difficult in understanding grammar
4. The students are have less confident when asked to read in front of their friends
5. The students feel ashamed if they make mistakes in reading the text.
6. The students have not understand articulation in English reading comprehension

C. Limitation of the Problem

Based on the problem's identification, the researcher should minimize the scope of the study and concentrate on the effect of applying the literature circle strategy on

students' reading comprehension. It takes place in SMAN 4 Bengkulu's eleventh grade

D. Research Question

Based on the identification of the problem above, the research question is:

1. Is there a significant effect of using the Literature Circle Strategy on students' reading comprehension?

E. Research Objective

The objective of this research is to find out whether Literature Circle Strategy has any effect on students' reading comprehension in SMAN 4 Bengkulu's eleventh grade.

F. Significance of the Research

Researchers expect that the findings of this study can be used for the following goals by scholars, teachers, students, educational institutions, and other researchers:

1. Theoretically

Theoretically, this research supports the theory which states that the literature circle strategies can improve students' reading comprehension.

2. Practically

a) Learning outcomes can be employed as an alternate teaching method for English teachers.

b) For students, assist them in improving reading comprehension, increasing their desire to participate more actively in the teaching and learning process, and encouraging them to share their opinions about what they have read.

c) For researchers, to gain a better understanding of learning strategies that can be utilized to motivate students to read and to gain a better understanding of discourse studies, particularly this study. As a result, academics can benefit from tactics for increasing people's interest in reading.

d) For future researchers, the findings of this study can be used as a model for doing research and to help the surrounding community's reading interest.

G. Definition of Key Terms

1. *Reading Comprehension* is the process of understanding the content or meaning with the mind of what the text means by reading text is referred to as comprehension.
2. *Literature Circle Strategy* is the literature circle as a discussion group, where the students in the group have selected texts or books, is a successful and unique teaching technique in English reading comprehension. During discussion time, each member have different role is responsible for providing the necessary notes to complete the tasks.

CHAPTER II

LITERATURE REVIEW

A. English Reading Comprehension Skills For Senior High School Students

1. Definition of Reading Comprehension

At all educational levels, reading is one of the most fundamental media for gaining and developing knowledge. Reading ability is essential for academic achievement. Reading has come to be recognized as an active, communicative, interactive, and meaning-interpreting process. Reading is the ability to understand anything intended to communicate a message for simple communication, not just written or printed words. Reading is the introduction of written or printed symbols that serve as reminders of the meanings that the reader has acquired through experience (Okika et al., 2021). Reading comprehension abilities are essential for students to succeed in the learning process. The majority of students learn new information through reading. Students also pick

up knowledge through reading in their daily lives outside of the formal teaching and learning environment. Therefore, improving students' knowledge and experience requires them to be able to comprehend reading texts (Rizal, 2017)

The process of comprehension is considered to be what gives written text meaning, and during this process, the reader builds an image in the mind of what the text means. Reading comprehension is crucial for all learners because it enables them to interpret meaning from texts, one of the fundamental requirements for success in life is the ability to read and comprehend a text. It is well recognized that readers who are effective comprehend what they read and gain more knowledge from texts (Van Den Broek & Espin, 2012). Reading comprehension is a series of cognitive activities that include a variety of topics, such as the comprehension of words and their meanings, mindful response, and integration (Meniado, 2016).

One of the reading's objectives is to comprehend written material. This is an assumed, difficult exercise that requires perception. Word recognition and comprehension are the two steps in the reading process (Pang et al., 2003). Analyzing is a technique for creating meaning through dynamic interactions between the reader's knowledge, the facts inherent in the analysis, and the surrounding context. Reading comprehension and word recognition are related read to reading skills. Word recognition is the process of considering how spoken language and written symbols match together. And understanding is the process of connecting word, phrase, and text experiences. It can also be interpreted because the approach of concurrently extracting and producing entails interacting with and engaging with written language. Reader base, textual substance, and interest or aim of analysis is the three components. The following factors contribute to the ability to comprehend the text: 1.The ability to learn words accurately and fluently; 2. Oral

language skills (vocabulary, linguistic understanding) 3. Knowledge of the text's form and genre, 4. Reasoning and inferential skills, 5. Motivation to comprehend and be interested in the text and material.

Reading, according to (Grabe et al., 2002) is the ability to extract meaning from a printed page and to analyze that information effectively. This is a basic description of reading, eliminating components in reading, which is a complex activity including a variety of abilities and methods. Attaining reading objectives takes both talent and planning.

Reading, according to (Day and Bamford, 1998:12), is the process of constructing meaning from printed or written material. To arrive at an understanding of meaning, the reader's construction of meaning connects the information in written material with past knowledge. Because one of the aims of reading is to obtain information or knowledge, it is critical for readers to

comprehend or comprehend the reading text throughout reading activities

Reading is one of the most basic communication abilities, but it is a very complex process that entails more than simply giving a foreign language a voice in order to write. In other words, in order to generate meaning from a text, it is required to understand what is written and the sources of knowledge.

2. Types of Reading

Students must practice reading frequently and use certain strategies in order to develop their reading abilities. Based on their ability to use techniques to comprehend what the researcher is saying, students' ability to comprehend the content is determined. It means that the strategy helps students in comprehending the content they are reading. There are four distinct categories of reading skills. those that skim, search, thoroughly, and exhaustively.

a. Skimming

Skimming can be a helpful reading technique. A text is skimmed when it is quickly read to get the main points. It is believed that skimming is used to gain students' trust and show them that meaning may be understood even if they don't read every word in a text.

b. Scanning

Finding a specific piece of information by swiftly skimming through a text is known as scanning. For instance, a member might search the names listed in a phone registry to discover a phone number.

c. Intensive Reading

Intensive reading texts can provide students with more command over their reading processes and a greater comprehension of language components. Intensive reading, in this context, refers to reading with accuracy in order to

comprehend the material, which should be done with both students and teachers.

d. Extensive Reading

Extensive reading, as defined by (Harmer, 1988) reading that students do frequently (but not solely) outside of the classroom, such as reading novels, web pages, newspapers, or magazines. Extensive reading should also include leisure reading. Analysts claim that thorough reading enables users to learn material without having to look up every linguistic distinction.

3. Models of Reading Process

Bottom-up models, top-down models, and interactive models are the three categories of processing that psychologists typically distinguish between.

a. Bottom up

Based on the reading process model, which reflects conventional reading attitudes, reading is a

process of turning symbols into words, words into sentences, and phrases into overall meanings. In this technique, the reader begins at the lowest level, where the symbols are recognized. The analysis of the symbol strings leads to the identification of words from morphological groupings, and the analysis of word strings leads to the identification of phrases and sentences. The meaning of the text is anticipated to emerge naturally because the code is broken down based on the reader's prior knowledge of linguistic components including vocabulary, grammar, and syntax.

As a result, reading comprehension that is accurate and uses lower-level processing skills is crucial from the perspective of the bottom-up model. This model underplays the importance of reading comprehension since it places more emphasis on linguistic knowledge understanding

than on the schema, which include .i.e. related cultural background, the entire text, and so on.

b. The top-down

The top-down model places a focus on readers' utilization of their memorization of real-world knowledge according Goodman (2014). "The purpose of reading is creating meaning in response to text; it requires interactive use of grapho-phonetic, syntactic, and semantic signals to construct meaning," asserted, who put forth the most well-known and complete top-down model. Readers scan the text rather than reading every word to determine the meaning of specific words or phrases. During this simulated reading process, readers absorb larger chunks of meaning from the text at a time and compare it to what they already know. When the system produces broad predictions based on higher-level and more

generic schemata, this is known as top-down processing.

c. Model Interactive

It is clear from the explanation above that both the bottom-up and top-down approaches have limitations. An interactive model, which is an interaction between bottom-up and top-down models, which assert that prior knowledge and predictions facilitate the processing of text input, is created as a result of realizing this, which results in a more thorough reading process.

According to this viewpoint, exchanges take place at three levels: 1) Low-level and high-level skill interactions; 2) bottom-up and top-down interactions; and 3) interactions between the reader's background and the background knowledge assumed in the text.

4. The Teaching of Reading

Teaching is a way of passing on knowledge. The goal of reading instruction is to do more than just teach reading. One of the aims of reading is to have a good understanding of the text.

Three stages of classroom teaching should be implemented to reading instruction to attain and increase students' reading comprehension efficiently. These stages, according to Brown (2000) are:

a. The pre- reading stages

The teacher must pique the pupils' attention and motivation at this point by discussing visuals, titles, and a few keywords. Students make predictions and discuss possible interpretations of the material. Teachers are asked to help pupils develop reading goals and activate their past knowledge and schemas.

b. While- reading stages

Reading takes as long as the actual reading action, as the term implies. It focuses on improving students' reading skills by having them answer multi-level comprehension questions such general understanding, detailed answer, and higher-order thinking.

c. Post-Reading Stages

This exercise occurs after the reading activity has been completed. Here, the instructor assesses students' comprehension of what they've read, connects and integrates reading with other language abilities, and connects and integrates the text with their experiences and personal lives. Students may be asked to summarize what they have read, discussed, or debated in writing. On a few flaws that are hidden in the reading text.

5. Reading Comprehension Skills for Senior High School

Reading is one of the most crucial language skills for students to develop. Participating in these events allows students to develop their language abilities and experience. They will be given the information and ideas they require. They will also be able to discover something they did not previously know. According to Burt et al (2003) learning to read is critical because it allows people to (1) think in a new language, (2) build a better vocabulary, (3) become more comfortable with written English, and (4) prepare to study in a speaking country. Students who improve their reading abilities will find it easier to extract meaning from English texts since they have a broader vocabulary in context.

Comprehension, according to Snow (2002) requires learning and is the main focus or goal of reading, both in class and individually. These

fundamental concerns are interrelated and form the basis of the act of reading. Readers are at the heart of the educational process. The difficulty of a text is determined by the talent of the reader. To understand the text, the reader must have advanced cognitive abilities. The text has a significant impact on the reader's understanding. However, if the reader has sufficient background information on the subject, the material may be easier to understand. This activity is the third component. This relates to the reader's understanding of a text. The main purpose of reading activities is to improve reading comprehension. This indicates that the activity is carried out to achieve reading success and ensure that the reader has a good understanding of the material. It signifies that the activity is carried out in order to achieve reading success and ensure that the reader has a good understanding of the material.

Reading comprehension is frequently referred to as "active thinking." It is the act of interpreting and comprehending a text. According to Westwood (2008) reading comprehension is a purposeful cognitive process in which the reader shrinks meaning in order to get a better understanding of the concepts and information presented in the text. To comprehend, readers must filter, evaluate, arrange, and reflect on the information that enters from a page using the information they have processed. Effective text interpretation necessitates the capacity to recognize words, integrate new material with previous knowledge, and employ suitable methods such as locating essential concepts, forming connections, asking questions, inferring, and forecasting.

According to Nunan (2015) reading is a simple process in which readers mix information from a book with their prior knowledge to create meaning. Readers can generate meaning by combining their prior

knowledge with the text. Reading comprehension can be influenced by the reader's knowledge background. As a result, background knowledge is one of the most significant aspects of reading the text meaningfully.

Based on the explanation above, it can be concluded that reading is one of the most basic communication abilities, but it is a very complex process that entails more than simply giving a foreign language a voice in order to write and frequently refers to as "active thinking." It is the act of interpreting and comprehending a text. In other words, in order to generate meaning from a text, it is required to understand what is written and the sources of knowledge, understanding the content and information of the text. Based on Brown and Abeywickrama (2010,p.3) confirm that the set of comprehension questions should cover the certain features like topic, main idea, inference, grammatical features, and detailed information. There are several criteria

commonly in measuring students' English reading comprehension.

B. Literature Circle Strategy on Students' Reading Comprehension Skills in Teaching English

1. Definition of Literature Circle Strategy

Literature circle is a form of literacy used in many classrooms implemented in the classroom by a teacher who is able to fully explain what literary circle is and how to use it to improve reading comprehension. Literary circles come in all shapes and sizes but are essentially small discussion groups made up of students reading the same book. Literature circle, according to Daniels(2002) is a small discussion group where everyone chooses to read the same story, poem, essay, or book. Each member prepares for a different role during discussion time by making notes on how to complete this work while reading. Then literary circles are largely student-led, with teachers remaining in the background and performing only limited controlled functions. Literary circles are

mostly student-led, with teachers remaining in the background and performing relatively limited controlled functions (Varita, 2017)

According to (Warren Rogers, 2002) literature Circle is also a space where students can connect with reading material at various levels. Students examine the book's literal aspects, make personal connections, and look for crucial narrative elements and activities that promote healthy reading habits by demonstrating collaboration and group communication. As members of the reading community, students are invited to join literary circles. Students engage in conversations with other readers who come from various reading backgrounds and have had a variety of reading experiences. Students gain a better knowledge of their own perspectives and beliefs through engaging with other people's reactions and opinions to literature. Furthermore Klages et al (2007) as cited in Bowers and Campbell (2011) states that collaboration required by literature

circles increased motivation, influenced positive social, and communicative skills and allowed students to get important understanding. Robinson and King (1995) argue that literature circles are approach to analyze and interpret texts and because of this, can significantly change students` attitude to reading.

Buchanan and Triplett (2005) examined the dynamics in literary circles to better understand not only how they work, but also why they work. They found that the Literary Circle encourages readers to take ownership of their readings and constructions means actively and carefully. Brabham and Villaume (2000), in their examination of what effective readers do when they read and discuss, found that skilled readers make predictions, construct visual images, make connections for personal experiences and other texts, monitor the reading, solve words and texts problems, summarizing as they read, debating with authors, and evaluating content and writing style. These literacy skills can be fostered and developed

through Literary Circle, as a format serves as a launch device that helps students produce their own ideas and thoughtful conversation about what they have read.

Literature circles are a type of student-centered instruction. Literature circles are defined as a peer-led student group that reads together and has the opportunity to debate the topic; they are also referred to as a type of book club. To put it another way, literary circles are reading groups in which students read their own work, take notes on what they learned, and then reflect back on what they learned in a regular conversation with their peers (Karatay, 2017). It indicates that literary circles are a student-centered activity that allows students to participate actively in a group discussion based on the same books or texts they read, and then report on what they learned at the group meeting.

2. Procedure of Teaching Reading by Using Literature

Circle Strategy

Some steps that can be applied in implementing a literature circle strategy based on (Karatay, 2017) designed the literature circle conducted in four stages:

a. Preparation

Because the strategic literary circle is used collaboratively, it necessitates several preliminary stages such as the introduction and preparation of reading assignments, the formation of a literary circle, and the selection of books or texts agreed upon by students and teachers. First, introduce and divide your class into groups of 5-6 students, each with a different role. The task division, which includes the discussion director, serves as a list of questions to be discussed, such as what pictures to read. The illustrator contributes to the reading by creating or sketching a scene from the story and describing the image. Vocabulary enrichment is

important in finding, noting, and learning new words that are important, interesting, and difficult. Connector serves as a link between events, messages, or reading lines in the real world. The final one is a summarizer, which serves as a summary of the entire text that is read. Students are told individually what they will do based on the assignments they were given while reading a book or text. Second, the formation of a reading circle among students who cooperate and exchange information about what they understand in a book or text on their own initiative. So if students have diverse interests, skills, and levels of academic achievement, it can improve the quality of an enjoyable learning environment in the classroom interaction.

b. Individual reading

At this point, the teacher allows time for students to read and comprehend the book while

completing their assigned reading activities. Students are needed to better understand the substance of the text in individual reading exercises, take notes, and produce presentations to convey information about the material they have read. A student who takes up the responsibility of adding vocabulary, for example, will give or discover some new challenging vocabulary in the book.

c. Discussion

At this stage, students who take over as discussion directors will ask for assignments and give their friends time to discuss for 30-40 minutes to express, describe in detail and thoroughly about their feelings or thoughts about the topic of the book, main ideas, other messages contained in the book or text. The use of language and writing treat topics according to their respective roles. Students

also arrange alternate sessions so that all students can actively participate in a discussion.

d. Sharing

At this final stage, the teacher can monitor and pay attention directly to student activities. All students in the discussion group share and explain their presentation to their friends about the task and understanding of the text they have worked on. For example, vocabulary enricher sharing keywords emphasized by the author and words used with new and different meanings, Illustrator shared a visual he prepared of the heroes and an event concept map with group members. After completion, the teacher can provide input or suggestions during the discussion or at the end of the lesson.

3. Benefit of Literature Circles Strategy

Provide various benefits including:

- a. Encouraging students to appreciate literature and fostering positive attitudes regarding reading.
- b. Allow students to actively participate in conversations, as well as have group discussions and interaction with the book.
- c. Students are taught to collaborate but to complete their tasks independently because they are responsible for their own tasks depending on their assigned duties.
- d. Because students choose the book and role they want to play in literature circles, they have the opportunity to engage literature from a variety of perspectives.
- e. Another benefit of literature circles is helping students feel a sense of ownership and responsibility. The literature circle is a simple way to integrate student choice and social contact,

which helps to motivate students and can have a significant effect on student achievement. The study's findings also showed that when students work in group work, they support one another's efforts, which increases motivation and effort.

Based on the explanation above, the researcher can conclude that literature circle in teaching English reading comprehension. In this research content is one of the strategies that emphasize discussion and sharing to improve English skills reading comprehension in senior high school. So that students are more active and enthusiastic in learning English, especially in reading.

In which it has some indicators are:

- a. Using group
- b. Discussion
- c. The students have different roles
- d. Interaction

4. The Role Students` in Literature Circle Group

There are several approaches to implementing a literature circle in the classroom. Students' maturity levels, classroom procedures, and organizational styles must all be considered. Educators must be adaptable and make changes as needed to develop a strategy that works for pupils. Students might be divided into diverse or homogenous groups. Students can be divided into groups based on their reading levels or self-selected readings, depending on their interests. Students read the same material in each group or different texts in various groups. Students should be aware of their schedules even if literacy circles are not used every day.

When we first started using the Literature Circle, we tried to have loosely structured dialogues with children in small and big groups. As with all group work, we discovered disparities among individuals in terms of involvement, shyness, and

leadership. Discussions worked well when we were guides, but not when we were involved. This indicates that students are a part of their group's task, meaning that chatting is ineffective. Without defined role assignments, students lack the courage to communicate their opinions and ideas regarding books.

The following roles are frequently employed in literary circles. After the teacher specifies student learning criteria, only names and role descriptions can be assigned to students. According to (Warren Rogers, 2002) that teacher modeling is important so that students understand what is required of them in each role.

1. Discussion Director

This function necessitates the use of open-ended questions and the facilitation of group conversations. The goal of the investigation is to get the participants to have a more in-depth

discussion. Students would be expected to model the construction of these types of questions, and anchor charts with examples of co-created quality questions should be supplied.

2. Illustrator

This task necessitates a visual representation of the primary scenario as well as a change in the reading's setting. The artist can create or sketch college sketches, models, or other visual representations. Students should be provided some general guiding questions to assist in the construction of artistic representations, as they are intended to be a source of conversation. This is an excellent role for an art student who likes writing.

3. Vocabulary Enrichment

This position requires the student to choose essential, uncommon, offensive, unknown, or out-of-context words from the text. The enricher will provide a definition for the word as well as possible

synonyms from a thesaurus. He or she should come prepared with a few crucial questions about the author's choice of words, as well as suggestions for how they add to or detract from the reading. This is a wonderful role for a student who has trouble making sense of things and/or is easily distracted.

4. Connector

The student's job in this capacity is to make connections between what they're reading and what they're seeing in real life. To bring back to the group discussion, the connector should look for text-to-self and text-to-world examples. The fuller the discussions will be the more linkages that can be made to the students' own real-world experiences; text-to-text connections may also be made.

5. Summarizer

Prepares a one-paragraph summary of the passage read on that particular day.

C. The Previous Studies

Several researchers have conducted studies on teaching reading using different techniques or methods.

The first, research was done by Nurhadi Kardi in 2017. Utilizing literature circles, improve students' comprehension of what they read. The researcher conducts her research using classroom action research. The stages of action research are planning, action, observing, and evaluating. Participants in this study were XI MAN Indramayu class students. Based on the progression of student activities from cycle I to cycle II, it was evident that students were reading for longer periods of time. They also emerged to be responding positively to the literary circle. The findings of this study indicate that the Literary Circle story can encourage students to read extensively.

The second, research was done by Siti Soleha, Rahmad Husein, and Zainuddin in 2020. The goal of the study was to determine whether the Literary Circle and

student interest had any impact on their ability to read comprehension. Purposive sampling was used to select respondents for this quantitative study from the experimental group. 15 students with a low interest in reading and 19 students with a high interest in reading made up the research sample. The authors of this study used an independent sample t-test in an experimental research design. A narrative reading test that was administered as a post-test following treatment utilizing the Literary Circle Strategy served as the data collection tool. The Mann-Whitney test was used to analyze the test results. According to the analysis's findings, student interest has a Sig value of $0.000 < 0.05$. We can draw the conclusion that students with high and low reading interests learned reading comprehension in very different ways using the Literature Circle strategy.

Third, the research was conducted by Varita in 2017. The objective experiment was designed to determine whether the Literary Circle technique may

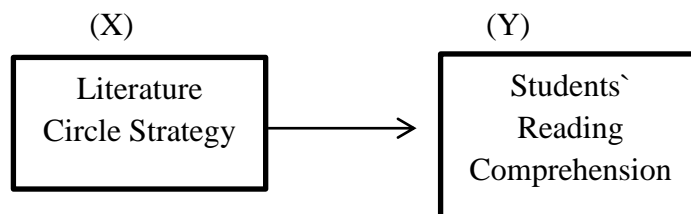
enhance students' reading comprehension more than the teacher-centered (Reading-Aloud) technique. 20 students were divided into the experimental group (EG) and the control group for this study (CG). While CG is taught using a teacher-centered method, EG is taught through literature circles (read aloud). Pre-test and post-test were used to collect data for this researcher. The exam evaluates students' comprehension of reading narrative content through multiple-choice questions. The t-test method was used to examine the data. The study's conclusions demonstrated that students who were taught using Literature Circles had reading comprehension skills that were significantly greater than those who were not. In conclusion Literature Circles can be a better ways for teaching English reading comprehension for third grade senior high school ESL students.

Based on the data, the researcher concludes that in order to increase students' reading skills, teachers should use a variety of tactics or strategies to engage students in

learning, and the research should be focused on using literacy circles to teach texts. Previous research on literary circle strategy was conducted. However, there are similarities and variations amongst the studies studied based on the previous research indicated above. The similarities are supported by the literary circle strategy. The procedure to enhancing students reading abilities. The difference is that the three studies above only focus on the actual effect of the literary circle strategy in improving students' reading ability. Researchers used the Literary Circle Strategy to Improve Reading Comprehension, to see how significant the use of the Literary Circle strategy was in improving students' reading comprehension skills. The location chosen by the researchers at SMAN 4 Bengkulu would be carried out using a quasi-experimental research.

D. Conceptual Framework

This research, the researcher focus on student` reading comprehension by using literature circle strategy into experimental class. There are two variables in experimental class that are independent variable (X) and dependent variable (Y).



In teaching reading comprehension, students have some problems first, difficulty in finding the meaning and content of the text well. Second, some students find some foreign words that make them not know how to find ideas or information from what they read. And the last, students feel less confident and embarrassed if they make mistakes in reading the text. This condition is caused by several factors such as lack of understanding of vocabulary, use

of grammar, and lack of motivation and interest in reading.

To solve problems faced by students in the learning process, especially in learning to read, teachers must apply strategies that make students more active and interested in the learning process. One of them is the literature circle strategy where students form groups of several students 5- 6. Reading activities carried out by students where they practice reading books or texts in small groups. It is student-centered instruction that aims to read a variety of reading activities for students at all different grade levels. It can have a positive, active participation effect on students' reading comprehension. So, they will have a good understanding in reading English passages or texts.

Based on explanation above, the researcher hopes to find an effective solution to improve students reading comprehension skills by using literature circle strategy. This is because the methods commonly used in the

classrooms that teacher usually ask students to read and translate text when studying, so the students bored and not interested in learning English and reading. Therefore, this time the researcher used different literature circle strategy from other studies.

E. Hypothesis

The following is the testing theory, which is based on the analyst's explanation of the problem:

1. Alternative Hypothesis (Ha) There is significant effect of using the literature circle strategy on students' reading comprehension at SMAN 4 Bengkulu eleventh grade.
2. Null Hypothesis (H0): There is no significant effect of using literature circle strategy on students' reading comprehension at SMAN 4 Bengkulu eleventh grade

CHAPTER III

RESEARCH METHOD

A. Research Design

A quantitative approach was conducted in this research. Quantitative research is focused on a positivist ideology, according to Sugiyono (2016), which emphasizes objective phenomena that are researched quantitatively or performed utilizing numbers, statistical processing, structures, and controlled experiments. This researcher employs the quasi-experimental design research method.

Compare one or more experimental groups that received treatment against a control group that did not get treatment to find out. The researcher used the complete class, with the first serving as the experimental group and the second serving as the control group.

According to Sugiyono (2016) two types of quasi-experimental designs include time-series design and nonequivalent control group design. This researcher used a quasi-experimental design with a nonequivalent control

group design model. Before receiving treatment, both the experimental and control groups give a test, known as a pretest, to determine the group's condition. Following treatment, the experimental and control groups was given a post-test to determine the experimental groups' condition after the test treatment.

Table 3.1
Nonequivalent Control Group Design

| Groups | Pre-test | Treatment | Post-test |
|---------------|-----------------|------------------|------------------|
| Experiment | O ₁ | X | O ₂ |
| Control | O ₃ | - | O ₄ |

Description:

O1 = experimental group before treatment

O2 = experimental group after treatment

O3 = control group before treatment

O4 = control group not given treatment

X = Treatment for experimental group

- = Non treatment control group

In order to conduct this study, the researcher divided the intact group into experimental and control groups, gave pre-and post-tests to both, and only used the

experimental group for the study's treatment activities. The pre-test was given to measure students' reading comprehension before being taught the literary circle strategy and to determine how significant the differences between the strategies. As a result, the results of the pre-test and post-test compared to determine whether have a significant difference in the strategies themselves.

B. The Population and Sample of the Research

1. Population of the research

According to Sugiyono (2016:215) a generalization area called a population consists of objects or subjects chosen by the researcher to be researched and the conclusions drawn from because they have certain qualities and characteristics. This researcher's population consists of all SMAN 4 eleventh-grade students. Which consist of eleventh class IPA (1-5), IPS (1-5) and one class language.

2. The sample and sampling techniques of the research

According to Sugiyono (2016:215-216) the sample is a subset of the population in terms of size and characteristics. Based on this understanding, it is possible to conclude that the sample is a subset of the population chosen for a research process and is thought to be representative of the entire population. The sampling technique is purposive sampling. Purposive sampling allows researchers to take samples by using judgment to select the right sample to collect the required data and usually based on previous information. It was chosen because the sample has a purpose, making it easier for the researcher to collect the data.

The sample of this research is two classes. They are XI IPS4 and class XI IPS5. Then the researcher choose the sample, X1 IPS5 as the

experimental class and class XI IPS4 as the control class. The class of XI IPS4 consist 25 students and the class of XI IPS5 25 students.

Details of the population can be seen in the table below:

Table 3.2
Population and Samples
The Eleventh Grades Students SMAN 4 Bengkulu
2021-2022

| No | Class | Total | Complement |
|----|---|-------|----------------------------|
| 1 | The Eleventh Grades Students SMA 4 Bengkulu 2021-2022 | 359 | Population |
| 2 | XI IPS5 | 25 | Sample (Experiment class) |
| 3 | XI IPS4 | 25 | Sample (Control class) |

(Source: SMAN 4 Bengkulu in academic year 2021/2022)

C. Technique of Collecting Data

Reading comprehension tests with pre-test and post-test was used to collect data in this study. For the pre-test and post-test, twenty items were selected as valid. It was chosen because it can cover all the variables that studied to determine the students' reading comprehension ability. This test was try-out at

the same level, namely eleventh grade senior high school before being sent test. At the first meeting, there will be a pretest. Students were given a pre-test before receiving treatment. After the treatment, the sample was given a post-test. Post-test will give at the final meeting to measure students' reading comprehension after using the literature circle strategy. The post-test is conduct to determine the students' scores after the teaching and learning process and treatment.

D. Instrument of The Research

1. Reading Comprehension Test

A reading comprehension test is the research instrument. There are pre-test and post-test forms of this test. Its objective was to determine how much of a text the students could comprehend .The researcher used a written test in the form of multiple choice question containing questions related to the reading text that students

read before working on the test questions. There are 20 question items for the pre test and post test. Based on Brown and Abeywickrama (2010,p.3) there are several criteria commonly in measuring student's English reading comprehension, namely: main idea, information, inferences and grammar.

Table 3.3
Grid of Reading Comprehension Test

| No | Variable | Component of reading comprehension | Indicator | Item |
|--------------|-----------------------|---|---|--------------------------|
| 1. | Reading comprehension | Main Idea | Students can be able to identify the main idea of the text | 2,8 |
| 2. | | Information | Students can be able to find the meaning and specific information of the text | 1,3,4, 5,9,12 ,13,18 ,19 |
| 3. | | Inferences | Students can be able to understand the text is refers to. | 10,11, 14, 20 |
| 4. | | Grammatical | Students can understand well about the organization or order of the text. | 7,15, 16,17 |
| Total | | | | 20 |

Table 3.4
The Classification of Student's Score

| The range of score | Category Score |
|--------------------|----------------|
| 80-100 | Excellent |
| 70-79 | Good |
| 60-69 | Fair |
| 50-59 | Poor |
| <50 | Very poor |

2. Documentation

The term "documentation" refers to a written record of past events. Its output can take the shape of text, photographs, or videos. Documentation is utilized to keep track of what happens during the research process. The research activities using a smartphone and a laptop.

E. The Research Procedure

Pre-test and post-test tests are two different types of tests used by the researcher to gather data. Before beginning the material, a pre-test is utilized to determine initial ability. Following that, a post-test is

administered to evaluate their reading ability. The steps involved in data collection are listed below in chronological order:

1. Pre-Observation

Pre-observation is an activity carried out by researchers, before making the first observations related to the teaching and learning process for the eleventh grade at SMAN 4 Bengkulu.

This located on Jl. Zainul Arifin, District Singaran Pati. Bengkulu. This observation aims to introduce the researcher, explain the purpose of the observation, ask the principal and teacher for permission to make observations in two classes (control and experiment class), collect data or information about the school profile, school environment, and discuss the preparations made by the researcher.

2. Constructing The Test Items for Pre-Test

Designing tests is an important part of assessing students' understanding of the subject matter and their level of competence in applying what they learn. The researcher arranged a reading test in the form of multiple choice 20 questions items.

3. Try - Out The Test Items For The Pre-Test

For use as a test instrument, the researcher constructed 30 multiple-choice test items. The validity, reliability, level of difficulty, and discrimination power of each test item were examined by the researcher before the researcher administered the try-out test to the students. The researcher uses the formula Pearson Product Moment validity test in SPSS 22 and Cronbach alpha reliability test, as well as information on the difficulty of each item, to examine the test results after it has been finished. Both the control group

and the experimental group took the test. The test's validity and reliability are determined by collecting the completed test's responses for scoring and analysis.

4. Pre-test

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

5. Experimental Phases

a. Experimental Group

1. Preparation

The teacher prepares the teaching materials that will be applied in the class, namely the lesson plan.

2. Implementation Literature Circle

a) Preparation

The teacher explains that in the literary circle strategy there are several roles that must be understood by students

and divide each group into 5-6 students. Each group is expected to have a good understanding of the roles they play during the discussion. The teacher asks students to choose their own choice of reading material that has been prepared by the teacher in the form of a text.

b) Individual reading

The teacher allots enough time for each student to read, comprehend, and complete the assigned readings. As part of their individual reading assignments, students are expected to comprehend the text's content more thoroughly, take notes, and create presentations to share what knowledge they have about the material they have read.

c) Discussion

The director will give about 20-30 minutes to explain the results of their thoughts, feelings, and information. The teacher asks students to participate actively and critically in discussing the texts during the discussion.

d) Sharing

At this final stage, all students who were in the discussion group shared and explained their presentation to their friends about the assignment and understanding of the text they had gotten.

b. The Control Group

The researcher used the conventional teacher strategy in the control group. Lesson plans for the control class are created by the teacher. The teacher explains the material that

discussed at the meeting, and students are assigned practice questions in the form of reading texts.

6. Post-test

The students who received treatment was given a post-test by the researcher. It intended to determine whether or not there significant difference in students' reading comprehension before and after using the Literature Circle strategy.

F. The Technique of Data Analysis

A test was conducted once the pre-test and post-test have been given to students. The purpose of this test is to determine whether the pupils' pretest and posttest results are normal. The normality and homogeneity tests on SPSS version 22 was used to assess the test findings first. The data examined by putting assumptions and hypotheses to the test. Normality and homogeneity tests are two types of assumption testing. This is taken into account when

deciding whether to apply parametric or non-parametric tests as the next stage in data analysis.

1. Normality Test

The researcher used the *Kolmogorov_Smirnov* normality test which was a test conducted to know the distribution of the experimental class and control classes have normal distribution or not. The normality test is used to examine whether or not the data is distributed normally. In this researcher, the researcher tend to use SPSS version 22 to determine the data's normality. The criteria of determining the normality of the data was:

- a. If $t_{\text{value}} < t_{\text{table}}$ (tvalue < ttable), it meant that H_0 was accepted and H_1 was rejected.

b. If t value greater than t table (t value $>$ t table), it meant that H_0 was rejected and H_1 was accepted.

2. Homogeneity Test

The researcher continued to compute the homogeneity of the data after getting the results of the normality test. This research used Levene's test of equality variance in homogeneity test. The homogeneity test examines whether or not the data from the two classes are homogeneous. This test was also conducted with IBM SPSS Statistics Version 22, which has a data homogeneity level of significantly more than 0.05.

The criteria of determining the homogeneous of the data was:

a) If t value was smaller than t table (t value $<$ t table), it meant that H_0 was accepted and H_1 was rejected.

b) If tvalue greater than ttable (tvalue > ttable), it meant that H0 was rejected and H1 was accepted.

3. T-test

T-Test formula

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{\sqrt{N-1}} + \frac{SD_y^2}{\sqrt{N-1}}}}$$

t- obs : t-test

Mx: The Experimental Group's average post-test/post-observation score.

My: The method of the post-test/post-observation control group.

SDx :denotes the experimental group's standard deviation.

SDy: Control group standard deviation

N is the total number of students.

T-tables were employed to determine whether there were any significant differences

between the experimental and control groups' mean scores. When testing a statistical hypothesis, the t-obtain value and t-table values are compared at degrees of freedom. $(df) = (N_1 + N_2) - 2$.

$H_a = t_o > t\text{-table}$

$H_o = t_o < t\text{-table}$

H_a is accepted if $t_o > t\text{-table}$ or there is difference of using literature circle strategy toward students' reading comprehension.

H_o is accepted if $t_o < t\text{-table}$ or there is no difference of using literature circle strategy toward students' reading comprehension

G .Validity and Reability of Test

a. The validity of the research instrument

The validity test was conducted using correlation analysis to assess the strengths and weaknesses of the relationship between the variables examined. The Pearson Product-Moment correlation analysis was utilized. The

instrument used is determined through a test. A valid and reliable instrument is a must if the researcher's research outcomes are to be valid and reliable.

As for the making decisions on the formula validity test is by compare the value of r_{count} with r_{table} .

1. If the value of r_{count} is more than r_{table} = valid
2. If the value of r_{count} is less than r_{table} = invalid

b. Reliability of the Research Instrument

Reliability is a measure of how trustworthy or reliable a measuring instrument. Reliability shows the stability or consistency of measurement results. When something is measured repeatedly, measuring equipment that is steady or constant produced the same results under the same circumstances. When an instrument is tested repeatedly and consistently produces results that are fixed or object

(consistent), it is said to be reliable. The researcher employed the Cronbach Alpha reliability test to determine the validity of the question.

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Description:

r_{11} = Reliability coefficient alpha

k = Number of question items

$\sum \sigma_b^2$ = Number of items variants

σ_t^2 = Total variance

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the findings and discussions of the research at SMAN 4 Bengkulu to answer the research question. The result of the observations, pre-test and post- test. And will be discussed as follows:

A. Finding

1. The Descriptions of SMAN 4 Bengkulu

SMAN 4 Bengkulu City is one of the state high schools in Bengkulu Province. Which is located at Jl. Zainul Arifin, Timur Indah Village, Singaran Pati District. SMAN 4 Bengkulu City was established on 20 November 1984 with the initial name SMAN 3 Bengkulu City which was later changed in 1997 to SMAN 4 Bengkulu City by Decree of the Head of the Bengkulu Province Education and Culture Office SK Number: 034/0/1997 dated 7 March 1997.

SMAN 4 Bengkulu City is taken within three years of study, starting from grades X, XI to XII. At this school apply 2013 curriculum and now led by Syahroni, M.Pd. The available specialization categories are science, social, and language with a total of 33 classes. There are 70 teachers with different subjects and total of students` is 1.039. This research consists of all SMAN 4 eleventh grade students`. Which consist of eleventh class XI IPA1, 2, 3, 4 and 5? XI IPS 1, 2, 3, 4, and 5. And the last one class Language. Following are the details of student`s data of SMAN 4 Bengkulu:

Table 4.1
The Details of Students Data

| No | Class | Program | | |
|--------------|-------|---------|--------|----------|
| | | Science | Social | Language |
| 1. | X | 158 | 158 | 28 |
| 2. | XI | 159 | 158 | 29 |
| 3. | XII | 158 | 159 | 32 |
| Total | | 475 | 475 | 89 |

As one of the favorite high schools, SMAN 4 Bengkulu has won many achievements both in the field of school infrastructure, and student achievements in academic and non-academic fields such as the National Adiwiyata school award in 2014 and Adiwiyata Mandiri in 2016. Here is the vision, mission and goals SMAN 4 Bengkulu :

Vision

The realization of school residents who are strong-willed, devout, innovative, and creative with graduates who are intelligent, superior, tough, of noble character, honest, brave, responsible and disciplined able to compete in the era of globalization, master science and technology and are environmentally friendly.

Mission

- 1) The effectiveness of education in light of societal demands and scientific and technological advancements.
- 2) Improving extracurricular performance in accordance with each student's capabilities.

3) Cultivate in the educational setting honest, brave, responsible, disciplined, respectable, and character behavior in accordance with the guidance and devotion to God Almighty.

4) Establishing educational initiatives that always incorporate the community's values, traditions, beliefs, and culture while remaining up to date with outside advancements and being environmentally sustainable.

Goals

- 1) Increasing the professionalism of teachers and administrative staff.
- 2) Creating a harmonious atmosphere in the school environment with good behavior in religious nuances among school members.
- 3) Improving communication, critical thinking, and creative thinking skills in order to embrace global living and uphold Pancasila principles.
- 4) Enhanced engagement, activity, and educational quality.

- 5) Encouraging an honest, courageous, responsible, and disciplined attitude among all students through routine and extracurricular activities.
- 6) Availability of facilities and infrastructure that supports teaching and learning activities.
- 7) Creating enthusiasm and fostering a high sense of nationalism.

2. Analysis the Data

The study's findings were presented as the pre-test and post-test scores of the experiment class and the control class's students. Before the experiment's treatment of the class, a pre-test was conducted, and a post-test followed the treatment. Then the SPSS 22 program's t-test was used to evaluate the data.

1. Reading Comprehension Test Results

a. Pre-test and Post-test Scores of the Experimental Group

Table 4.2
**Statistical Analysis of the Experimental Class' Pre- and Post-
 Test Scores**

| Statistic Value | Pre-Test | Post-Test |
|--------------------|----------|-----------|
| N | 25 | 25 |
| Mean | 58.20 | 71.60 |
| Median | 57.50 | 72.14 |
| Standard Deviation | 9.115 | 10.870 |
| Variance | 83.083 | 118.167 |
| Minimum | 40 | 45 |
| Maximum | 80 | 90 |

The following are detailed data descriptions:

Pre- Test and Post- Test Experiment

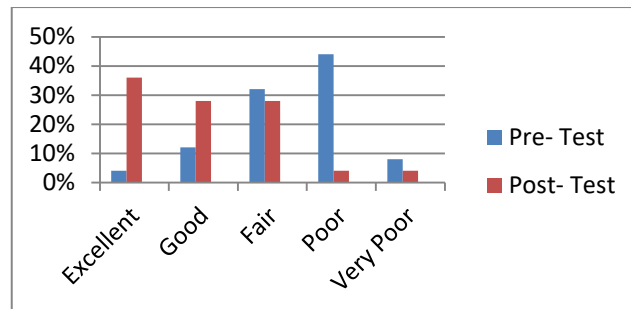


Figure 4.1

Graph of the Score Experimental Class for the Pre- and Post-Test

Based on figure 4.1, it was evident that the students with the lowest pre-test frequency were into the excellent and very poor categories, while the students with the highest pre-test frequency fell into the poor category. In terms of post-test scores, the fair and good group had a larger frequency than the poor and very poor categories.

The pre-test score was lower than the post-test score, as was discovered from the description above. It is evident from the results that the students' text comprehension scores have improved. The distribution experimental group test results were presented in the table below.

Table 4.3
The Test Result Distribution for the Experiment Groups

| Interval Score | Category | Pre- Test | | Post- Test | |
|----------------|-----------|-----------|------------|------------|------------|
| | | Frequency | Percentage | Frequency | Percentage |
| 80-100 | Excellent | 1 | 4% | 9 | 36% |
| 70-79 | Good | 3 | 12% | 7 | 28% |
| 60-69 | Fair | 8 | 32% | 7 | 28% |
| 50- 59 | Poor | 11 | 44% | 1 | 4% |
| < 50 | Very Poor | 2 | 8% | 1 | 4% |

| | | | | |
|--------------|-----------|-------------|-----------|-------------|
| Total | 25 | 100% | 25 | 100% |
|--------------|-----------|-------------|-----------|-------------|

Based on the information in the table above, it found that in pre-test there were 2 students (4%) who are in very poor category (score <50) and 11 students (44%) who are in poor category (score 50-59), 8 students (32%) who are fair category (score between 60-69), and 3 student (12 %) who are in good category (score between 70-79) ,and 1 student (4%) in excellent category (score between 80-100). While the post-test revealed that 1 student (4%) was in the poor category (scoring 50–59) and 1 student (4%) was in the very poor category (score 50), 7 students (28%) were in the fair category (score 60–69), and 7 students (28%) are in the good category. and 9 students (36%) who are in excellent category (score between 80-100).

c. Pre-test and Post-test Scores of the Control Group

Table 4.4
Statistical Analysis of the Control Class' Pre- and Post-Test Scores

| Statistic Value | Pre-Test | Post-Test |
|--------------------|----------|-----------|
| N | 25 | 25 |
| Mean | 59.80 | 55.80 |
| Median | 59.50 | 54.00 |
| Standard Deviation | 7.969 | 12.473 |
| Variance | 63.500 | 155.583 |
| Minimum | 45 | 40 |
| Maximum | 75 | 85 |

The following are detailed data descriptions:

Pre- Test and Post- Control

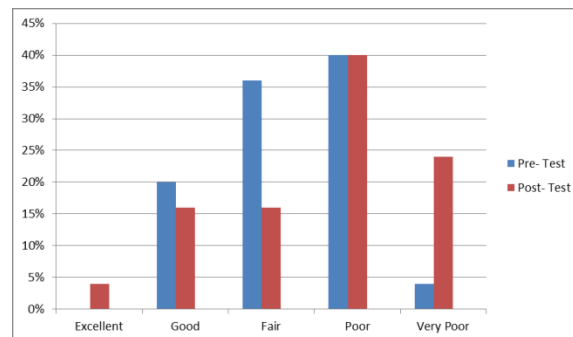


Figure 4.2

Graph of the Score Control Class for the Pre- and Post-Test

Based on the picture above, it shows that the highest frequency is in the poor category and the lowest very good category. Meanwhile, for the post-test results, there is no significant average difference between student learning outcomes and the pre-test results.

From the explanation above, it was found that there was no significant increase in students' scores in understanding the text. The description table of the distribution control group test results below:

Table 4.5
The Test Result Distribution for the Control Groups

| Interval Score | Category | Pre- Test | | Post- Test | |
|----------------|-----------|-----------|-------------|------------|-------------|
| | | Frequency | Percentage | Frequency | Percentage |
| 80-100 | Excellent | 0 | 0% | 1 | 4% |
| 70-79 | Good | 5 | 20% | 4 | 16% |
| 60-69 | Fair | 9 | 36% | 4 | 16% |
| 50- 59 | Poor | 10 | 40% | 10 | 40% |
| < 50 | Very Poor | 1 | 4% | 6 | 24% |
| Total | | 25 | 100% | 25 | 100% |

According to the data in the table above, the pre-test control group had 1 student (4%) who scored in the poor category (50-59), 10 students (40%) who scored in the very

poor category (50%), 9 students (36%) who scored in the fair category (60-69), 5 students (20%) who scored in the good category (70-79), and 0 students (0%) who scored in the excellent category (score between 80-100). While the post-test revealed that 6 students (24%) were in the very poor category (score 50), 10 students (40%) were in the poor category, 4 students (16%) were in the fair category (score between 60-69), and 4 students (16%) were in the good category, it also indicated that there were 10 students (40%) who were in the poor category (score between 70-79), and 1 students (4%) who are in excellent category (score between 80-100).

B. Analysis of Data

1. Normality Test

The Kolmogorov Smirnov test was used to determine normality.

a. The Pre-Test Normality Detailed normality test results are as follows:

Table 4.6
Pre-Test Normality Test Results
Tests of Normality

| | Group | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|----------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Result | Pre- Test Experiment | .121 | 25 | .200* | .963 | 25 | .477 |
| | Pre- Test Control | .139 | 25 | .200* | .943 | 25 | .171 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data in table 4.3. The significance value of the experimental class and control class = 0,008. It means that p (sig) > 0,05 or H_0 is acceptable. As a result, it is possible to conclude that the experimental group students are distributed normally.

The histogram of the pre-test normality test present below:

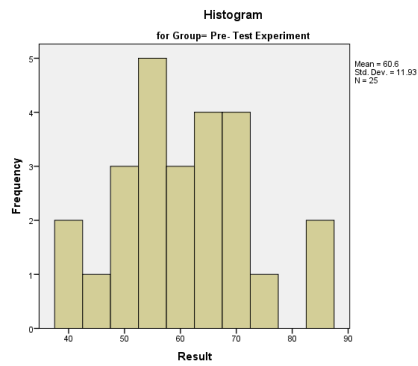


Figure 4.3

The Experimental Group Pre-Test Score Histogram

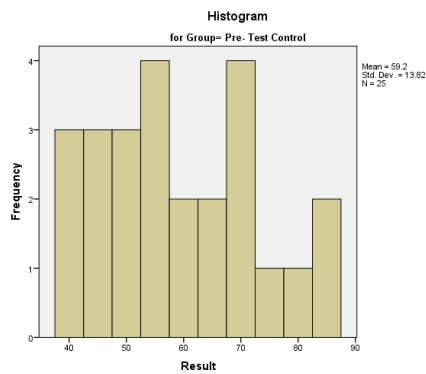


Figure 4.4

The Control Group Pre-Test Score Histogram

b. The Post-Test Normality

Details of the data described in table 4.5 are presented

below:

Table 4.7
Post-Test Normality Results
Tests of Normality

| | Group | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|-----------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Result | Post- Test Experiment | .140 | 25 | .200* | .963 | 25 | .473 |
| | Post- Test Control | .166 | 25 | .075 | .932 | 25 | .096 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4.3 above, it was evident that the significance values for the experimental class and control class were significant 0,200 and 0,75. The value of p (sig) > 0,05 or H_0 is considered as rejected means that the distribution of the experimental group's students is normal

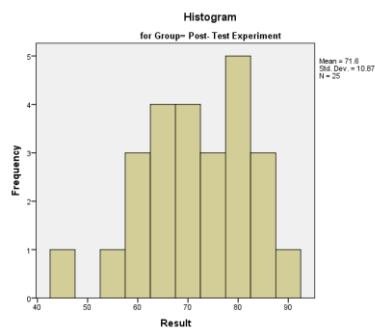


Figure 4.5

The Experimental Group Post-Test Score Histogram

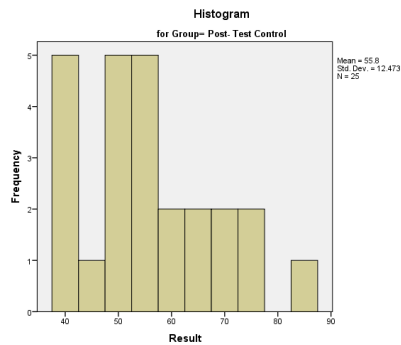


Figure 4.6

The Control Group Post-Test Score Histogram

2. Homogeneity Test

Levene's test is used to determine the homogeneity of the sample in order to test the population's version of the normal distribution.

a. The Homogeneity Test of the Pre-test result

Table 4.8
The Pre-test Result Homogeneity Test
Test of Homogeneity of Variance

| | Levene Statistic | df1 | df2 | Sig. |
|--------------------------------------|------------------|-----|--------|------|
| Result Based on Mean | 1.093 | 1 | 48 | .301 |
| Based on Median | .802 | 1 | 48 | .375 |
| Based on Median and with adjusted df | .802 | 1 | 46.375 | .375 |
| Based on trimmed mean | 1.093 | 1 | 48 | .301 |

The output of the Levene test of homogeneity of variance (based on mean/sig.) was $0,301 > 0,05$, as can be seen from the table above. Therefore, it may be said that the variance of the pre-test data is the same (homogeneous).

b. The Homogeneity Test of the Post-test result

Table 4.9
The Post-test Result Homogeneity Test

| Test of Homogeneity of Variance | | | | | |
|--|---|---------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Result | Based on Mean | .252 | 1 | 48 | .618 |
| | Based on Median | .159 | 1 | 48 | .692 |
| | Based on Median and with adjusted df | .159 | 1 | 46.154 | .692 |
| | Based on trimmed mean | .154 | 1 | 48 | .696 |

The p-output of the Levene test of homogeneity of variance (based on mean/sig.) was 0,618 and was higher than 0.05. It can be seen from the table above. Therefore, posttest data have the same variance as pretest data (homogeneous).

3. Statistical Testing

The SPSS 22 program was used for statistical testing. Because there were two main groups in this study, the researchers utilized the independent sample t-test in the SPSS program. The statistical testing is described in detail as follows:

a. Pre-Test Hypothesis Testing

Table 4.10
Pre-Test Group Statistic
Group Statistics

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|--------|----------------------|----|-------|----------------|-----------------|
| Result | Pre- Test Experiment | 25 | 60.60 | 11.930 | 2.386 |
| | Pre- Test Control | 25 | 59.20 | 13.820 | 2.764 |

Table 4.11
Pre-Test Difference Score Average

Independent Samples Test

| | | |
|--|---|------------------------------|
| | Levene's Test for Equality of Variances | t-test for Equality of Means |
|--|---|------------------------------|

| | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
|--------------------------------|-------|------|------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | | | | | | | Lower | Upper |
| Result Equal variances assumed | 1.093 | .301 | .383 | 48 | .703 | 1.400 | 3.651 | -5.942 | 8.742 |
| Equal variances not assumed | | | .383 | 46.998 | .703 | 1.400 | 3.651 | -5.946 | 8.746 |

Based on the table, the Sig. (2-tailed) p-output was $0,703 > 0,05$. According to the criteria used to make the independent samples t- test, H_0 is accepted and H_a is rejected. It means that there was no average difference score between the experimental class and the control class.

b. Post-Test Hypothesis Testing

Table 4.12
Post-Test Group Statistic
Group Statistics

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|--------|-----------------------|----|-------|----------------|-----------------|
| Result | Post- Test Experiment | 25 | 71.60 | 10.870 | 2.174 |
| | Post- Test Control | 25 | 55.80 | 12.473 | 2.495 |

Table 4.13
Post-Test Difference Score Average
Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Result Equal variances assumed | .252 | .618 | 4.775 | 48 | .000 | 15.800 | 3.309 | 9.147 | 22.453 |
| Equal variances not assumed | | | 4.775 | 47.120 | .000 | 15.800 | 3.309 | 9.143 | 22.457 |

The table's p-output for the Sig. (2-tailed) was 0,00< 0,05. It means that H0 rejected and Ha accepted based on the basis for decision making in the independent sample t-test. Then, based on $t_{\alpha} = t_{0.025}$ from the t-distribution table, it discovered that the value of t_{count} was $4,775 > t$ table $df = 50-$

$t_{count} = 48$ (2.010) It can be concluded that H_a was accepted while H_0 was rejected on the basis of the decision-making through the comparison of *tcount* value and *t* table. This shows that there was a significant difference in the average student scores between the experimental class and the control class.

C. Discussion

This research was conducted to determine how the literature circle strategy affected students' reading comprehension. Students from SMAN 4 Bengkulu City's class of eleventh graders participated in the research. 25 students from class XI IPS5 served as the experimental group in this study, whereas 25 students from class XI IPS4 served as the control group. The control class received no treatment at all. The purpose of this research, which included a pre-test in both the experimental and control classes, was to establish the effects of the literature circle strategy on students' reading comprehension.

The experimental and control groups took a pre-test that consisted of 20 multiple-choice questions. The pre-test was used as the first instrument in a try-out by the researcher. Try-out was held with 22 respondents from class XI senior high school. So, after the try-out was conducted. The researcher evaluated the instrument's validity and reliability. To order to test the validity and reliability of research instruments, researchers used Pearson Product Moment and the Cronbach Alpha. The outcome is approximately 21 items from a total of 30 valid and reliable items. To make assessing student test scores easier, researchers select 20 of the 21 items with the highest validity value. The researcher then conducted a pre-test control and experimental class.

This research was carried out over the course of eight meetings. Two meetings were held to conduct the test, namely the pre-test and the post-test, as well as four meetings for treatment in the experimental class, which used literature circles strategy to teach reading. To

demonstrate that using literature circles strategy in learning to teach reading has an impact on improving reading comprehension. For the first meeting of researchers give a pre-test to students. At the second meetings the researcher explained everything about this study and gives analytical exposition text material, explanations the Literature Circle Strategies, and how to understanding the text by using Literature Circle Strategies.

The researcher gave reading and comprehension tasks but was guided by the researcher from the second to seventh meetings. Each group has its own worksheet circle. Students are divided into several groups, each of which has five students with different roles. In accordance with the literature circle's role is discussion directors, vocabulary enriched, illustrator, connector, and the last summarizer. For each meeting, the researcher gives the reading text with a different title. The researcher instructs students on how to read and comprehend the text.

Researchers give assignments literature circle worksheet for each group. Students work on assignments according to given worksheet.

In this research, implementing literature circle strategy that encourage students` reading comprehension through small groups discussion with different roles for each member of a group. In teaching reading using Literature circles strategy, students are facilitated to be more actively in group discussion that includes the process of reading, analyzing, creating, writing, discussing and presenting. It can help to build students motivation and comprehension in their interaction with the text. The teacher implemented literature circles by letting the students to choose the text based that is analytical exposition. And grouping the students based on their text preference, explaining the literature circles procedures to the students and conducting Literature Circles discussion.

The researchers conducted a post-test at the last meeting. It was to determine whether there was a significant difference between the students' reading comprehension before and after using the Literature Circle. Post-test also was conducted to both the experimental class and the control class by the researchers. The mean student scores in the experimental class showed a significant improvement, according to the findings of the post-test that was given in both classes. Nothing, in the meantime, has significantly raised the control class mean. The SPSS 22 program was then used to analyze the test results.

The three stages of data analysis were normality testing, homogeneity testing, and hypothesis testing. Both data sets were determined to be normally distributed using the Kolmogorov-Smirnov test, which was used to determine the normality of the data. Levene's test for equality of variance was used to conduct the homogeneity test, and the outcomes were homogeneous. The

hypothesis was then tested using a t-test for independent samples. After conducting tests, the study discovered that the average post-test scores for the experimental class and the control class were considerably different. This indicates that there is a difference between students who are taught utilizing the Literature Circle technique and those who are not in terms of their reading comprehension skills. Looking at the findings from earlier hypothesis testing allows one to draw this conclusion. Based on the independent t-test findings, H_0 is rejected and H_a is accepted because of the value of Sig. (2-tailed) is less than the value of the t-test result. The statement is also determined by contrasting the *tcount* value with the t-table score. The *tcount* value was discovered to be higher than the t-table value. It denotes that H_a is accepted while H_0 is rejected.

Although it is known that the literature circle strategy is effective in improving students' reading comprehension skills at eleventh grade SMAN 4

Bengkulu. This statement is in line with the research that has been done by (Siti Soleha, 2022) that Literature Circle Strategy can improve students` abilities, especially in reading comprehension. Overall, and as stated in the line statement (Avcı, 2018), the Literature Circles strategy is successful, as indicated by students' more active participation, which was shown by their willingness to read the text, the increase in the amount of reading they did, and their active communication during the Literature Circles discussion. Based on the research conducted by (Aytañ, 2018) Collaboration is considered to create a desire to discuss what is read. It was underlined that in literary circles, participants were able to concentrate mainly on feelings that enhanced their reading comprehension, opportunities were given for them to engage in discussions that supported their individuals` responses, and trust relationships were established.

Based on the explanation above, the researcher concludes that there is a significant effect difference between students who are taught utilizing the Literature Circle strategy and those who are not in terms of their reading comprehension skills. The formulation of the research problem has, therefore, been answered.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Researchers can draw some conclusions based on the data's findings and the chapter's discussion. According to the results of the pretest and posttest conducted in the experimental and control classes, there is a difference between students at SMAN 4 Bengkulu who are taught using the Literature Circle strategy those who are not. The experimental class average post-test score was 71.50, which was higher than the control class average post-test score 55.80. This shows that significant effect can be seen in the students' reading ability. Conclusions are made based on the outcomes of testing hypotheses using the independent sample t-test in the SPSS 22 program.

On the base of hypothesis testing, it can be seen that $t_{count} = 4.775 > t_{table} = 2.01290$ and $p\text{-output} (0.00) < 0.05$. As a result, it could be said that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. As

a result, the researcher states that the literature circle strategy is one of the most effective to improve students reading comprehension at Eleventh grade students and research problem was answered based on all of the study findings and the outcomes of testing the above hypothesis.

B. Suggestion

Based on the foregoing findings, the researcher may offer some suggestions for those that are interested in conducting the same type of research.

1. For English teachers. First, it suggested using the literature circle strategy while teaching reading to students, especially in senior high school, in order to help them improve their reading comprehension.

2. For the students They should help their teacher in using new media, as well as take their instruction seriously and pay attention as they learn.

3. And last, it is suggested that the following researcher use the results of their research as a basis for a comparative study

when conducting their research, specifically when using the Literature Circle strategy to study English reading.

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A

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S

Validy Instrument Test (Try Out)

| NO | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 | Item 8 | Item 9 | Item 10 | Item 11 | Item 12 | Item 13 |
|---------|----------|----------|----------|----------|---------|----------|---------|----------|---------|----------|----------|----------|----------|
| 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 2 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 3 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |
| 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 6 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 7 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 8 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 9 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| 10 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| 11 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |
| 12 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 13 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 14 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 15 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 |
| 16 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 17 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| 18 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 19 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 20 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 22 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| rHitung | 0,478248 | 0,539683 | 0,245551 | 0,545014 | 0,37181 | 0,349129 | 0,38621 | 0,402554 | 0,56264 | 0,497172 | 0,615178 | 0,146529 | 0,686077 |
| rTabel | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 |
| vr | valid | valid | invalid | valid | valid | invalid | valid | valid | valid | valid | valid | invalid | valid |

Dipindai dengan CamScanner

| Item 14 | Item 15 | Item 16 | Item 17 | Item 18 | Item 19 | Item 20 | Item 21 | Item 22 | Item 23 | Item 24 | Item 25 | Item 26 | Item 27 | Item 28 | Item 29 | Item 30 | Tot al |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 39 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 16 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 25 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 26 |
| 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 16 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 26 |
| 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 25 |
| 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 14 |
| 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 21 |
| 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 17 |
| 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 12 |
| 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 13 |
| 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 15 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 11 |
| 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | |
| 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | |
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | |
| 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | |
| 0,598316 | 0,163904 | 0,779543 | 0,198381 | 0,553108 | 0,522763 | 0,280245 | 0,497172 | -0,06693 | 0,673414 | 0,311727 | 0,435897 | 0,558704 | 0,653872 | 0,349017 | 0,481051 | 0,656948 | |
| 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | 0,361 | |
| valid | invalid | valid | invalid | valid | valid | invalid | valid | invalid | valid | invalid | valid | valid | valid | invalid | valid | valid | |

Dipindai dengan CamScanner

Reliability Test

| NO | Item 1 | Item 2 | Item 4 | Item 5 | Item 7 | Item 8 | Item 9 | Item 10 | Item 11 | Item 13 | Item 14 | Item 16 | Item 18 | Item 19 | Item 21 | Item 22 | Item 23 | Item 25 | Item 26 | Item 27 | Item 29 | Item 30 | Total |
|----|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 16 |
| 2 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 3 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 4 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 12 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 19 |
| 6 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 13 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 |
| 9 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 |
| 10 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| 11 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 11 |
| 12 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 16 |

CS Dipindai dengan CamScanner

| | | | | | | | | | | | | | | | | | | | | | | | |
|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 13 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 15 | | |
| 14 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 10 | |
| 15 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 9 | |
| 16 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 11 | |
| 17 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 | |
| 18 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 9 | |
| 19 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 4 | |
| 20 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | |
| 22 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 5 | |
| Varian | 0,15 | 0,25 | 0,22 | 0,24 | 0,15 | 0,12 | 0,15 | 0,24 | 0,26 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 |
| Jumlah | 4, | 75 | | | | | | | | | | | | | | | | | | | | | |
| Varian | 10 | | | | | | | | | | | | | | | | | | | | | | |

CS Dipindai dengan CamScanner

READING COMPREHENSION TEST

Name: _____

Class : _____

Choose A,B,C,D or E for the correct answer!

Text 1

The text is for number 1 to 3 Read the text carefully then answer the questions based on the text!

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experimental.. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to humans body.

The second reason is that there is no tight Controlled from the government. This condition makes the people health is really in a threat. When the Controlled is weak and the use of formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for humans body?
 - a. It is not food preservatives
 - b. It is a disinfectant for human beings

- c. It is used to preserve biological beings
 - d. It is 10% solution of formaldehyde in water
 - e. It is Controlled led flighty from the government
2. The main idea of paragraph 2 is...
- a. The human's bodies will be harmful after consuming the formalin
 - b. The government has not Controlled led the use of formalin firmly
 - c. The weak Controlled of using formalin is not threatening the human
 - d. The human's bodies will be harmful after consuming the formalin
 - e. The use of formalin is known all over the regions
3. Based on the facts above, the writer suggest that...
- a. People have to avoid consuming formalin in their food
 - b. The use of formal dehyde is necessary to Controlled the food
 - c. People should add 100% solution of formaldehyde in water
 - d. The food preservative is required to make the food delicious
 - e. Food seller is supposed to pour formalin for vegetables and food products.

Text 2

The text is for number 4 to 7

Read the text carefully and answer the questions!

Global Warming

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic

slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouses gases that contribute to global warming.

Secondly, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too, much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study does not have how that due to unpredictable weather patterns, there has been lot of failed crops (Reuters, 2007) .In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but also for all the generations to follow.

4. The text gives us information about
 - a. The danger of global warming
 - b. The ways to increase global warming
 - c. The effects of global warming
 - d. The impacts of climate change
 - e. The importance of knowing global warning
5. Why is global warming severe problem?
 - a. It is a phenomenon of the Earth temperature
 - b. It causes climate change, failed crops, economic slowdown and deforestation

- c. It destroys the earth atmosphere
 - d. It releases a danger greenhouses gases
 - e. It affects the human style
6. The generic structures of the text above are...
- a. Thesis statement – Arguments - Reiteration
 - b. Thesis statement – Arguments - Recommendation
 - c. Orientation – Complication - Resolution
 - d. Identification – Description
 - e. General Classification – Identification
7. What tense is mostly used in the text
- a. Past tense
 - b. Simple present tense
 - c. Simple Future
 - d. Past continuous
 - e. Simple perfect tense

Text 3

The text is for number 8 to 11

Read the text carefully and answer the questions!

Is smoking good for us?

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking. Ninety percent of lung cancer are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non-smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart attack or heart disease than non-smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room,

non-smoker breathes as much as substances causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good Smoking is really good for tobacco companies for tobacco because they get they get much money from smoking habit. Smoking however is not good for everybody else.

8. The main idea of paragraph one is
 - a. the reality about death caused by smoking
 - b. the number of death caused by smoking
 - c. kinds of death causes
 - d. people suffering from s ring from smoking
 - e. smokers and non-smokers
9. Which is not the true fact according to the text?
 - a. Five percent of people suffering from bronchitis is non-smoker
 - b. The victim of smokers is as many as of the road accidents
 - c. Smoker's children are susceptible to pneumonia
 - d. The death caused by smoking is much greater than in the road
 - e. The death risk of heart disease in nonsmokers is heart disease is less than in smokers
10. From the third paragraph, it is from the third paragraph, it is said that.....
 - a. non-smokers will safe from risk of non-smokers will safe from risk of getting disease
 - b. smokers are free to smoke in the smoky room
 - c. non-smokers are in danger if they are in the smoky room
 - d. the smokers consume fifteen cigarettes per day in average
 - e. many smokers die of hearth cancer and bronchitis

11. “....because they get much money from smoking..” The underlined word refers to ...

- a. Smokers
- b. children
- c. non-smokers
- d. people
- e. companies

Text 4

The text is for number 12 to 15

Read the text carefully and answer the questions!

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to Controlled pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product. Secondly, pests can gradually become resistant to pesticides. This means that never and stronger ones have to be developed. Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest Controlled. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

12. Which of the following is not directly affected by pesticides used?

- a. Plants
- b. Ecology
- c. Animals
- d. Environment

e. Human Beings

13. What can you say about paragraph two and four?
- a. The fourth paragraph supports the idea stated in paragraph two
 - b. Both paragraphs tell about the disadvantages of using pesticides
 - c. Both paragraphs tell about how pesticides affect the quality of farm products
 - d. The statement in paragraph is contrary to the statement in paragraph four
 - e. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four

14. “Secondly, pests can gradually become resistant to pesticides”. (paragraph 3)

The word resistant in the sentence above means ...

- a. weak
- b. fragile
- c. damage
- d. unaffected
- e. unbalanced

15. We usually mention the last paragraph as

- a. Resolution
- b. Reiteration
- c. Conclusion
- d. Recommendation
- e. Suggestion

Text 5

The text is for number 16 to 20

Read the text carefully and answer the questions!

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress.

Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don't have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

16. The type of the text above is

- a. Analytical exposition
- b. Hortatory exposition
- c. Narrative
- d. Discussion

e. Explanation

17. What is the communicative purpose of the text?

- a. To tell the reader about the songs
- b. To entertain the reader with the songs
- c. To show the reader the use of songs
- d. To explain above the songs
- e. To persuade the reader to use songs in learning language

18. Based on the text, there are reason for using songs in learning language

- a. 6
- b. 4
- c. 5
- d. 3
- e. 2

19. What is the text about

- a. Learning songs
- b. Very enjoyable music
- c. The phenomenon
- d. Music listeners
- e. Using songs in language learning

20. "They provide variety and fun, and encourage harmony within oneself and within one group." The they word refers to

- a. Groups
- b. Learners
- c. People
- d. Songs
- e. Activities

Students Test Score

| No | Name | Control Class | | Experiment Class | |
|----|-----------|---------------|-----------|------------------|-----------|
| | | Pre-Test | Post-test | Pre-Test | Post-Test |
| 1 | Student1 | 55 | 45 | 40 | 70 |
| 2 | Student2 | 60 | 40 | 55 | 80 |
| 3 | Student3 | 50 | 55 | 60 | 85 |
| 4 | Student4 | 65 | 40 | 50 | 80 |
| 5 | Student5 | 70 | 55 | 55 | 60 |
| 6 | Student6 | 55 | 55 | 55 | 70 |
| 7 | Student7 | 65 | 75 | 70 | 65 |
| 8 | Student8 | 70 | 85 | 50 | 60 |
| 9 | Student9 | 60 | 50 | 55 | 90 |
| 10 | Student10 | 75 | 50 | 60 | 75 |
| 11 | Student11 | 55 | 40 | 65 | 85 |
| 12 | Student12 | 60 | 65 | 50 | 80 |
| 13 | Student13 | 50 | 50 | 65 | 55 |
| 14 | Student14 | 45 | 75 | 65 | 70 |
| 15 | Student15 | 55 | 60 | 55 | 45 |
| 16 | Student16 | 70 | 50 | 70 | 75 |
| 17 | Student17 | 60 | 65 | 65 | 60 |
| 18 | Student18 | 50 | 70 | 80 | 85 |
| 19 | Student19 | 65 | 55 | 55 | 80 |
| 20 | Student20 | 55 | 50 | 45 | 65 |
| 21 | Student21 | 50 | 70 | 50 | 75 |
| 22 | Student22 | 65 | 40 | 60 | 65 |
| 23 | Student23 | 55 | 55 | 70 | 70 |
| 24 | Student24 | 65 | 60 | 60 | 80 |
| 25 | Student25 | 70 | 40 | 50 | 65 |

SILABUS

| | |
|-------------------------|--|
| Satuan Pendidikan | : SMA |
| Mata Pelajaran | : Bahasa Inggris (Umum) |
| Kelas/Semester | : XI/1-2 (Genjil & Genap) |
| Tahun Pelajaran | : 2021/2022 |
| Standar Kompetensi (KI) | : <ul style="list-style-type: none"> KI-1 & KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”. KI-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|---|--|--|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya | Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis Struktur Teks Dapat menangkap ✓ Pendapat/pandangan ✓ Argumentasi secara analitis ✓ Kesimpulan | ✓ Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. ✓ Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya ✓ Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk |
| 4.4 Teks eksposisi analitis | | |

Dipindai dengan CamScanner

| | | | |
|-----|---|--|--|
| 4. | Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual | Unsur Kebahasaan ✓ Ungkapan seperti <i>I believe, I think</i> ✓ Adverbial <i>first, second, third ...</i> ✓ Kata sambung <i>Therefore, consequently, based on the arguments</i> ✓ Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang bermutu di KI | secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya ✓ Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar ✓ Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. ✓ Menempatkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya ✓ Melakukan refleksi tentang proses dan hasil belajarnya |
| 3.5 | Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>) | Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif Struktur Teks ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan ✓ Kalimat deklaratif dan interogatif dalam <i>passive voice</i> ✓ Preposisi ✓ Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | ✓ Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif ✓ Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar ✓ Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar |
| 4.5 | Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi | Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan | ✓ Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar |

Dipindai dengan CamScanner

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|---|---|
| <p>dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</p> | <p>✓ Melakukan refleksi tentang proses dan hasil belajarnya</p> |

Reading Material Assignment

Online Shopping

The internet has generated many changes in our lives. It has changed the way we communicate and access information. The internet also has changed the way we buy things. In today's life, online shopping is growing rapidly. It has become a new culture in every country.

Buying things online is very easy. The only thing to do is to go to a certain website, which sells the product you need. The search engine on the web also enables us to find things fast with various choices..

After the product is chosen and the payment is made, the online shopper should only wait for three to five days until the thing purchased comes to his/her door. Another good advantage of online shopping is that things may be cheaper than in real stores.

In the other hand, online shopper should be careful in choosing products. Sometimes, you do not get what you need. Another big problem is the quality of the things can be less than similar items in real stores. That's the reason why online shoppers must thoroughly check products offered.

Literature Circle Role Sheet

Discussion Director

Name Mila Asmara .i. Circle _____

Meeting Date 13 - June 2021 Reading Assignment online shopping

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 to your group.

Possible discussion questions or topics for today:

1. What can we learn from the text?
2. What are one or two most important ideas?
3. Can someone summarize the today's reading?
4. _____
5. _____

Sample Questions:

- Did Today's reading remind you of any experience?
- What are the one or two most important ideas?
- What can we learn from the text?
- What are some things you think will be talked about next?
- Can someone summarize the today's reading?

Literature Circle Roles

Illustrator

Name Tasya Fito Sofia Circle _____

Meeting Date 13 June 2022 Reading Assignment Online Shopping

Illustrator: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stickfigure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading.



Literature Circle Roles

Vocabulary Enricher

Name Ricky Agustian Circle 2

Meeting Date 13/06/2022 Reading Assignment _____

Vocabulary Enricher: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

| Word | Meaning/Definition |
|-----------|--------------------|
| Generated | Dihasilkan |
| Payment | Pembayaran |
| Similar | Serupa |
| Purchased | Dibeli |
| quality | Kuantas |

Literature Circle Roles

Connector

Name Maura Nur Ayla Circle _____

Meeting Date 13-JUNE-2022 Reading Assignment Online Shopping

Connector: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

The existence of online shopping helps some people to buy
some goods, they do not have to come to the store directly,
but through an online website so that buyers can easily
buy goods that suit their needs.

Reading Materials Assignment

Global Warming

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth, atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouses gases that contribute to global warming.

Secondly, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too, much rain accompanied by wind and thunderstorm. This has started to affect the economy as well

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study does not have how that due to unpredictable weather patterns, there has been lot of failed crops (Reuters, 2007). In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but also for all the generations to follow.

Literature Circle Role Sheet

Discussion Director

Name Melyza Nazwa . N Circle Lundi, Marsya, Melyza, Audifa, Sindy.

Meeting Date 13 Juni 2022 Reading 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 to your group.

Possible discussion questions or topics for today:

1. Did today's reading remind you of any experience?
2. What can we learn from the text
3. Can someone summarize the today's reading
4. _____
5. _____

Sample Questions:

- Did Today's reading remind you of any experience?
- What are the one or two most important ideas?
- What can we learn from the text?
- What are some things you think will be talked about next?
- Can someone summarize the today's reading?

Literature Circle Roles

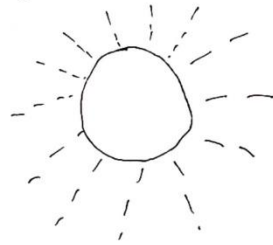
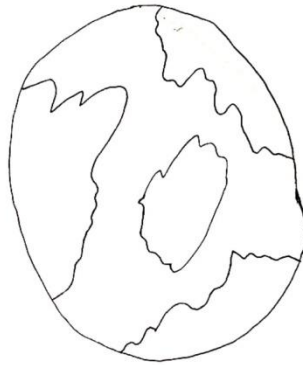
Illustrator

Name Marsya Ananta Circle Lurdi, Melyza, Sindi, Audira.

Meeting Date 13 Juni 2022 Reading Assignment _____

Illustrator: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stickfigure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading.

STOP GLOBAL WARMING!!



Literature Circle Roles

Vocabulary Enricher

Name Ardika Ukhron Circle Ardika Ukhron, Fiqsnya, Radit, Toni, Dhea

Meeting Date 13/6/2022 Reading Assignment _____

Vocabulary Enricher: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

| Word | Meaning/Definition |
|---------------|--------------------|
| Phenomenon | Fenomena |
| Global | Global |
| Impacts | dampak |
| Unpredictable | tak terduga |
| Generations | Generasi |

Literature Circle Roles

Connector

Name Audifa Khairunnisa Circle Sndy, lundia, Marsya, Meilyza

Meeting Date Monday, 3 June 2022 Reading Assignment _____

Connector: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

Based on what I saw in the newspaper
and several TV stations, the existence
of wildiy logging made global warning
easier to happen

Assignment 1

Literature Circle Role Sheet

Summarizer

Name Masya ananta Circle Lundi, melyza, Sindi, dipa.

Meeting Date 13 Juni 2022 Reading Assignment _____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

Best on opinion:

The internet has generated many changes in our lives. It has changed the way we ~~buy things~~ communicate and access information.

LESSON PLAN

| | | | | | |
|-----------|---|------------------|------------------|-------------|---------------|
| School | : SMA | Class / Semester | : XI / 1 | KD | : 3.4 and 4.4 |
| Subjects | : English | Time Allocation | : 2 x 45 minutes | 1th Meeting | |
| Materials | : Definition of Texts Analytical Exposition | | | | |
| | | | | Group | : Control |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS

| | |
|---|--|
| Media : > <i>Worksheet</i> > <i>Assessment sheet</i> | Tools/Materials : > Ruler, marker, whiteboard laptop > Book Pathway to English class XI, written text example |
|---|--|

| | | |
|------------------------|----------------------------|--|
| INTRODUCTION | | - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities | Literacy Activities | Students are given motivation and guidance to see, observe, recreate and rewrite them. They are given impressions and reading materials related to the material |
| | Critical Thinking | The teacher provides an opportunity to identify as many things as possible that are not yet understood, starting from factual questions to questions of a hypothetical nature. This question should remain in touch with the material. |
| | Collaboration | Students are formed in groups to discuss, gather information, re-present, and exchange information about. |
| | Creativity | Teachers and Students make inferences about things that have been learned.. Students are then given the opportunity to re-ask things that are not yet understood |
| CLOSING | | - Teachers with students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESMENT

- | |
|---|
| - Attitude : Observation sheet, - Knowledge : LK Students, - Skills: Performance & observation discussion |
|---|

Know,

Tutor Teacher



Welly Mardiaty, S.Pd

NIP. 197503152003122003

Researcher



Mifta Huljanah

1804230445

LESSON PLAN

| | | |
|--|----------------------------------|------------------|
| School : SMA | Class / Semester : XI / 1 | KD : 3.4 and 4.4 |
| Subjects : English | Time Allocation : 2 x 45 minutes | 2th Meeting |
| Materials : Texts Analytical Exposition about Global Warming | | Group : Control |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS

| | |
|---|--|
| Media : > Worksheet > Assessment sheet | Tools/Materials : > Ruler, marker, whiteboard laptop > Book Pathway to English class XI, written text example |
|---|--|

| | |
|------------------------|--|
| INTRODUCTION | <ul style="list-style-type: none"> - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities | Literacy Activities Students are given motivation and guidance to see, observe, recreate and rewrite them. They are given impressions and reading materials related to the material |
| | Critical Thinking The teacher provides an opportunity to identify as many things as possible that are not yet understood, starting from factual questions to questions of a hypothetical nature. This question should remain in touch with the material. |
| | Collaboration Students are formed in groups to discuss, gather information, re-present, and exchange information about. |
| | Creativity Teachers and Students make inferences about things that have been learned.. Students are then given the opportunity to re-ask things that are not yet understood |
| CLOSING | <ul style="list-style-type: none"> - Teachers with students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESSMENT

- Attitude : Observation sheet, - Knowledge : LK Students, - Skills: Performance & observation discussion

Know,

Tutor Teacher



Wajly Mardiyati, S.Pd

NIP. 197503152003122003

Researcher



Mifta Huljanah
1811230145

LESSON PLAN

| | | |
|---|----------------------------------|------------------|
| School : SMA | Class / Semester : XI / 1 | KD : 3.4 and 4.4 |
| Subjects : English | Time Allocation : 2 x 45 minutes | 3th Meeting |
| Materials : Texts Analytical Exposition about Online Shopping | | Group : Control |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS


| | |
|---|--|
| Media : > Worksheet > Assessment sheet | Tools/Materials : > Ruler, marker, whiteboard laptop > Book Pathway to English class XI, written text example |
|---|--|

| | |
|------------------------|--|
| INTRODUCTION | - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities | Literacy Activities Students are given motivation and guidance to see, observe, recreate and rewrite them. They are given impressions and reading materials related to the material |
| | Critical Thinking The teacher provides an opportunity to identify as many things as possible that are not yet understood, starting from factual questions to questions of a hypothetical nature. This question should remain in touch with the material. |
| | Collaboration Students are formed in groups to discuss, gather information, re-present, and exchange information about. |
| | Creativity Teachers and Students make inferences about things that have been learned.. Students are then given the opportunity to re-ask things that are not yet understood |
| CLOSING | - Teachers with students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESSMENT

- Attitude : Observation sheet, - Knowledge : I.K Students, - Skills: Performance & observation discussion

Know,

Tutor Teacher

 Welly Mardiani, S.Pd

NIP. 197503152003122003

Researcher


 Mifta Huljanah
 1711230145

LESSON PLAN

| | | |
|--|----------------------------------|------------------|
| School : SMA | Class / Semester : XI / 1 | KD : 3.4 and 4.4 |
| Subjects : English | Time Allocation : 2 x 45 minutes | 4th Meeting |
| Materials : Texts Analytical Exposition / Is smoking good for us | | Group : Control |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS

| | |
|---|--|
| Media : > Worksheet > Assessment sheet | Tools/Materials : > Ruler, marker, whiteboard laptop > Book Pathway to English class XI, written text example |
|---|--|


| | |
|------------------------|--|
| INTRODUCTION | - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities | Literacy Activities Students are given motivation and guidance to see, observe, recreate and rewrite them. They are given impressions and reading materials related to the material |
| | Critical Thinking The teacher provides an opportunity to identify as many things as possible that are not yet understood, starting from factual questions to questions of a hypothetical nature. This question should remain in touch with the material. |
| | Collaboration Students are formed in groups to discuss, gather information, re-present, and exchange information about. |
| | Creativity Teachers and Students make inferences about things that have been learned.. Students are then given the opportunity to re-ask things that are not yet understood |
| CLOSING | - Teachers with students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESSMENT

- Attitude : Observation sheet, - Knowledge : LK Students, - Skills: Performance & observation discussion

Know,

Tutor Teacher



Welly Mardiyati, S.Pd

NIP. 197503152003122003

Researcher



Mifta Huljanah

101123014C

LESSON PLAN

| | | | | | |
|-----------|-------------------------------|------------------|------------------|--------------|----------------|
| School | : SMA | Class / Semester | : XI / 1 | KD | : 3.4 and 4.4 |
| Subjects | : English | Time Allocation | : 2 x 45 minutes | 1 th Meeting | |
| Materials | : Texts Analytical Exposition | | | | |
| | | | | Group | : Experimental |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS


| | |
|--------------------|--|
| Media : | Tools/Materials : |
| > Worksheet | > Ruler, marker, whiteboard laptop |
| > Assessment sheet | > Book Pathway to English class XI, written text example |

| | | |
|--------------------------------------|---------------------------|--|
| INTRODUCTION | | <ul style="list-style-type: none"> - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities (Literature Circle) | Preparation | Introduction and preparation of reading tasks, creating literary circles, and selecting texts that have been agreed between students and teachers. Group division of about 5-6 students with different roles for 1 group (director, illustrator, vocabulary enriched, connectors, and summarizer. |
| | Individual Reading | The teacher gives students time to read, understand the text in doing their respective reading assignments that have been previously agreed upon |
| | Discussion | Students discuss, collect information, explain in detail and thoroughly about their feelings or thoughts, the main idea, other messages contained in the text and do according to their respective roles. |
| | Sharing | Students share, express opinions on the results of work with classmates about the roles that have been done |
| CLOSING | | <ul style="list-style-type: none"> - Teachers with Students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESSMENT

- Attitude : Observation sheet, - Knowledge : LK Students, - Skills: Performance & observation discussion

Know,

TuA Teacher

 Welly Mardiaty, S.Pd

NIP. 197503152003122003

Researcher


 Mifta Huljanah
 1811230145

LESSON PLAN

| | | | |
|--------------------|--|--|--|
| School Subjects | : SMA : English | Class / Semester : XI / 1 Time Allocation : 2 x 45 minutes | KD : 3.4 and 4.4 2 th Meeting Group : Experimental |
| Materials | : Texts Analytical Exposition about Global Warming | | |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS


| | |
|--------------------|--|
| Media : | Tools/Materials : |
| ➢ Worksheet | ➢ Ruler, marker, whiteboard laptop |
| ➢ Assessment sheet | ➢ Book Pathway to English class XI, written text example |


| | | |
|---|---------------------------|--|
| INTRODUCTION | | <ul style="list-style-type: none"> - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities (Literature Circle) | Preparation | Introduction and preparation of reading tasks, creating literary circles, and selecting texts that have been agreed between students and teachers. Group division of about 5-6 students with different roles for 1 group (director, illustrator, vocabulary enriched, , connectors, and summarizer. |
| | Individual Reading | The teacher gives students time to read, understand the text in doing their respective reading assignments that have been previously agreed upon |
| | Discussion | Students discuss, collect information, explain in detail and thoroughly about their feelings or thoughts, the main idea, other messages contained in the text, and do according to their respective roles |
| | Sharing | Students share, express opinions on the results of work with classmates about the roles that have been done |
| CLOSING | | <ul style="list-style-type: none"> - Teachers with Students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESMENT

- Attitude : Observation sheet, - Knowledge : LK Students, - Skills: Performance & observation discussion

Know,

Tutor Teacher

 Wella Mardiyati, S.Pd
 NIP. 197503152003122003

Researcher

 Mifta Hujanah
 IDN 230195

LESSON PLAN

| | | |
|---|----------------------------------|----------------------|
| School : SMA | Class / Semester : XI / 1 | KD : 3.4 and 4.4 |
| Subjects : English | Time Allocation : 2 x 45 minutes | 3 th Meeting |
| Materials : Texts Analytical Exposition about Online Shopping | | Group : Experimental |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS

| | |
|---|--|
| Media : > Worksheet > Assessment sheet | Tools/Materials : > Ruler, marker, whiteboard laptop > Book Pathway to English class XI, written text example |
|---|--|

| | |
|---|--|
| INTRODUCTION | <ul style="list-style-type: none"> - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities (Literature Circle) | Preparation Introduction and preparation of reading tasks, creating literary circles, and selecting texts that have been agreed between students and teachers. Group division of about 5-6 students with different roles for 1 group (director, illustrator, vocabulary enriched, , connectors, and summarizer. |
| | Individual Reading The teacher gives students time to read, understand the text in doing their respective reading assignments that have been previously agreed upon |
| | Discussion Students discuss, collect information, explain in detail and thoroughly about their feelings or thoughts, the main idea, other messages contained in the text, and do according to their respective roles. |
| | Sharing Students share, express opinions on the results of work with classmates about the roles that have been done |
| CLOSING | <ul style="list-style-type: none"> - Teachers with Students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESSMENT

- Attitude : Observation sheet, - Knowledge : LK Students, - Skills: Performance & observation discussion

Know,

Tutor Teacher

 Wily Mardiyati, S.Pd

NIP. 197503152003122003

Researcher


 Mifta Huljanah
 180230145

LESSON PLAN

| | | | | | |
|-----------|--|------------------|------------------|-------------|----------------|
| School | : SMA | Class / Semester | : XI / 1 | KD | : 3.4 and 4.4 |
| Subjects | : English | Time Allocation | : 2 x 45 minutes | 4th Meeting | |
| Materials | : Texts Analytical Exposition about Is Smoking Good For Us | | | | |
| | | | | Group | : Experimental |

A. PURPOSE

- Having observed the example, the student is able to correctly understand the features of the analytical exposition text.
- After discussion and practice, students are able to correctly identify the main ideas, references, and information that are stated/not stated from the exposition analysis.
- After discussion and practice, students are able to identify meanings in the analytical exposition text of the main idea, references, and declared/undisclosed information of the correct analytical exposition text

B. LEARNING STEPS

| | |
|---|--|
| Media : > Worksheet > Assessment sheet | Tools/Materials : > Ruler, marker, whiteboard laptop > Book Pathway to English class XI, written text example |
|---|--|

| | |
|---|---|
| INTRODUCTION | - Students salute and pray - The teacher checks the attendance of the Students and gives motivation - The teacher conveys the objectives and benefits of learning on the topic to be taught - The teacher conveys an outline of the scope of the material and the steps of learning |
| Core Activities (Literature Circle) | Preparation Introduction and preparation of reading tasks, creating literary circles, and selecting texts that have been agreed between students and teachers. Group division of about 5-6 students with different roles for 1 group (director, illustrator, vocabulary enriched, , connectors, and summarizer. |
| | Individual Reading The teacher gives students time to read, understand the text in doing their respective reading assignments that have been previously agreed upon |
| | Discussion Students discuss, collect information, explain in detail and thoroughly about their feelings or thoughts, the main idea, other messages contained in the text, and do according to their respective roles |
| | Sharing Students share, express opinions on the results of work with classmates about the roles that have been done |
| CLOSING | - Teachers with Students reflect on learning experiences - Teachers give random and concise oral assessments - The teacher presents the lesson plan at the next meeting and prays |

C. ASSESSMENT

- Attitude : Observation sheet, - Knowledge : LK Students, - Skills: Performance & observation discussion

Know,

Tutor Teacher

 Welli Mardiaty, S.Pd

NIP. 197503152003122003

Researcher


 Mifla Huljanah
 1804230145

Titik Persentase Distribusi t (df = 41 – 80)

| df | Pr | | | | | | |
|----|--------------|--------------|--------------|----------------|--------------|----------------|----------------|
| | 0.25 0.50 | 0.10 0.20 | 0.05 0.10 | 0.025 0.050 | 0.01 0.02 | 0.005 0.010 | 0.001 0.002 |
| 41 | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| 42 | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| 43 | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| 44 | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| 45 | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| 46 | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| 47 | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| 48 | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| 49 | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| 50 | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| 51 | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| 52 | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| 53 | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| 54 | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| 55 | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| 56 | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| 57 | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| 58 | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| 59 | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| 60 | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| 61 | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| 62 | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| 63 | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| 64 | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| 65 | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| 66 | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| 67 | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| 68 | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| 69 | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| 70 | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| 71 | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| 72 | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| 73 | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| 74 | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| 75 | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| 76 | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| 77 | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| 78 | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| 79 | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| 80 | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

DOCUMENTATION



1 .The Researcher give the Pre- Test in Experiment Class



2. The Researcher give the Pre- Test in Control Class





3. The Researcher give treatment in Experiment Class



4. The Researcher give Post- Test in Experiment Class



5. The Researcher give Post- Test in Control Class



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
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Website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 0426 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno dengan ini menunjuk Bapak/Ibu dosen:

| No | Nama-NIP | Jabatan | Mahasiswa/NIM | Prodi | Judul |
|----|--|---------|------------------------------|-------|---|
| 1 | Dr.H. Ali Akbarjono, M.Pd 197509252001121004 | P I | Mifta Huljanah 1811230145 | TBI | The use of the Literature Circle Strategy in Improving Students English Reading Comprehension (A Descriptive qualitative of eight grade SMAN 4 Bengkulu Academic years 2021/2022) |
| 2 | Feny Martina, M.Pd 198703242015032002 | P II | | | |

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 26 Januari 2022



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfasber.gkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp :-

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Mifta Huljanah
NIM : 1811230145
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **The Use of Literature Circle to Improve Students' English Reading Comprehension (Quasi - Experimental Research at Eleventh Grades of SMAN 4 Bengkulu in Academic years 2022)**

Menjadi : **The Effect of Using Literature Circle Strategy on Students' English Reading Comprehension (Quasi - Experimental Research at Eleventh Grades of SMAN 4 Bengkulu in Academic Years 2022)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 13 April 2022

Dibuat oleh,

Mifta Huljanah
1811230145

Disetujui oleh,

Pembimbing II

Feny Martina, M.Pd
NIP.198703242015032002

Pembimbing I

Dr. H. Af. Kharjono, M.Pd
NIP.197509252001121004

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP.197405231999032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI**

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Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Mifta Huljanah, NIM : 1811230145 yang berjudul: **"THE EFFECT OF USING LITERATURE CIRCLE STRATEGY ON STUDENTS' ENGLISH READING COMPREHENSION (A Quasi - Experimental Research at Eleventh Grade of SMAN 4 Bengkulu in Academic years 2021/2022)"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 20 Mei 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 30 Mei 2022

Penyeminar I

Penyeminar II

Dr. Svamsul Rizal, M.Pd
NIP.196901291999031001

Anita, M.Hum
NIP.199008142019032011



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Website: www.uinfasbengkulu.ac.id

Nomor : 2507 / Un.23/F.II/TL.00/05/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

31 Mei 2022

Kepada Yth,
Kepala SMAN 4 Bengkulu
Di -
Bengkulu

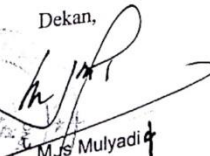
Assalamu'alaikum Warahmatullah Wabarakatuh

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"THE EFFECT OF USING LITERATURE CIRCLE STRATEGY ON STUDENTS' ENGLISH READING COMPREHENSION (A Quasi-Experimental Research At Elevent Grade Of SMAN 4 Bengkulu In Academic Years 2021/2022)"**.

Nama : Mifta Huljanah
NIM : 1811230145
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMAN 4 Bengkulu
Waktu Penelitian : 2 Juni s/d 15 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

M. S. Mulyadi



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 4 KOTA BENGKULU

Jalan Zainul Arifin Bengkulu 38229 ☎ (Telp) / Fax (0736) 22061
e-mail : sman04bengkulu@gmail.com website : www.smanpa-kotabengkulu.sch.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 423.4/ 329 /SMAN4/2022

Dasar : Surat dari Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu
Nomor : 070/5411/DIKBUD/2022

Kepala Sekolah Menengah Atas (SMA) Negeri 4 Bengkulu, menerangkan bahwa :

Nama : MIFTA HULJANAH
NIM : 1811230145
Program Studi : Tadris Bahasa Inggris (TBI)
Universitas : Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Telah melaksanakan penelitian di SMA Negeri 4 Kota Bengkulu.
Pada tanggal 02 Juni 2022 s.d tanggal 15 Juli 2022

Dengan Judul : *“The Effect of Using Literature Circle Strategy on Students English Reading Comprehension (A Quasi-Experimental Research at Elevent Grade of SMAN 4 Bengkulu in Academic Years 2021/2022)”*.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bengkulu, 15 Juli 2022
Kepala SMAN 4 Kota Bengkulu





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BENGKULU

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Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBİYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 1739 /Un.23/F.II/PP.00.9/03/2022

Tentang
Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN I atmawati Sukarno Bengkulu atas:
Nama Mahasiswa : Mifta Huljanah
NIM : 1811230145
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

| NO | PENGUJI | ASPEK | INDIKATOR |
|----|------------------------|--------------------------|---|
| 1. | Dr. Irwan Satria, M.Pd | Kompetensi UIN | a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An- Nas) |
| 2 | Reko Serasi, M.A | Kompetensi Jurusan/Prodi | a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD |
| 3 | Dedi Efrizal, M.Pd | Kompetensi Keguruan | a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran. |

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022
Dekan,



Mus-Muly idi

Tembusan :
Yth, Wakil Rektor 1



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Website: www.uinbengkulu.ac.id

Nama Mahasiswa : Mifta Huljanah
NIM : 1811230145
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris
Pembimbing 1 : Dr. H. Ali Akbarjono, M.Pd
Judul Skripsi : The Effect Of Using Literature
Strategy On Student's English
Reading Comprehension

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I | Paraf Pembimbing |
|----|-----------------|------------------|--|------------------|
| 1. | Senin 4/4 2022 | Chapter II | Sintesa Indikator Review your supervisor the indicator language... | ✓ |
| 2. | Rabu 6/4 2022 | Chapter II | Check over over your of writing type | ✓ |
| 3. | Jum'at 7/4 2022 | Chapter I | complete write the needs | ✓ |
| 4. | Senin 11/4 2022 | | Acc to progress Bengkulu, 11 - April - 2022 .. | ✓ |

Pembimbing I

Mengetahui,
ER
Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



KEMENTERIAN AGAMA RI PUBLIK INDONESIA
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Telp. (0736) 51276-51171-51172-53079. Fax. (0736) 51171-51172
Website: www.uinfas.ac.id

Nama Mahasiswa : Mifta Huljanah
NIM : 1811230145
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing 2 : Feny Martina, M.Pd
Judul Skripsi : The Effect of Literature Circles
Strategy on student's
English Reading Comprehension.

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing 1 | Paraf Pembimbing |
|----|------------------|------------------|--|------------------|
| 1 | Senin, 31-1-2022 | Bab I | - Garis Metode Penelitian - Teori Literature Circle of Member group | |
| 2 | Senin, 7-2-2022 | Bab II | - Buat Ppp. lihat silabus sesuai. - perbaiki teori | |
| 3 | Senin, 7-3-2022 | Bab III | - Perbaiki Bab 3 (Research procedure) - Rpp perbaiki sesuai teori | |
| 4 | Jumat 11/3/2022 | Bab III | - Soal Reading tes - Kisi-kisi soal - kartu soal | |
| 5 | Kamis 17/3/2022 | Aca lengkap | Aca lengkap | |

Mengetahui,
Dekan

Mulyadi, M.Pd
NIP. 190514200031004

Bengkulu, Kamis 17 Maret 2022

Pembimbing 2

Feny Martina, M.Pd
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

Nomor : 2314 /Un.23/F.II/PP.00.9/05/2022

Lamp. :
 Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. Syamsul Rizal, M.Pd (Penyeminar I)

2. Anita, M.Hum (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dear Sir/Madam,

Beisama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris

Bahasa Inggris. Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at 20 Mei 2022

Tempat : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekanat

| NO. | NAMA/NIM. | WAKTU (WIB) | JUDUL |
|-----|--|-----------------|---|
| 1. | Tri Melti (1111230114) | 08.00-08.50 WIB | The Effect of Project Based Learning on Students' Writing Ability at MAS PP Hidayatul Qomariyah Bengkulu (A Quasi experimental at the eleventh grade of MAS PP Hidayatul Qomariyah Bengkulu in academic year 2022) |
| 2. | Chandy Yulia Permatasari (1111230051) | 08.50-09.40 WIB | The Perception of The Use E-Journal By English Department Students In Fulfilling The Needs For Academic Writing During Pandemic (A Descriptive Quantitative Study on 7 th Semester English Department Students At Fatmawati Sukarno State Islamic University Bengkulu) |
| 3. | Milita Huljanah (1111230145) | 09.40-10.30 WIB | The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehension (Quasi-Experimental Research At Eleventh Grade Of SMAN 4 Bengkulu In Academic Year 2021/2022) |
| 4. | Yezi Amelia (1111230038) | 10.30-11.20 WIB | The Effect of Word Walls Media on Students' Vocabulary Mastery (An Experimental Study At The Eight Grades of SMPN 03 South Bengkulu In Academic Year 2021/2022) |
| 5. | Friika Agustin (1111230020) | 11.20-12.00 WIB | Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 04 Bengkulu) |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 18 Mei 2022
 Dekan,

Mus Mulyadi





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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Mifta Huljanah Pembimbing I : Dr.H.Ali Akbarjono, M.Pd

NIM : 1811230145 Judul Skripsi : *The Effect of Using Literature Circle Strategy on Student's English Reading Comprehension*

Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I | Paraf Pembimbing |
|----|-----------------|------------------|--|------------------|
| 1. | Jumat 15/7 2022 | Chapter IV - V | <i>cek again e nollow do copy complex whole etc needed</i> | <i>A</i> |
| 2. | Senin 18/7 2022 | Chapter IV | <i>ACC to prepare Mullayadi</i> | <i>A</i> |
| 3. | Senin 19/7 2022 | Chapter V | | <i>A</i> |

Bengkulu, 19 Juli 2022

Pembimbing II

Mengetahui,
Dekan

Dr. Mulyadi, M.Pd
NIP. 19700514200031004

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



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Nama Mahasiswa : Mifta Huljanah Pembimbing II : Feny Martina, M.Pd
NIM : 1811230145 Judul Skripsi : The Effect of Using Literature Circle Strategy on Students' English Reading Comprehension.
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing II | Paraf Pembimbing |
|----|--------------|------------------|--|------------------|
| 1. | Jumat 8/7 | Chapter IV | Tambahkan penjelasan di discussion. | [Signature] |
| 2. | Senin 7/7 | Chapter IV | - penjelasan tentang uji-T | [Signature] |
| 3. | Rabu 13/7 | Chapter IV | Rapikan table bab 4 dan tambahkan penjelasan | [Signature] |
| 4. | Kamis 14/7 | Chapter V | kesimpulan dari saran ditambahkan | [Signature] |
| 5. | Jumat 15/7 | Appendix | Complete required document | [Signature] |
| 6. | Senin 19/7 | Acc Mungandi | Acc Mungandi | [Signature] |

Bengkulu, 19 Juli 2022

Mengetahui,
Dekan
[Signature]
Darius Mulyadi, M.Pd
NIP. 19704514200031004

Pembimbing II
[Signature]
Feny Martina, M.Pd
NIP. 198703242015032002.



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Bengkulu, 22 Juli 2022

Nomor : 3127 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Syamsul Rizal, M.Pd (Ketua)
2. Hanura Febriani, M.Pd (Sekretaris)
3. Risnawati, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Selasa, 26 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

| No | Nama/Nim | WAKTU (WIB) | Judul |
|----|------------------------------|-----------------|--|
| 1 | Friska Agustin 1811230020 | 08.00-09.00 WIB | Investigating EFL Passionate Teachers In Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 4 Bengkulu) |
| 2 | Estia Aswita 1811230111 | 09.00-10.00 WIB | The Effect of The Use of VOA Learning English APP W Jigsaw Strategy On Students' Listening Comprehensi (Quasi-Experimental Research of students at SMAN 2 Selur during academic year 2021/2022) |
| 3 | Rulita Hasanah 1811230103 | 10.00-11.00 WIB | The Correlation Between Students' Reading Habits A Critical Thinking Skills (A Correlational Study Conducted The Eleventh Grade Students of SMA Negeri 12 Reja Lebong In The Academic Year of 2021/2022) |
| 4 | Mifta Huljanah 1811230145 | 11.00-12.00 WIB | The Effect Of Using Literature Circle Strategy On Student English Reading Comprehension (Quasi-Experiment Research At Eleventh Grade Of SMAN 4 Bengkulu Academic Year 2021/2022) |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadiq



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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Mifta Huljannah
NOMOR INDUK MAHASISWA : 1811230145
PRODI : TADRIS BAHASA INGGRIS

| NO | Hari / Tanggal | Jam | Nama Mahasiswa Seminar | NIM | Judul Proposal | TTD Dosen Penguji |
|----|----------------------|----------------|------------------------|------------|---|-------------------|
| 1 | Selasa, 9 Maret 2021 | 08-00- selesai | Wedo Nojan Putra | 1711230037 | The Influence of Speed Reading Techniques on Reading Skill at the 2nd grade | ↓ |
| 2 | Selasa, 9 Maret 2021 | 08-00- selesai | Tatang Kusuma | 1711230036 | The Effect of Compare-Diagnose-Operate (CDO) Strategy to students writing ability (LPT) | ↓ |
| 3 | Selasa, 9 Maret 2021 | 00-00- selesai | Syahr Fatchi | 1711230060 | The English Teacher Problems in Designing Lesson Plan of Islamic Boarding School of Al-Islam Al-Faridatun Bengkulu | ↓ |
| 4 | Selasa, 9 Maret 2021 | 08-00- selesai | Tri Hinguh Pujipta | 1711230059 | An analysis of English students Motivation in speaking class during learning | ↓ |
| 5 | Selasa, 9 Maret 2021 | 08-00- selesai | Yola Fitri Anyanah | 1711230075 | The Effect of Guided Question approach to improve student writing skill of descriptive text in Mrs. Harsatun 901 in the 2nd grade | ↓ |
| 6 | | | | | | |

19/07/2022
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Hanura Febrani

Cek turnitin Miftahul_TBI

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