

Literature Circles to Improve Reading Motivation and Skill

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Abstract

The purpose of this study is to find out the improvement of reading motivation and skill by using literature circles. The researcher used classroom action research. The sample of this research were the eleventh grade of SMAN 1 Cinangka students. The researcher found that there is a significant improvement in reading motivation and skill by using literature circles. In the first cycle, students reading skill improved 42,9%, and the students reading motivation improved 41,%. In the second cycle gradually students reading skill improved 68,6%, and the students reading motivation improved 80,%. In the third cycle, students reading skill improved 91,4%, and the students reading motivation improved 91,4,%. It means that there is a significant improvement of reading motivation and skill which focused on discerning the main idea, specific information, understanding the sequence, and inference. All these suggest that improving reading motivation and skill by using literature circles is highly encouraged.

Keywords

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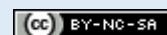
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Introduction

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

Literature circles are a type of book group that allows students to respond to the text in various ways and practice using reading comprehension strategies. (Briggs, 2010, p. 7). The ability to interact with and control the learning process is assumed to be a motivator for learning, particularly in reading skills. The reading skill which needs to be improved refers to two reasons (1). the syllabus of SMA conducts a text based teaching with two dimension interpersonal text, transactional text (P & K. Indonesia, 2016, pp. 2-3). (2). the text taught in the school is context based text. In short, literature circles are assumed by the researcher that it can give students opportunity to participate in and control the learning process.

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

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

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

Reading skill means the automatized process in word recognition including phonological processing, orthographic processing, and lexical access (Grabe, 2009, p. 221). Reading skill which has a number of strategies are purposefully controlled by readers to overcome reading problem. Therefore improving reading skills and motivation with two text dimensions focus on genre based text. In short reading motivation which has high and low motivation in reading is the motivation towards learning has a significant influence on academic success (Knol, 2000, p. 49).

Ideally the students who study in SMAN 1 Cinangka has a very good reading skill and motivation for several reasons. *First*, the students who sit in SMA derived from a number of SMP students who has already studied about reading and has a strong reading motivation in their previous schools. *Second*, the facilities in SMAN 1 Cinangka such as computers which have internet access and a large library which more than a thousand book collections in it are quite complete. *Thirdly*, teachers who has English educational background and who has certificate professionalism are quite excellent to be a guidance of reading motivation and a consultant of reading.

Literature circle

Literature circles are small, peer-led discussion groups that all read the same story, poem, article, or book. (Daniels, 2002). Literature circles, particularly peer-led literature circles, can provide a space for students to practice their reading choices. (Smiles, 2005, p. 225). Literature circles consist of a small group of students reading the same text independently and then meeting to discuss the text. (7) (Meredith, 2015, hal. 7). Literature circles can be used to discuss any type of text, including fiction, nonfiction, chapter books, picture books, textbooks, articles, and poems. The goal is for students to engage in ongoing discussions with their peers and their chosen text.

The majority of the reviewed literature defined a literature discussion group as a small group of four to eleven students formed to facilitate participation in a student-led dialogue about literature. (Tugman, 2010, p. 9). The purpose of using literature circles was to encourage students to improve their ability to analyze literature selections as well as their self-determination in choosing literature to read and discussing their ideas. (H. Timoty Blumm, 2015, p. 1).

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

Traditionally, the idea of literature circles has been used to read and discuss fictional text, Because of their success with fictional texts, literature circles have been expanded to improve content area vocabulary and related concepts. Although student roles vary, the process is the same. Students practice discussion techniques by participating in student-led sessions that require higher level thinking skills such as questioning, responding, inferring, summarizing, and reflecting.

Students also gain a greater sense of responsibility and accountability through extended roles and discussions. Literature circles clearly have a positive effect on student perceptions, independent reading habits, and English engagement. (Clarke, 2014, p. 19). Students can learn and practice reading comprehension strategies in literature circles. (Briggs, 2010, p. 16).

Implementing literature discussion groups in the classroom can improve comprehension. (Tugman, 2010, p. 40). Literature discussion groups are multifaceted, requiring students to employ a variety of comprehension strategies in complex and ever-changing ways. (Tugman, 2010, pp. 40-41).

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

Reading Motivation

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

a. Extrinsic Motivation

When students are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment, they are engaging in extrinsic motivation, which is promoted by factors outside of the individual and unrelated to the task at hand. The extrinsic activities are the goal of the intrinsic motivation (Jamesh, 2000, p. 107).

b. Intrinsic Motivation

Intrinsic motivation is an individual's internal desire to complete a specific task.. Intrinsic motivation entails engaging in a behavior because it is personally rewarding; essentially, doing something for the sake of doing it rather than the desire for some external reward.

Reading Skill

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

A number of experts of defining of reading skill have various defining of reading skill and strategy which have nearly the same (Karami, 2008, p. 2). Reading skill means included the automatized processing of syntax parsing and semantic proposition (Grabe, 2009, p. 221). In other word, reading skill has the synonym of the reading comprehension (Ferris, 2009, p. 36).

Regardless of the most important part of the in the language skill, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered (Graesser, 2007, p. 3). Reading is a set of skills that involves making sense and deriving meaning from the printed word (Linse, 2005, p. 77). From the theory aforementioned, it can be concluded that reading skill means included the automatized processing of syntax parsing and semantic proposition.

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

In addition to the three paragraph above, it can be concluded that Implementing literature discussion groups in the classroom can improve comprehension and). Literature discussion groups are multifaceted, requiring students to employ a variety of comprehension strategies in complex and ever-changing ways.

Method

The sources of the data are taken from questionnaires, observation and reading skill test of student of SMAN 1 Cinangka Serang-Banten. The subject of this study is the students who sit in the eleventh grade of SMAN 1 Cinangka with 35 total numbers of participants. As soon as classroom action research conducted, the instruments used by the researcher is reading skill test, questionnaires, and observation sheet in every cycle. The pre-cycle data was included as the main resource of conducting classroom action research. The classroom action research was held in three cycle or four week started from 10th April to 10th May 2018. In analyzing the data, two analyzed was used in data analysis. Descriptive statistic used to know the mean, median and modus of both students reading motivation and skill and qualitative descriptive used to know the description of both students reading motivation and skill

Results

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

Table 1. Description of Reading Motivation

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

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

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

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

In addition, the reading skill 80% students need to improved. Whereas the mean is 69,03 meadin is 11,43 and modus is 79. In short both data are taken by the researcher as the basic of conducting cycles.

Cycle 1

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

Figure 3. Data Description on Cycle 1 of Reading Motivation

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

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

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

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

Cycle 2

Figure 5. Data Description on Cycle 2 of Reading Motivation

Interval	Students' Score Frequency	Percentage (%)
96 - 100	3	8,6
91 - 95	3	8,6
86 - 90	3	8,6
81 - 85	4	11,4
76 - 80	7	20,0
71 - 75	8	22,9
66 - 70	3	8,6
61 - 65	3	8,6
56 - 60	1	2,9
50 - 55	0	0,0
Total	35	100

Figure 6. Data Description on Cycle 2 of Reading Skill

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

The second cycle gradually students reading skill progress improved 68,6%. Whereas 31,4% of students reading skill need to be improve. Then, the students reading motivation improved 80,%. Nonetheless; students reading motivation 20% need to be improved.

Cycle 3

Figure 7. Data Description on Cycle 3 of Reading Motivation

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

Figure 8. Data Description on Cycle 3 of Reading Skill

Interval	Students' Score Frequency	Percentage (%)
96 - 100	2	5,7
91 - 95	3	8,6
86 - 90	3	8,6
81 - 85	8	22,9
76 - 80	10	28,6
71 - 75	6	17,1
66 - 70	2	5,7
61 - 65	1	2,9
56 - 60	0	0,0
50 - 55	0	0,0
Total	35	100

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

Discussion

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

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

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

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

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

Conclusion

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

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