

**ENHANCING STUDENTS' READING COMPREHENSION
THROUGH LITERATURE CIRCLES 2.0 IMPLEMENTATION
IN THE 10th GRADE OF SENIOR HIGH SCHOOL**

THESIS



FEBY TRIAYUNI

NIM: 202101060022

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION PROGRAM
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To fulfil one of the requirements for a Bachelor's Degree (S.Pd)
Faculty of Education and Teacher Training
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Approved by Supervisor


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UNDERGRADUATE THESIS

It has been examined and approved by the board of examiners
In fulfillment of the requirement for Bachelor Degree in Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Wednesday
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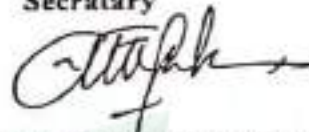
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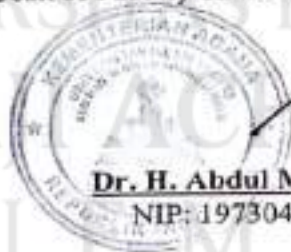
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MOTTO

خَلَقَ الَّذِي رَبِّكَ بِاسْمِ إِقْرَأْ ①

Meaning: “Read in the name of your God who created.”
(QS. Al-Alaq: 1)¹



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¹ QS. Al-Alaq Verse 1, Translation by Dr. Musthafa Khattab, Quran.com, <https://quran.com/al-alaq>.

DEDICATION

I proudly dedicate my first thesis to people who care for and love me, and to people who helped me complete this thesis:

1. To my beloved dad, Kholik, and my beloved mom, Halima. Thank you for allowing me to get a bachelor's degree. For instance, thank you for being my primary motivation to complete this thesis. Also, thank you for all the encouragement, inspiration, enthusiasm, effort, and greatest prayers that have always been offered to me during my undergraduate study.
2. To my older brother, Febri Dwi Purwanto and my beloved younger sister, Maya Anggraini. Thank you for giving me the best prayers and support for finishing my undergraduate studies.
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4. To my classmate TBI 1, thank you for your unwavering support and motivation while completing this thesis.

Finally, I would like to thank everyone who assisted me in completing this thesis.

This thesis would not have been finished without your help and involvement.

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1. Prof. Dr. H. Hepni, S.Ag, M.M., the rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has been given opportunity for me to study in this university.
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6. Dr. Mega Fariziah Nur Khumairoh, M.Pd., my supervisor, has advised, guided, and supported me while writing this thesis.
7. Participants in this study who are willing to be involved in a series of learning activities.

The author realises that this thesis has not yet reached perfection in terms of writing and language. Therefore, the author welcomes criticism and suggestions to perfect this thesis until it reaches perfection. Hopefully, this thesis will be helpful for future researcher.

Jember, 1st July 2025

Feby Triayuni

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ABSTRACT

Feby Triayuni, 2025; *Enhancing Students' Reading Comprehension Through Literature Circles 2.0 Implementation in the 10th Grade of Senior High School.*

Keyword: Literature Circle 2.0, Reading Comprehension, Narrative Text

Reading comprehension remains a significant challenge for students at a senior high school, particularly in understanding narrative texts. Based on preliminary observation and an interview with the English teacher, students struggled with identifying main ideas, comprehending text meaning, and recognizing supporting details. The pre-test result showed only 16% of 36 students achieved the minimum mastery criteria (KKM) of 75, with an average score of 60. The predominant use of traditional translation methods in the classroom limited students' engagement and failed to develop their reading comprehension skills effectively. Therefore, an innovative teaching strategy was needed to address these specific classroom challenges and improve students' reading comprehension performance.

The research question of this research is to explore "How does the implementation of the literature circle in the tenth grade of the senior high school?". This research aims to explore the implementation of literature circle to enhance students' reading comprehension.

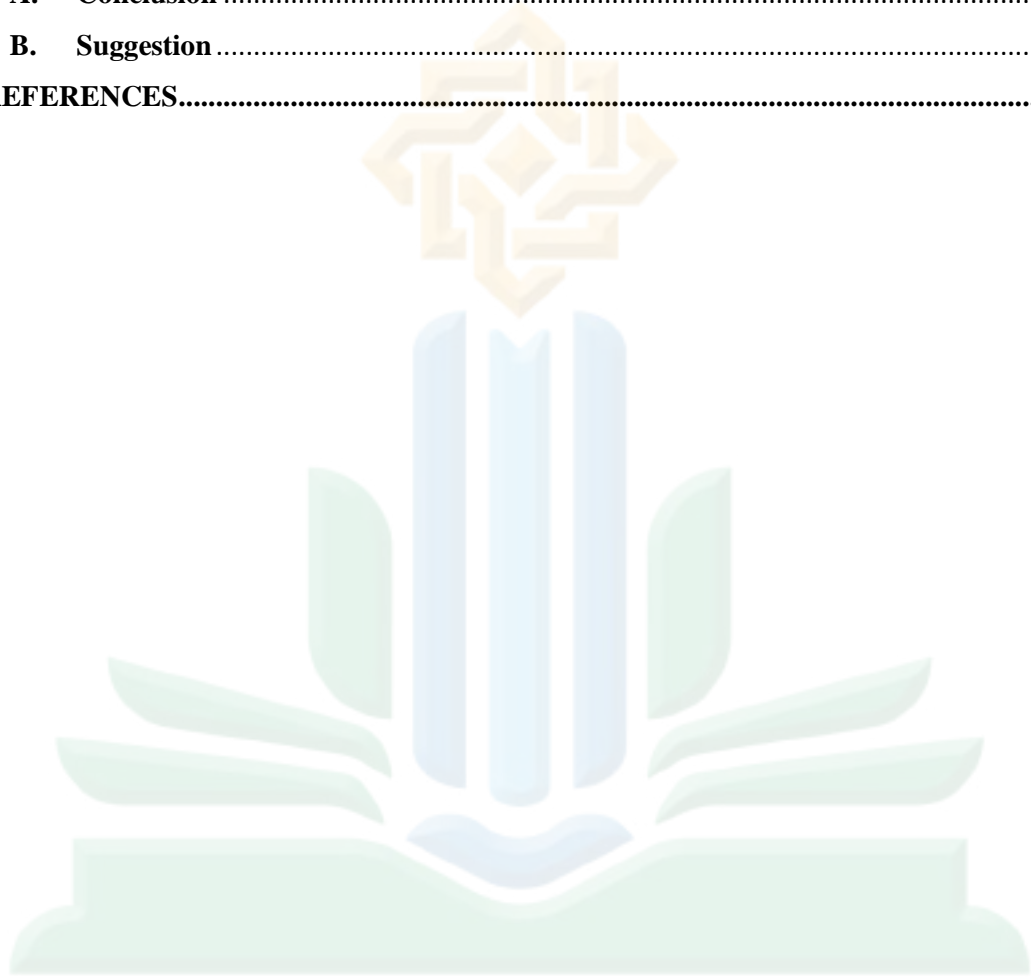
This study employed Classroom Action Research (CAR) using the Kemmist and McTaggart model, conducted over two cycles with 36 tenth-grade students at a senior high school in Jember as the participants. The success criterion was set at 75% of students achieving the minimum mastery criteria of 75. Data were collected through reading comprehension test, classroom observations, and interviews. Each cycle consisted of four stages: planning, acting, observing, and reflecting.

The result demonstrated that the implementation of literature circles successfully enhanced students' reading comprehension. After two cycles of implementation, the average score reached 86.3 with 80.5% of students achieving the minimum mastery criteria (KKM) of 75. This exceed the predetermined success criterion of 75% of students reaching the minimum score, indicating that the literature circles strategy was effective in improving students' reading comprehension of narrative texts. The findings confirm that literature circles implementation can significantly enhance students' ability to identify main ideas, understand text meaning, recognize supporting details, and comprehend vocabulary in narrative text.

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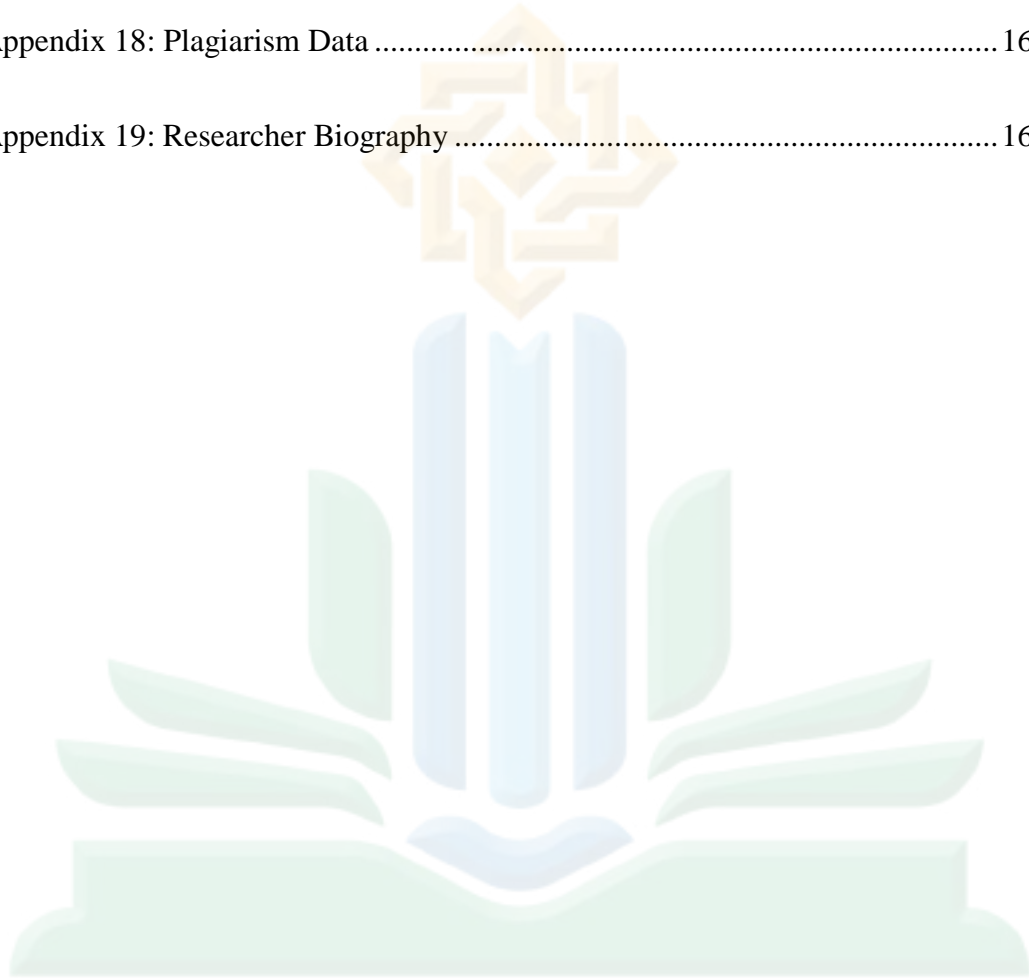
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CHAPTER I

INTRODUCTION

This research contains a variety of topics related to the current research, including research background, research questions, research objectives, research significance, and definition of key terms. The explanation about them is as follows:

A. Research Background

Reading is a process of getting information and understanding the meaning of written text.² Brown stated that reading is a process of negotiating meaning between the reader and the text.³ As a fundamental skill, Reading plays a vital role in assessing information and knowledge. Students must understand the text and also understand its content. To effectively engage with text, students must acquire reading comprehension skills as clearly as possible in the learning process to obtain information and knowledge.⁴

While reading is one of the fundamental communication skills, it presents significant challenges for many students. Building upon the importance of reading comprehension discussed earlier, research by

² J. Charles Alderson, "'The Reading Process' in P.L Carrel, J Devine and D.E Eskey (Eds). *Interactive Approaches to Second Language Reading*," *Cambridge University Press & Assessment*, 1998, <http://assets.cambridge.org/97805215/90006/sample/9780521590006wsc00.pdf>.

³ James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, <https://doi.org/10.2307/415773>.

⁴ Amit Sharma, Bert Van Hoof, and Barton Pursel, "An Assessment of Reading Compliance Decisions among Undergraduate Students.," *Journal of the Scholarship of Teaching and Learning* 13, no. 4 (2013): 103–25, <http://eric.ed.gov/?id=EJ1017123>.

Nurmalasari and Haryudin states that some students have difficulties with reading, such as grammar, a lack of vocabulary, and difficulty understanding the meaning of the whole text.⁵ Additionally, many students demonstrate low reading interest and lack motivation to develop their comprehension skills. Also, the students cannot understand the main idea or identify the interference. Therefore, the teacher has to implement an effective learning strategy that promotes active engagement in reading activities.

To address the reading challenges mentioned above, teachers can employ various teaching methods, approaches, and strategies to enhance student capabilities in reading comprehension. One efficient approach is the literature circle 2.0 strategy. Literature circles are small and temporary discussion groups chosen to read the same story, poem, article, or book.⁶ Literature circle 2.0 is an updated version of this strategy that recognises the importance of technology, multiculturalism, and 21st-century skills in education, such as creativity, communication, critical thinking, and collaboration skills.⁷ Literature circle 2.0 version infuses technology to make the roles more relevant and engaging for students. Literature circle 2.0 allows

⁵ Nadia Nurmalasari and Acep Haryudin, "The Students' Difficulties in Learning Reading," *PROJECT (Professional Journal of English Education)* 4, no. 1 (2021): 29, <https://doi.org/10.22460/project.v4i1.p29-34>.

⁶ Ho Lai Ying and Nor Azmi Mostafa, "Exploring Discourse Patterns in Literature Circles," *AJELP: The Asian Journal of English Language and Pedagogy* 6 (2018): 85–101, <https://doi.org/10.37134/ajelp.vol6.7.2018>.

⁷ Luis Javier Pentón Herrera and Tabitha Kidwell, "Literature Circles 2.0: Updating a Classic Strategy for the 21st Century," *Multicultural Education* 25, no. 2 (2018): 17–21.

students to have a project manager, trend-spotter, bias detective, graphic designer, tweeter, and investigative journalist. This strategy increases reading and engagement and teaches students to inquire, think critically, and work collaboratively.

Some previous studies have demonstrated the effectiveness of literature circles in the teaching and learning process. One of the studies conducted by Mifta Huljanah revealed that the literature circle effectively develops student abilities in analysing, creating, writing, and presenting.⁸ Another study by Rabiatal Adawiyah showed that the literature circle improved student reading comprehension.⁹ Last but not least, the studies about literature circles conducted by Silfia Dwi Andrianti stated that literature circle can enhance their basic vocabulary knowledge and boost students' vocabulary learning motivation.¹⁰ Based on the previous research above, these results indicate that implementing the literature circle was an effective strategy for teaching reading. As a result, it is assumed that teaching reading

⁸ Mifta Huljanah, "The Effect of Using Literature Circle Strategy on Students' English Reading Comprehension English Education Study Program Department of Language Education" (Thesis, Universitas Islam Fatmawati Sukarno Bengkulu, 2022).

⁹ RABIATUL ADAWIYAH, "The Use of Literacy Circle To Improve Reading Comprehension At the Second Grade of Smp Negeri 1 Pinrang," *Repository IAIN Parepare* (Thesis, State Islamic Institute Parepare, 2020).

¹⁰ SILFIA DWI ANDRIATI, "Enacting Literature Circles in Intensive Reading Classroom: A Case Study of Vocabulary Learning in a Secondary School ...," *Digilib.Uinkhas.Ac.Id* (Thesis, State Islamic University of Kiai Haji Achmad siddiq Jember, 2022), [http://digilib.uinkhas.ac.id/15502/1/SILFIA DWI ANDRIATI_T20186127.pdf](http://digilib.uinkhas.ac.id/15502/1/SILFIA%20ANDRIATI_T20186127.pdf).

using the literature circle strategy can help students enhance their reading comprehension.

Previous research above mainly researched the implementation of the traditional literature circle proposed by Daniels in 1994. The traditional literature circle has been successfully implemented in teaching and learning for over two decades. The massiveness of technology in the 21st century makes the traditional literature circle likely feel stale for today's students. Literature Circle 2.0 proposes a new take on the traditional literature circle by integrating with technology that can be more relevant to today's era of education. Therefore, this research is needed to explore how literature circle 2.0 addresses the challenges in the teaching and learning process, particularly in reading narrative text.

Based on the preliminary observation at a senior high school in Jember, the researcher identified that many students faced significant challenges in learning English, especially reading comprehension. The students showed difficulties in identifying the main idea and understanding the meaning of the text. To enhance students' ability to identify the main idea, the students can identify supporting details and determine the meaning of vocabulary within a text. Additionally, making inferences is crucial in understanding the text with textual evidence. However, students still struggled recognizing supporting details, understanding the unfamiliar vocabulary, and making inferences.

The interview with the English teacher revealed similar concerns; the teacher states that students struggle with reading comprehension, specifically in understanding the text's main idea and meaning. Besides, the pre-test result also showed students' difficulties in reading comprehension, as mentioned above. The pre-test result showed that the average score for the reading test was only 60, and the percentage of students who passed the minimum criteria was only 16%; only six students passed the minimum criteria. Based on that result, the students' reading comprehension is still low. Therefore, the literature circle must overcome this problem to enhance students' reading comprehension.

Ideally, English class, especially on teaching reading comprehension, fosters a supportive environment where the students can develop reading motivation and improve their reading comprehension skills. An ideal reading comprehension class is where students actively understand, interpret, and reflect on texts.¹¹ The class provides various reading material, such as relevant texts and diverse genres, to ensure that students with different preferences are catered to.

Based on the description above, significant gaps exist between the ideal reading classroom and the current reality at this senior high school in Jember. While an effective reading classroom should provide various reading

¹¹ Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension," *Journal of Education* 189, no. 1–2 (2009): 107–22, <https://doi.org/10.1177/0022057409189001-208>.

materials, the observed classroom lacks these critical elements. Students continue to struggle with understanding the meaning of text and identifying the main idea of the text. Traditional teaching methods have failed to foster students' understanding of the text's meaning and identify the main idea. Previous research has demonstrated that the literature circle was an effective strategy to enhance students' reading comprehension. Therefore, the researcher chose to implement a literature circle to overcome students' difficulties in reading comprehension.

B. Research Question

Based on the research background and research problems above, the researcher formulated the following research questions: How does the implementation of literature circle enhance students' reading comprehension in the tenth grade of senior high school?

C. Research Objective

Based on the research questions above, this research aims to explore how literature circle enhances students' reading comprehension at senior high school.

D. Research Significance

The result of this research is expected to give theoretical and practical knowledge as follows:

1. Theoretical Benefit

The research findings could enrich the teaching, especially in reading comprehension of narrative texts. The theories in this research give general knowledge for readers to deal with the teaching and learning process, especially in teaching reading using literature circles.

2. Practical Benefit

The benefit for students of using a literature circle in reading activities is that it can make students more active, enthusiastic, and able to understand the topic easily. Besides that, the benefit for teachers is that they can implement a literature circle in teaching and learning because this technique can make students more active in the learning process. The last benefit for the researcher is that this research can develop my experience relating to teaching English, especially in implementing literature circles in teaching reading skills.

E. Definition of Key Terms

1. Reading Comprehension

Reading comprehension in this research refers to students' ability to understand and interpret narrative texts, specifically including: identifying main ideas, understanding vocabulary meaning, recognizing supporting details, and making inferences. Students' reading comprehension was measured through multiple-choice tests focusing on narrative text analysis.

2. Literature Circle 2.0

Literature circle 2.0 in this research refers to a small group discussion that incorporates technology. Unlike traditional literature circles, this strategy incorporates technology-enhanced students' roles, including project manager, trend-spotter, bias detective, graphic designer, tweeter, and investigative journalist. The group consists of 4-6 students who collaboratively read and discuss narrative texts while completing role-specific tasks that utilize digital tools and resources. Literature circle 2.0 in this research has four stages: the preparation stage, individual reading stage, discussion stage, and sharing stage.

F. Scope of the Research

This research focuses on the implementation of the literature circle 2.0 as a collaborative reading strategy to enhance reading comprehension in the tenth-grade students, especially in reading narrative texts. The participants of this study are students from a tenth-grade class in SMA X Jember (a pseudonym for the actual school). The materials used are narrative texts commonly found in the English curriculum. This research is limited to one class at SMA X Jember, and the findings may not be generalizable to other contexts. Additionally, the research specifically targets reading comprehension and does not include other language skills such as speaking and writing.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the previous research and the theoretical framework. The previous research describes several studies related to the current study. Meanwhile, the theoretical framework explains various theories to support the current study. The discussion on this part is as follows:

A. Previous Research

Several previous studies are considered relevant to this research. In this section, the researcher describe the content of several studies along with similarities and differences, as follows:

1. The first previous study was conducted by Mifta Huljanah (2022). This research focuses on determining the effect of implementing literature circles on students' ability to understand texts. The research aimed to investigate the effect of implementing literature circles in senior high schools using a quasi-experimental research method. The results showed that the implementation of literature circles enhances students' mean scores from pre-tests to post-tests. Based on the findings, it can be concluded that literature circles are effective in developing students' abilities to be more active in analysing, creating, writing, and presenting. Traditional literature circles were used in this previous research, whereas

this study use the new version of literature circles, namely literature circle 2.0.

2. The second previous research was conducted by Rabiatul Adawiyah (2020). The objective of this research is to determine whether the implementation of a literacy circle can improve students' reading comprehension. The researcher employed a pre-experimental design as the research method. The results of this research indicate that the literacy circle was effective in enhancing students' reading comprehension. This was evidenced by the data analysis using a t-test, which showed a value of $t\text{-test} = 18,75$, higher than $t\text{-table} = 1,675$, at a significance level of 0.05 (5%). This implies that the hypothesis of the literacy circle (H_i) is accepted, while the null hypothesis (H_o) is rejected. Based on this result, it can be concluded that the literacy circle is effective for teaching reading. The traditional literacy circle was implemented in this previous study, whereas this study implement literacy circle 2.0.
3. The third previous research was conducted by Putri Kharisma Wati and Elih Sutisna Yanto (2022). This study aimed to investigate the role of self-efficacy in reading comprehension using a literature circle. This research employed classroom action research as its method. Data was gathered from a questionnaire and interviews, and analysed using descriptive statistics. The results of this study showed that the literature circle made a significant contribution to self-efficacy as an effort to improve reading

comprehension. This previous research used a traditional literature circle, while this study use literature circle 2.0.

4. The fourth previous research was conducted by Silfia Dwi Andrianti (2022); this research focuses on how literature circles can engage secondary school students in fostering vocabulary acquisition. This study employed qualitative methods and a case study design. The results indicated that the different roles within the literature circle can encourage responsibility and enhance communication skills. Additionally, the findings demonstrated that literature circles can improve basic vocabulary knowledge and boost students' motivation to learn vocabulary. This previous research utilised online literature circles as a teaching strategy for vocabulary, whereas this study will implement literature circles 2.0 for teaching reading.
5. The fifth previous research was conducted by Afifah Nurul Izzah (2024). The researcher focuses on discovering whether the literature circle method is effective for teaching the simple past tense in the second grade of junior high school. This research employed quantitative methods with a quasi-experimental design. Cluster random sampling was utilised as a sampling technique. To collect the data, the researcher used pre-tests and post-tests. The researcher conducted a prerequisite test and hypothesis testing using the independent sample T-test. The independent sample T-test indicated that the value of the Sig. (2-tailed) = 0.000 < α = 0.05. Based on the

calculations above, the alternative hypothesis (H_a) was accepted. It can be concluded that there was a significant effect of using the literature circle method in teaching the simple past tense. The previous research employed a traditional literature circle, whereas this study will use literature circle 2.0.

Table 2.1
Similarities and differences of previous research

1	2	3	4
No.	Title	Similarities	Differences
1.	Mifta Huljanah (2022) entitled The Effect of Using Literature Circle Strategy on Students' Reading Comprehension (Quasi-experimental Research at Eleventh Grade of SMAN 4 Bengkulu in academic Year	Both of the research investigates the use of literature circle in reading classes at senior high school.	a) The previous research used quasi- experimental as research method, while this research use classroom action research as research method. b) The previous research used analytical narrative text, while this

1	2	3	4
	2021/2022)		research use narrative text. c) The previous study was used traditional literature circle, while this study use literature circle 2.0.
2.	Rabiatul Adawiyah (2020) entitled The Use of Literacy Circle to Improve Reading Comprehension at Second Grade of SMP Negeri 1 Pinrang.	a) Both of researcher investigates the use of literature circles in reading class. b) Both of the research use narrative text.	a) The previous research used pre- experimental as research method, while this research use classroom action research as research method. b) The previous research used junior high school students as research participant, while

1	2	3	4
			<p>this research use high school students as research participant.</p> <p>c) The previous study used a traditional literature circle, while this study literature circle 2.0.</p>
3.	Putri Kharisma Wati and Elih Sutisna Yanto (2022) entitled Engaging Vocational Students' Self-efficacy in Reading Comprehension through Literature Circle	<p>a) Both of the research investigates the use of literature circles in reading class.</p> <p>b) Both of research use classroom action research as research method.</p>	<p>a) The previous study focuses on engaging students' self-efficacy, while this research focuses on students' reading comprehension.</p> <p>b) The previous research used vocational students as research</p>

1	2	3	4
			<p>participants, while this research use senior high school students as research participants.</p> <p>c) The previous research used narrative text, while this research use narrative text.</p> <p>d) The previous research was implement traditional literature circle, while this study use literature circle 2.0.</p>
4.	Silfia Dwi Andriati (2022) entitled Enacting Literature	Both of the research use literature circles in reading class.	a) The previous research used a case study as research

1	2	3	4
	<p>Circles in Intensive Reading Classroom: A Case Study of Vocabulary Learning in a Secondary School Setting.</p>		<p>method, while this research use classroom research as research method.</p> <p>b) The previous research focused on students' vocabulary mastery, while this research focus on students' reading comprehension.</p> <p>c) The previous research used secondary grade of junior high school as research participant, while this research used third grade of senior high school as research participants.</p>

1	2	3	4
			<p>d) The previous research used informational text, while this research use narrative text.</p> <p>e) The previous research used online literature circle, while this study use literature circle 2.0.</p>
5.	<p>Afifah Nurul Izzah (2024) entitled The Effectiveness of Using Literature Circle in Teaching Simple Past Tense at Second Grade of Junior High School.</p>	<p>Both of research use literature circle as teaching strategy.</p>	<p>a) The previous research used Quantitative method and used quasi-experimental as research design, while this research use classroom action research as research method.</p>

1	2	3	4
			<p>b) The previous research focused on the use of literature circle in teaching simple past tense, while this research focus on the use of literature circle on teaching narrative text.</p> <p>c) The previous research used eighth grade of junior high school students as research participants, while this research use twelve grade senior high school students as research participants.</p>

1	2	3	4
			d) The previous research used traditional literature circle, while this study use literature circle 2.0.

The existing previous research reveals a gap in studies about literature circle 2.0, in contrast to the numerous studies about traditional literature circles. However, the new version of the literature circle, which integrates technology and platforms, remains under-researched. This gap is particularly relevant to the context of English classes at SMA X Jember (pseudonym), where the predominant use of the translation method often limits the teaching of reading comprehension. The translation method limits students' opportunity to identify the main idea, find supporting details, understand the vocabulary correctly, and recognise interferences. Given these challenges, this research aims to explore how the implementation of literature circle 2.0 can enhance students' reading comprehension, particularly in understanding narrative texts, by providing a more interactive, student-centred, and technologically enriched reading experience.

B. Theoretical Review

1. English Reading Comprehension

a. Definition of Reading Comprehension

Reading is one of the basic English language skills. While reading, the students will involve several competencies, including vocabulary, grammar, and fluency. Reading is a process by getting information from the author through the texts. The texts present letters, words, sentences, and paragraphs that encode meaning.¹²

Reading and comprehension cannot be separated because the result of the reading activity is that students can comprehend the text that has been read. Reading without comprehension is pointless. Reading is a process of negotiating meaning in written text.¹³ It is necessary for the students to get the information contained in the text. On reading, students have to draw meaning from the printed page and interpret the information appropriately¹⁴. Therefore, reading is a complex process of getting information from written text through comprehension.

¹² Farid Noor Romadlon, "Promoting Students' Reading Comprehension through Reciprocal Technique," *Vision: Journal for Language and Foreign Language Learning* 6, no. 1 (2017): 50–60, <https://doi.org/10.21580/vjv6i11584>.

¹³ H. Douglas Brown, *LANGUAGE ASSESSMENT: Principles and Classroom Practices, Sustainability (Switzerland)*, vol. 11 (Pearson Education, 2004).

¹⁴ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading (Applied Linguistics in Action)*, ed. Christopher N. Candlin, 3rd editio (New York: Routledge, 2020).

Comprehension is the process of determining the meaning of a text while reading.¹⁵ Comprehension helps students understand the text deeply. Reading comprehension helps students get information from written texts and decode data into meaningful messages.¹⁶ Therefore, reading comprehension helps students to understand the written text and achieve the purpose of reading.

b. Kinds of Reading

1) Intensive Reading

According to Brown (1998), Intensive reading emphasises grammatical forms, discourse markers, and the text's structure to better grasp the literal meaning, the ambiguity of interactions, and retention over prolonged periods.¹⁷ Intensive reading is a kind of reading in which readers should be aware of the text context and the semantics of the text. Intensive reading refers to careful reading of text to get a detailed understanding of the text. Texts are studied intensively to introduce and practice reading skills such as distinguishing the text's main idea from the details, finding

¹⁵ Rashid, Hui, and Islam, "Discuss the Different Types of Reading Techniques and Develop Its Skills."

¹⁶ Ananda Fitri Neng Julianti, Afief Fakhruddin, and Rahma Ilyas, "Using Literature Circles Strategy in Teaching Reading Comprehension," *Journal of English Language Learning (JELL)* 2, no. 1 (2019): 7–15.

¹⁷ Rashid, Hui, and Islam, "Discuss the Different Types of Reading Techniques and Develop Its Skills."

pronoun referents, or guessing the meaning of unknown words.¹⁸

Intensive reading in the classroom usually uses texts not longer than a page to train the students for successful reading, such as predicting content or guessing the meaning of unfamiliar words. Therefore, intensive reading focuses on locating words, recognising their meanings, and identifying the context.

2) Extensive Reading

Extensive reading is a technique used to teach reading. It is defined as a situation where students read a lot of materials at their own level in a new language; they read for general, for overall meaning, and for information with enjoyment (Day and Bamford, 2004).¹⁹

Extensive reading is generally associated with reading large amounts of text to get an overall understanding of the material. According to Hedge (2000), there is some ideal characterization for extensive reading as follows:²⁰

¹⁸ Julian Bamford and Richard R Day, "Extensive Reading: What Is It? Why Bother?," *LANGUAGE TEACHER-KYOTO-JALT* 21, no. 6–8 (1997), https://jalt-publications.org/old_tlt/files/97/may/extensive.html.

¹⁹ Raihani Ferdila, "The Use of Extensive Reading Activity in Teaching Reading," *Journal of English and Education* 2, no. 2 (2014): 68–80.

²⁰ Tricia Hedge, *Teaching and Learning in the Language Classroom* (Oxford: Oxford university Press, 2015).

- Reading large quantities of materials, whether short stories and novels, newspaper and magazine articles, or professional reading
- Reading consistently over time on a frequent and regular basis
- Reading longer texts (more than a few paragraphs in length) of the types listed in the first point above
- Reading for general meaning, primarily for pleasure, curiosity, or professional interest
- Reading longer texts during class time but also engaging in individual, independent reading at home, ideally of selected material.

c. Models of Reading

a. The bottom-up model

According to Browne (1998), the bottom-up model describes reading as a process that starts with the learner's knowledge of letters, sounds, and words and how these words are formed to make sentences. This reading models focus on smaller units of a text such as letters, words, phrases, and sentences. This model starts with decoding the smallest linguistic units, particularly phonemes,

graphemes, and words and then making meaning from the smallest to the largest units.²¹

b. The top-down models

The top-down model is processing our own intelligence and experience to understand a text.²² Goodman (1989) stated reading as a “psycholinguistic guessing game” in which readers apply their previous knowledge to relate to a text and connect it to new information found in the text to understand it.²³ In this model, the readers focus on identifying words, guessing the meaning of words or phrases, and assuming the message of the text.

c. The interactive models

The interactive model is a combination of top-down and bottom-up reading models. Nuttal (1996) stated that in practice, the readers continually shift from one focus to another, adopting a top-down approach to predict probable meaning and then moving to the bottom-up approach to check whether that is really what the writer says.²⁴ In interactive reading, the readers use their knowledge of the

²¹ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, “How Can Students Improve Their Reading Comprehension Skill?,” *Journal of Studies in Education* 6, no. 2 (2016): 229, <https://doi.org/10.5296/jse.v6i2.9201>.

²² Lander and Brown, “Teaching by Principles: An Interactive Approach to Language Pedagogy.”

²³ Pourhosein Gilakjani and Sabouri, “How Can Students Improve Their Reading Comprehension Skill?”

²⁴ Lander and Brown, “Teaching by Principles: An Interactive Approach to Language Pedagogy.”

subject theme, their pre-experience of written words, and their own expectations to make predictions about the reading text.²⁵ In this model, readers will decode the word or phrase, and if they do not understand the text, they should apply their previous knowledge to help them.

d. Reading Process

According to Brown (2000), there are three stages of the reading process as follows:

1) Pre-reading stages

In this stage, the teacher activated background knowledge, discussed titles, discussed visuals of the text or book, and introduced a few keywords from the text or book. Later on, students predict the text and discuss possible interpretation of the text.

2) While reading stages

In this stage, students begin to read the text and focus on understanding the context of the text and taking notes while reading is needed to help students understand the context.

3) Post-reading stages

²⁵ Dr. Osama Abu Baha, "Reading Models: A Review of the Current Literature," *International Journal of English Literature and Social Sciences* 2, no. 3 (2017): 44–49, <https://doi.org/10.24001/ijels.2.3.6>.

On the last stage, comprehension questions can be an appropriate activity for students after the reading activity. In this activity, the teacher can assess what the students have read, examining grammatical structure and connecting their experiences with the text.

e. Reading Log

A reading log is a written record where students or readers document their reading activities. It typically includes details such as the title and author of the reading activities, content summary, key vocabulary, personal reflections, and sometimes specific comprehension responses like identifying the main idea or inferring meaning.²⁶ The primary purpose of a reading log is to encourage active engagement with texts and promote comprehension through metacognitive reflection.

In English language teaching, reading logs are seen as practical applications of reader-response theory, helping learners move beyond basic understanding to critical appreciation of texts.²⁷ Reading logs serve as a tool to monitor, reflect on, and enhance reading comprehension by encouraging active engagement with the text. They

²⁶ Tatiana Lyutaya, "Reading Logs: Integrating Extensive Reading with Writing Task," *English Teaching Forum* 49, no. 1 (2011): 26–28.

²⁷ Anthony Carlisle, "Reading Logs: An Application of Reader-Response Theory in ELT," *ELT Journal* 54, no. 1 (2000): 12–19, <https://doi.org/10.1093/elt/54.1.12>.

support the development of metacognitive skills, such as self-monitoring and self-reflection, and help learners connect texts and their experiences or prior knowledge.

2. Language Teaching

a) Approach

According to Richards and Rodger, an approach is a set of assumptions dealing with the nature of language, learning, and teaching.²⁸ It forms the foundation on which methods and classroom practices are built. An approach is a general philosophy or viewpoint about teaching and learning that shapes how instruction is designed and delivered. It reflects underlying assumptions about how students learn best and what the role of the teacher should be. Kinds of approaches in language teaching are:

1) Grammar-Translation Approach

It is one of the oldest, focusing on reading and writing skills through the memorization of grammar rules and vocabulary, often translating texts from the target language to the native language. This approach treats language primarily as a system of written symbols and rules.

2) Direct Approach

²⁸ Carol A. Klee, Jack C. Richards, and Theodore S. Rodgers, "Approaches and Methods in Language Teaching," *The Modern Language Journal*, 1986, <https://doi.org/10.2307/326829>.

Direct approach or direct methods promote natural language acquisition by encouraging students to think and speak in the target language, emphasizing speaking and listening without using the mother tongue. Direct approach focuses on oral communication without translation.

3) Audiolingual Approach

The audiolingual approach is a language teaching approach that emphasizes habit formation through repetition, memorization, and pattern drills. Language is seen as a system of structures, and the main goal of teaching is to enable students to produce grammatically correct sentences through oral practices before focusing on reading or writing.

4) Communicative Approach

The communicative approach views language as a tool for communication and focuses on the functional use of language in meaningful contexts, promoting fluency, interaction, and the use of authentic materials

5) Task-Based Language Teaching

Task-based language teaching is a language teaching approach that organizes instruction around meaningful tasks that learners must complete using the target language.

The task-based language teaching is rounded in communicative language teaching and emphasizes learning through doing, where the communication and interaction are central to the learning process.

6) Constructivist Approach

Constructivist approach, influenced by Vygotsky's sociocultural theory, emphasizes learning as an active and social process, and real-life experiences.²⁹ The constructivist approach is a learning theory that views knowledge as actively constructed by learners through experience, reflection, and interaction rather than passively received from the teacher. In the constructivist classroom, the teacher acts as a facilitator, guiding students as they explore, question, and discover new understandings. One practical application of this theory in language education is the literature circle method. Literature circle reflect constructivist principles by positioning students at the centre of the learning process, allowing them to discuss, interpret, and respond to texts collaboratively.

²⁹ Lev Semyonovich Vygotsky, *Mind In Society: The Development of Higher Psychological Process*, Harvard University Press, 1978, <https://doi.org/10.4324/9781315867519-201>.

b) Methods

In the context of language teaching, a method is defined as a general plan for presenting language material, based on a chosen approach and followed in classroom instruction. According to Richard and Rodgers, a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on, the selected approach.³⁰ A method includes objective, teacher and learner roles, instructional procedures, and materials. It serves as a bridge between theoretical assumptions (approach) and practical classroom techniques.

There are several well-known language teaching methods, each grounded in different theoretical foundations. For example, the grammar-translation method focuses on reading and translating texts using explicit grammar instruction. The direct method emphasizes speaking and listening through immersion in the target language without translation. The audiolingual method, influenced by behaviourism, uses repetition and drills to form correct language habits. In contrast, communicative language teaching promotes the use of language for meaningful communication and

³⁰ Klee, Richards, and Rodgers, "Approaches and Methods in Language Teaching."

fluency. Another widely used method is task-based language teaching, which centres on completing real-life tasks using the target language.

Within this framework, the literature circle can be understood as a student-centred and discussion-based teaching method that align with communicative and constructivist principles. It combines elements of collaborative learning, role-based reading, and dialogue to engage students actively in interpreting texts. Each student assumes a specific role and contributes to a small-group discussion about shared readings. As a method, literature circles emphasize interaction, autonomy, and reflective thinking, making them highly effective for enhancing students' reading comprehension, especially in narrative texts.

c) Strategy

In language teaching, a strategy refers to a planned and purposeful set of actions or techniques used by teachers or learners to achieve a specific learning goal. According to Brown, strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for

controlling and manipulating certain information.³¹ In other words, strategies are more flexible and situation-specific than methods, and they can be adapted depending on learners' needs. Tasks, or learning contexts. Strategies can be implemented by teachers to enhance comprehension, retention, and engagement.

There are several kinds of strategies in language teaching and learning. Cognitive strategies involve mental processes like summarizing, predicting, questioning, and visualizing, which help learners process and understand texts. Metacognitive strategies include planning, monitoring, and evaluating one's understanding during reading or learning. Social strategies involve interacting with others to learn, such as asking questions or discussing with peers. Meanwhile, affective strategies are used to manage emotions, motivation, and attitudes during learning.

In the context of reading instructions, especially using literature circles, various strategies are integrated to foster reading comprehension. Cognitive strategies are used when students identify main ideas, make connections, and infer during discussions. Social strategies are also used through structured roles and collaborative discussions in literature circles. Students engage

³¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, San Francisco State University, 2006, <https://doi.org/10.1017/cbo9781139062398.015>.

in social strategies such as negotiating meaning, asking for clarification, and building on peer insights.

3. Literature Circle Strategies in Language Teaching

a. Definition of Literature Circle 2.0 Strategies

In 1994, Harvey Daniels proposed the literature circle in Chicago as a collaborative learning movement. A literature circle is a small discussion group where everyone reads the same story, poem, essay, or book.³² Literature circle 2.0 is an updated version of the traditional literature circle that incorporates technology to help students develop collaboration, communication, and critical thinking.³³ The traditional roles have been updated to make them more relevant and appealing to students.

The shift from traditional roles to literature circle 2.0 includes the integration with technology and diverse perspectives.³⁴ For example, the traditional role of discussion director is updated to project manager in literature circle 2.0, where students coordinate responsibilities, mediate conflicts, and meet deadlines. The traditional role of illustrator is updated to graphic designer, where students use technology to develop graphics. Literature circle process makes the

³² Daniels, *Literature Circles: Voice and Choice in Book Clubs & Reading Groups, SECOND EDITION*.

³³ Herrera and Kidwell, "Literature Circles 2.0: Updating a Classic Strategy for the 21st Century."

³⁴ Herrera and Kidwell.

students respond to their peers, listen respectfully to one another, give their opinion; sometimes there is disagreement, but they have to dig back into the text to settle arguments or validate different interpretations. Furthermore, students collaborate, respect each other's opinions, and accept the responsibility of their roles in the literature circle.

Literature circle 2.0 is student-centered, with a teacher as a facilitator, and may assess students through observation. By giving students specific role, teachers provide instructional support by limiting the student's focus as they read and discuss with their group. According to Furr, literature circles are small student-directed reading groups that focus on discussing texts in the classroom, and they need some tools in order to have interesting, fun discussions about the stories they have been reading.

To sum up the definitions given by the researcher, literature circle 2.0 can be defined as a small group discussion where students gather to discuss the selected text, integrating technology to help students enhance their reading comprehension.

b. The Procedure of the Literature Circle

The procedure of literature circle by Karatay (2017) was conducted in four stages, those stages are:³⁵

1) Preparation

In this stage, the researcher introduces narrative text, forms literature circle groups, and selects narrative text. First, the researcher explains the definition, generic structure, language features, and types of narrative text. After that, the researcher creates literature circle groups among students and chooses the narrative text for the literature circle activity.

2) Individual reading

In individual reading activities, the students are required to understand the narrative text, take notes, and prepare to give information for the literature circle activity based on their own role. For instance, the students who take over an illustrator task may be required to draw the chain of events and the characters in the story.

3) Discussion

In this stage, the student who takes over the questioner task provides his/her friends with a discussion time for 20-30

³⁵ Halit Karatay, "The Effect of Literature Circles on Text Analysis and Reading Desire," *International Journal of Higher Education* 6, no. 5 (2017): 65, <https://doi.org/10.5430/ijhe.v6n5p65>.

minutes to share their feelings and thoughts about the topic of the text, main idea, other messages give in the narrative text, the writer's use of language, and writer's style of treating the topic. The student also manages the session in a way for all students to participate in the story.

4) Sharing

In this stage, each member shares their presentations with their friends about the tasks they have completed. For instance, the literary luminary/passage master shares the sections s/he likes in the text, the vocabulary enricher/word wizard shares the keywords the writer emphasized and the words used with new and different meanings; the illustrator shares the visuals s/he prepared about the text with the group members.

c. The Role of Literature Circle 2.0

The role of literature circle by Herera & Kidwell (2018)³⁶, as follows:

1. Project Manager: helps group members coordinate their responsibilities, mediate conflicts, and meet deadlines.
2. Trend-Spotter: use the internet and media resources to connect to background knowledge, other texts, and other content areas to explain and make predictions about the book.

³⁶ Herrera and Kidwell, "Literature Circles 2.0: Updating a Classic Strategy for the 21st Century."

3. Bias detective: critically questions the text to raise issues of the influence of the author's or character's perspective and biases.
4. Graphic designer: uses technology to develop graphics or non-linguistic interpretations in response to the text.
5. Tweeter: prepares a 140-character overview of the assigned reading, perhaps utilizing hashtags or links to make wider connections.
6. Investigative journalist: checks facts in the book and finds information that will help the group understand it more completely.

4. Narrative Text

Narrative text is a type of text that aims to entertain, inform, or convey values. According to Arici, as cited by Sahir, narrative texts telling events that have been or can be more realistic than a fairy tale, and shorter than a novel.³⁷ It presents a sequence of events, usually involving characters, settings, and a plot. According to Anderson and Anderson, a narrative text is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener. This genre is commonly found in fairy tales, fables, legends, and short stories.

³⁷ Maria Rossana Ramirez-Avila and Jahaira Paola Barreiro, "The Effect of Summarizing Narrative Texts to Improve Reading Comprehension," *Journal of Foreign Language Teaching and Learning* 6, no. 2 (2021): PRESS, <https://doi.org/10.18196/ftl.v6i2.11707>.

The generic structure of narrative text includes three main parts: orientation, complication, and resolution. The orientation introduces the characters, setting, and time. The complication presents a problem or conflict that the characters must deal with. Finally, the resolution shows how the problem is solved. According to Gerot and Wignell, narrative texts typically use past tense, action verbs, and time connectives like then, after that, and suddenly to guide the sequence of events.

In reading comprehension activities, especially those using literature circles, narrative texts are useful because they engage students in deeper thinking. The structure of narrative texts supports students in identifying key ideas, making inferences, and discussing moral lessons. By taking on roles, students interact with the texts collaboratively, which improves their understanding and enjoyment of reading.

Narrative texts were chosen because they align well with students' cognitive development and engagement levels, making them an effective tool for improving reading comprehension. Narrative texts, which tell stories with clear structures (orientation, complication, resolution), are familiar and relatable to students. This familiarity helps students activate prior knowledge, which is essential for understanding and interpreting texts. Additionally, the use of narrative texts is supported by the curriculum during the research period, making it pedagogically appropriate and aligned with learning objectives.

The narrative texts used in this study included Malin Kundang, Roro Jonggrang, The Legend of Bali, The Legend of Banyuwangi, and The Legend of Lake Toba. These text were deliberately selected because they are culturally familiar to students. Considering that the students were transitional phase from junior high school to senior high school, many of them experienced difficulties in understanding the narrative texts presented in the standard textbook. This transition often presents cognitive and linguistic challenges as students encounter more complex vocabulary and unfamiliar contexts. Therefore, the use local legends and well-known folktales, the researcher aimed to lower the level of difficulty and increase student engagement. It was expected that familiarity with these texts would help students more easily comprehend, especially understanding the main idea, thereby supporting their overall reading comprehension development.

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CHAPTER III

RESEARCH METHOD

This chapter illustrates the process of conducting this research. The chapter consists of research design, research setting, research procedure, data collection, data analysis, reliability, validity, and criteria of success.

A. Research Design

The researcher employed classroom action research in this study. This study employed classroom action research to find out whether the implementation of literature circle 2.0 can enhance students' reading comprehension.

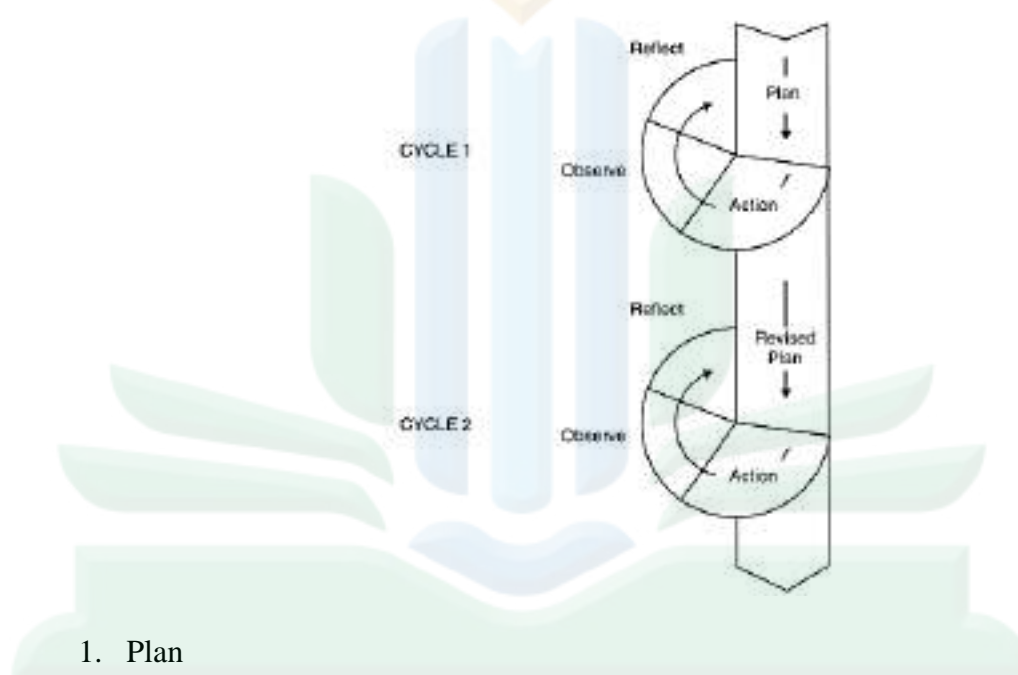
This research used Classroom Action Research (CAR). Classroom action research is a method to find out what the best way is in the classroom. Action research investigates practical problems in the classroom and tries to develop solutions to the problem. Kemmist and Taggart, cited by Burn, Action research is “self-reflective enquiry” undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out.³⁸

³⁸ Anne Burns, *Doing Action Research in English Language Teaching*, Routledge (Routledge, 2010), <https://doi.org/10.4324/9780203863466>.

This research used Kemmis and Taggart's action research design. According to Kemmis and Taggart, cited by Burns, action research involves four cycles.³⁹ The cycle is illustrated as follows:

Figure 3.1

Steps of action research by Kemmis and Taggart



Before designing and implementing instructional plans in collaboration with the English teacher, the researcher first conducted a pre-test to gather initial data regarding the students' reading comprehension abilities. This initial assessment was essential for identifying the students' understanding of narrative texts.

³⁹ Burns.

In the first steps, the researcher works with an English teacher to identify a problem or issue as mentioned in the background and develops a plan of action to solve the problem by implementing a literature circle.

- a. The researcher, with an English teacher, chose a narrative text as the material for this research. The use of narrative texts aligned with the curriculum requirement implemented at the time.
- b. Create a lesson plan regarding reading narrative text and the implementation of a literature circle. (seen in Appendix 3)
- c. Preparing learning material and media.
- d. Preparing the observation checklist as a guideline for the researcher to observe in the classroom. (seen in Appendix 6)
- e. Setting the criteria for the success of this research.
- f. Preparing students' reading pre-test and post-test questions. (seen in Appendix 7)

2. Action

In this stage, after the researcher has made a plan to implement the literature circle strategy in the classroom, the researcher implements the lesson plan in the classroom. The steps for implementing the literature circle strategy in the classroom are as follows:

Table 3.1

The steps for implementing the literature circle

No.	Steps	Action	Teacher role	Students role
1.	Preparation	Explain the narrative text.	Explaining the definition, structure, language features, and type of narrative text.	Paid attention while the teacher explained the narrative text.
		Introduce a literature circle.	Introduce the literature circle activity and explain each role.	Paid attention while the teacher introduced and explained the literature circle.
		Forming Groups and Choosing Roles	The teacher facilitated students' independent group formation and their choice	The students form a group independently and choose roles for literature circles.

			of roles for the literature circle.	
2.	Individual reading	Read the narrative text individually.	The teacher facilitated the students to read the narrative text individually.	The students read the narrative text individually and take notes to prepare before discussing the same story with their groups.
3.	Discussion	Discuss the chosen narrative text with groups.	The teacher facilitated the students' discussion of the chosen narrative text.	The students in groups discuss the chosen narrative text and fill in the literature circle role sheet.
4.	Sharing	Sharing students' work.	The teacher facilitated the students to share their work to their peers.	The students shared their work in front of the class to their peers.

3. Observation

Observation is a process of gathering data about any aspect of implementing a literature circle in the classroom. The researcher observed whole activities, such as students' participation and activity during the literature circle. The researcher completed a checklist on an observation sheet during the observation. The observation checklist can be seen in Appendix 6.

4. Reflection

At this stage, the researcher reflect and evaluate on observation result during the implementation of literature circle. The researcher evaluate the result of pre-test and post-test of students reading test to assess whether the results have reach the criteria of success for classroom action research. In the cycle 1, if the results have reach the criteria of success for classroom action research, then the research is successful and can be stopped. However, if the results have not reach the criteria of success for classroom action research, then the researcher needs to continue the research in the next cycle with a revised plan.

B. Research Setting and Participants

This research was conducted at SMA X Jember from April to May 2025. The school was selected based on preliminary observations that

revealed students' reading comprehension difficulties. The pseudonyms are used to protect the identity and privacy of participants. By assigning pseudonyms, the researcher prevents the disclosure of real names and personal information, thus minimizing the risk of harm, embarrassment, or unintended consequences that may arise from being identified.

The subject for this research is students of a tenth-grade class in a senior high School in Jember in the academic year 2024/2025. After negotiating with the English teacher, the researchers chose a tenth-grade class because the researchers found problems in this class during preliminary observation. Additionally, the researcher has ever taught in this school for pre-service teaching, which has deepened insight into the practical applications of literature circles in this school, positioning to implement actionable and impactful solutions related to the reading comprehension problem.

C. Instruments of the Research

1. Reading Comprehension Test

The reading comprehension test was employed as a key instrument to evaluate students' understanding of narrative texts before and after the implementation of the teaching strategy. The reading comprehension consisted of 10 multiple-choice questions, each with four options (A, B, C, D). Each correct answer was worth one point, with a maximum possible score of 10. The reading comprehension test is designed to assess

students' ability to identify the main idea, recognize supporting details, make inferences, understand vocabulary in context, and determine the purpose of the text.⁴⁰

The pre-test was determined at the beginning of the research cycle to gather initial data on students' reading comprehension level. The post-test was conducted after the final cycle to measure improvement. The use of pre-test and post-test in classroom action research is essential to examine the effectiveness of the intervention and to monitor students' academic progress over time.⁴¹ The following table are the pre-test and post-test list questions:

Table 3.2 List of Pre-test Questions

No.	Indicator of reading comprehension	Generic Structure	Question number	Questions
1.	Identifying the main idea	Orientation	2,5,8	<ul style="list-style-type: none"> - What is the main idea of the paragraph above? - What is the main idea of the story about? - What is the main idea in the first paragraph?

⁴⁰ Brown, *LANGUAGE ASSESSMENT: PRINCIPLES AND CLASSROOM PRACTICES*.

⁴¹ Burns, *Doing Action Research in English Language Teaching*.

2.	Supporting Details	Complication	1,4,7	<ul style="list-style-type: none"> - “One day, a cat and a fox were having a conversation. The fox, who was conceited...” what is the text structure of these sentences? - What is the story about? - Who is the main character in the story above?
3.	Refer	-	9,10	<ul style="list-style-type: none"> - “<u>He</u> made a puppet all day long” the underlined word refer to? - “<u>He</u> had the same accident as Geppetto....” The underlined word refer to?
4.	Vocabulary	Complication	6	<p>“She could <u>sunk</u> if a dove up a nearby tree had not seen her.”</p> <p>What does the underlined word mean?</p>
5.	Moral Value	Resolution	3	<p>What can you learn from the text above?</p>

Table 3.3 List of Post-test Questions

No.	Indicator of reading comprehension	Generic Structure	Question number	Questions
1.	Identifying the main idea	Orientation	2,6	<ul style="list-style-type: none"> - What is the main idea of the last paragraph? - What is the main idea of the second paragraph?
2.	Supporting details	Complication	3,9,1,5,8	<ul style="list-style-type: none"> - “Once upon a time, there was a poor fisherman named Malin Kundang...” What is the text structure of this sentence? - “Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung” what is the structured of the sentence? - What is the story about? - Who is the main character of the story? - Who is the main character of the story?

3.	Refer	-	4	- “.....saw <u>an old woman</u> waving at him from the shore.” The underlined words refer to?
4.	Vocabulary	Complication	10	“He was <u>outraged</u> and then kicked the boat” What is the similar meaning of the underlined word?
5.	Moral Value	Resolution	7	What can you learn from the story?

2. Observation sheet

An observation checklist was used as one of the research instruments to systematically monitor students’ participation and activity while implementing the literature circle 2.0 strategy. Observation is a key technique in classroom action research as it allows researchers to collect real-time data in a natural classroom setting without disrupting the learning process (Burns). The researcher conducted observations during each cycle of the implementation to ensure consistency and accurate data collection.

The checklist was designed based on the the literature circle process proposed by Karatay, which included structured student roles and

activities that foster collaborative and meaningful discussions. It includes key indicators aligning with the literature circles' stages, such as preparation, individual reading, discussions, and sharing. Each item was rated using a simple scale (very good, good, enough, poor) to assess students' participation and activity during the literature circle.

3. Interview Guideline

An interview is defined as an interaction between two people on a particular occasion, where one acts as an interviewer and the other as an interviewee.⁴² The participants for the interviews are the English teacher. This research used semi-structured interviews. Semi-structured interviews are flexible and allow new questions to be brought forward during the interview.⁴³ The interviews focus on identifying the problems that happen in the classroom. The interview was conducted on the pre-cycle stage before implementing the literature circle.

4. Validity

Validity is defined as the degree to which a research instruments measures what it claims to be measuring.⁴⁴ An instrument is valid if it can

⁴² Saepudin Mashuri et al., "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin," *IOSR Journal of Research & Method in Education (IOSR-JRME)* 12, no. 1 (2022): 22–29, <https://doi.org/10.9790/7388-1201052229>.

⁴³ Mashuri et al.

⁴⁴ Ahmed Gumaa Siddiek, "The Impact of Test Content Validity on Language Teaching and Learning," *Asian Social Science* 6, no. 12 (2010): 133–43, <https://doi.org/10.5539/ass.v6n12p133>.

reveal the data of the variables to be studied. In this research, the researcher used content validity, a test conducted by comparing the instrument's content to the subject matter presented.⁴⁵ The researcher applies this test to find content validity. First, the research instrument was created based on the English curriculum. Second, it was created based on the research's objections. Third, it was written according to proper language and grammar rules.

The instruments that were measured were the validity of the observation checklist. The researcher was comparing the contents of the subject instruments based on the English curriculum and syllabus. After all the items are compared, the researcher assesses the instrument.

Assessing the validity of a research instrument requires expert judgement from the validator. The validator in this content validity is Mrs. Dr. Ninuk Indrayani, M.Pd, a faculty member at UIN KHAS Jember. The validator then offers an opinion on whether the research instruments are valid and ready to use in research or require additional refinement before being applied to the research.

5. Reliability

In this study, the researcher used the Kuder-Richarson approach to analyze the instrument's reliability. The instrument tested for reliability is

⁴⁵ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2013).

an instrument with only one correct answer, such as a multiple-choice test in this research. The researcher conducted a try-out of the reading test instrument on several students in the tenth grade of a senior high school in Jember. The test result was analyzed using the KR20 formula. The following formula of KR20 is provided below:

$$\frac{k}{k-1} \left[1 - \frac{\sum pq}{s^2} \right]$$

Where:

k = the number of items in the test

p = the proportion of the examinees who got the item correct

q = the proportion of the examinees who got the item incorrect

s^2 = the variance (var) of the scores

$\sum pq$ = the summation of the product of p and q

Reliability index category rated by Miller, Linn and Groundland, as follows:⁴⁶

Table 3.4 Reliability index

Reliability index	Criteria
0.81-1.00	Very Good
0.61-0.80	Good

⁴⁶ Noramn E. Gronlund M. David Miller, Robert L. Linn, *Measurement and Assessment in Teaching* (Pearson Education, 2009).

0.41-0.60	Quite Poor
0.21-0.40	Poor
0.00-0.20	Very Poor

The researcher employed a reliability test consisting of 10 students from the tenth grade of a senior high school in Jember. The instruments of the pre-test and post-test were given to selected students. The result of reliability for pre-test was 0.72 and 0.71 for post-test. Based on the reliability index indicated the instrument of pre-test and post-test has good reliability. The reliability result can be seen at Appendix 2.

D. Data Collection Technique

A. Pre-test and Post-test

The pre-test was conducted before the literature circle 2.0, during the preliminary phase of the research. This occurred one week prior to the first meeting of cycle 1, serving as baseline data for students' reading comprehension levels. The pre-test was carried out during the scheduled English lessons, with the permission and coordination of the English teacher. The pre-test items were created based on the curriculum and consisted of 10 multiple-choice questions. The pre-test was conducted digitally via the Quizizz website, with a time allocation of approximately 40 minutes.

The post-test was conducted after the final literature circle 2.0 session to measure students' improvement. It was carried out after Literature Circle 2.0 was implemented in a regular English classroom. The post-test, which consists of 10 multiple-choice questions, was conducted digitally through the Quiziz website and lasted approximately 40 minutes.

B. Observation

To support the data obtained from the reading comprehension tests, classroom observations were conducted to capture students' participation and activity during the implementation of literature circle 2.0. The observations were carried out throughout the intervention period, specifically during each session of the literature circle 2.0. The observations were conducted using a structured checklist developed by the researcher based on the stages and roles in the literature circle model proposed by Karatay. The observation checklist can be seen in Appendix 3.

C. Interview

The interview was conducted during the preliminary stage, before the implementation of the literature circle 2.0. The interview aimed to identify the students' difficulties in reading comprehension. The participant for the interview is an English teacher. The interview was conducted using a semi-structured format, with guiding questions designed to encourage

open discussion while still focusing on key themes related to reading comprehension. The interview guideline can be seen at appendix 4.

D. Document Review

Document review is a qualitative data collection method that involves analyzing existing written material to gain insights and support the research findings. In this study, the document review focused specifically on the lesson plan used during the implementation of the literature circle 2.0 strategy in the classroom.

The lesson plan serves as a key instructional document that outlines the learning objectives, materials, procedures, and activities prepared by the researcher and teacher. By reviewing the lesson plan, the researcher can evaluate how the literature circle 2.0 was structured, how narrative texts were integrated into the learning process, and whether the instructional design aligned with the goals of enhancing students' reading comprehension.

This document also provides evidence of the stages of learning—such as preparation, reading, group discussion, and sharing session—that were implemented during the action research. Furthermore, it helps ensure that the teaching process followed a systematic approach and was consistent throughout each meeting.

In summary, the lesson plan as the reviewed document played an essential role in providing contextual understanding of the teaching

strategy applied, and served as a foundation for interpreting students' learning experiences and outcomes.

E. Data Analysis Technique

The data was analyzed both qualitatively and quantitatively. Quantitative data was gathered from observation and interviews, while qualitative data was gathered from students' pre-test and post-test scores. Two data sets collected by researchers are as follows:

1. Quantitative data

In this study, quantitative data were gathered through a reading test that consisted of a pre-test and a post-test. Descriptive statistical analysis was used to find out the average of students' reading comprehension. In analyzing the data, the researcher tries to get the average of students' reading comprehension. The formula used:

$$\tilde{x} = \frac{\sum x_i}{n}$$

Note:

\tilde{x} = mean

x_i = individual score

n = amount of students

The researcher also tries to get the class percentage that passed the minimal score criteria (75). The formula is:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = the class percentage

F = total number of students who passed KKM

N = number of students

2. Qualitative data

This classroom action research employed the qualitative data analysis developed by Miles and Huberman. The analysis consisted of three concurrent activities: data reduction, data display, and conclusion drawing and verification. In this study, classroom observations were the sole source of qualitative data during the implementation of literature circle 2.0 strategies. The analysis of qualitative data is based on Miles and Huberman as follows:⁴⁷

a) Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written field notes or transcription. It is concerned with selecting and organizing the collected data. The researcher read through the observation notes repeatedly and coded the data into meaningful categories.

b) Data Display

⁴⁷ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook (2nd Ed)*, 1994.

Data display is an organized, compressed assembly of information that permits conclusions to be drawn and action to be taken. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats.

c) Conclusion Drawing and Verification

Conclusion drawing is the process of revisiting the analyzed data to interpret its meaning and evaluate whether it aligns with the objectives of the study. At this stage, the researcher carefully reviews the analyzed data multiple times to formulate meaningful conclusions. These conclusions must be thoroughly examined and re-checked several times. The verification process involves examining the emerging interpretations to determine their accuracy and credibility. This step is essential to ensure that the conclusions drawn from the data are valid and trustworthy.

F. Criteria of Success

This Classroom Action Research is considered successful when:

1. At least 75% of students achieve a score of 75 or higher on the reading comprehension test.
2. Students demonstrate improved engagement during literature circle activities (based on observation checklist)

3. Students show enhancement ability in the four reading comprehension indicators: identifying main idea, supporting details, vocabulary understanding, and making inferences.

If the success criteria are not met in the first cycle, the research will continue to a second cycle with revised strategies. The research will be concluded when the success criteria are achieved or after a maximum of two cycles.

G. Research Timeline

Table 3.5
Research Timeline

No.	Research Procedure	Research Activity	Week			
			1	2	3	4
1.	Pre-cycle	Preliminary observation and teacher interview				
		Instrument Validation				
		Pre-test administration				
2.	Cycle 1	Planning (1 day)				
		Acting (2 meetings)				
		Observing (Continuous during acting)				
		Reflecting (1 day)				

No.	Research Procedure	Research Activity	Week			
			1	2	3	4
		Post-test 1				
3.	Cycle 2	Revised planning (1 day)				
		Acting (3 meetings)				
		Observing (Continuous during acting)				
		Reflecting (1 day)				
		Post-test 2				

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research process, which consists of research findings and discussion. The following information about the findings and discussions of the research is presented as follows:

A. Research Findings

This study employs Classroom Action Research (CAR) through the Kemmis and McTaggart model. The research findings are derived from the entire teaching and learning process during the research. The research was conducted at a senior high school in Jember. Two cycles were used in this research, with two meetings for cycle 1 and three meetings for cycle 2. The research was carried out in a tenth grade of a senior high school in Jember, which consisted of 36 students. The first cycle was carried out on 29th April 2025, and the second was on 7th May 2025. The detailed explanation of this research is as follows:

1. Pre-Cycle

Before taking action, the researcher carried out the pre-cycle steps.

The researcher conducted classroom observations and interviewed an English teacher in the tenth grade of a senior high school in Jember. The first step is classroom observation. Classroom observation in the pre-cycle aimed to identify students' initial reading comprehension abilities, particularly in analyzing the main ideas, comprehending text meaning, and recognizing

supporting details. Based on the observation results, it was found that students still had a low ability to analyze the main idea. This was evident when the teacher asked questions related to the main idea, and most students were unable to grasp the overall meaning of the text.

The purpose of the interview was to identify the problem and to get initial data for this research. The results of interviews with the English teacher revealed that the students' reading skills were low. The English teacher stated that it was difficult for students to reach the minimum mastery criteria score. According to English teachers, students faced several problems in reading. Students struggle with reading comprehension, specifically understanding the main idea and meaning of the text.

In this pre-cycle, the researcher gave a reading comprehension test as a pre-test. This pre-test was conducted to get initial data on students' reading comprehension. The pre-test results showed that many students had low scores. The pre-cycle results showed that the average student score was 60, and the percentage of students who achieved the criteria of success (KKM) was 16%, which is 6 out of 36 students.

Table 4.1

Pre-cycle results

No.	Activities	Result
1.	Interview	The teacher stated that students faced difficulties in understanding the meaning of the text, such as identifying the main idea, understanding supporting details, and making inferences.
2.	Observation	<ul style="list-style-type: none"> - Reading is the lowest skill among students compared with other skills. - The student showed difficulties in analyzing the main idea - The students can't fully understand the meaning of the text - The student has a problem identifying supporting details
3.	Reading comprehension test	The pre-test showed that the average student score was 60, and the percentage of students who achieved the criteria of success (KKM) was 16%, which is only 6 out of 36 students.

The results suggest that students' reading comprehension is still low. Therefore, cycle 1, using a literature circle, is needed to enhance students' reading comprehension, especially when reading narrative text.

2. First Cycle

The first cycle was conducted for two meetings on 29th- 30th April 2025. This cycle had four stages: planning, acting, observing, and reflecting. Detailed explanations of each stage are as follows:

a. Planning in cycle 1

The researcher and English teacher worked together to prepare everything needed for this research. They designed a lesson plan outlining clear learning objectives and engaging activities, ensuring that literature circles would be smoothly integrated into reading lessons (see Appendix 2). The researcher also developed relevant materials to support students' reading comprehension of narrative text, including a literature circle roles sheet (see Appendix 8).

Additionally, the researcher made an observation checklist with an English teacher to effectively observe students' participation in the preparation stage, individual reading, discussion, and sharing sessions (see Appendix 5). Furthermore, the researcher set the success criteria for this research, defining that this research could be successful if the students reached the minimum score, which is 70, and the percentage of students who passed the minimum criteria could be 75% of the total number of students. Finally, the researcher makes pre-test and post-test questions, pre-test questions to collect initial data for students' reading comprehension, and the post-test questions to determine the students'

enhancement on reading comprehension after implementing the literature circle (see Appendix 3).

b. Acting and Observing in Cycle 1

1) First meeting in cycle 1

The first meeting was held on Tuesday, 29th April 2025. The teaching and learning process was held in the 2nd-3rd learning period with a duration of 2 x 40 minutes, and the lesson started at 07.40-09.00.

This meeting aimed to familiarize students with the narrative text and their roles during the literature circle 2.0 activities. During this meeting, the researcher acts as a teacher. The researcher began by explaining the narrative text, which consists of a definition, the type of narrative, the structure of the narrative text, and the language features in the narrative text.

In this meeting, the researcher also conducted an observation and collected data during the implementation of the literature circle. The researcher used instruments in the form of an observation checklist related to the objective of this research. The following table provides a brief description of the activity and the observation based on the literature circle stages by Karatay:

Table 4.2

Literature Circle 2.0 stages

No.	Teaching activity	Stages	Activity	Researcher role	Students role	Observation result
1.	Introduction	-	Greetings	The teacher greeted the students	The teacher greeted the students	The students actively answer the greeting from the teacher
			Praying	The teacher led the student to pray based on their own belief.	The students prayed	The students pray together
			Checking Attendance	The teacher checks the students' attendance	The student raised their hand to check attendance	The students are active while checking attendance

No.	Teaching activity	Stages	Activity	Researcher role	Students role	Observation result
2.	Main Activity	Preparation	Explaining a narrative text	Explain the narrative text	Paid attention to the researcher	The students paid attention to the researcher
			Explaining the assigned roles of the literature circle 2.0	Explain the literature circle role	Paid attention to the researcher	The students paid attention to the researcher
			Forming groups and role selection	Facilitated students in forming groups, into 6 groups, 6 students each	Forming groups independently that consist of 6 students each.	The students showed enthusiasm for forming groups and role selection
			Selecting narrative text	Facilitated the narrative text	Select narrative text	Actively participating in selecting narrative text
		Individual reading	Reading the narrative text	Let the students read the	Read the narrative text individually	Students struggled to understand the

No.	Teaching activity	Stages	Activity	Researcher role	Students role	Observation result
			individually	narrative text individually for 10 minutes		texts in such a short period
		Discussion	Discussing the narrative text through literature circle 2.0	Gave opportunity for groups to discuss	Discuss and give information based on their role	Students actively exchange ideas, express their opinions, and develop their understanding of the text collaboratively.
			Designing a visual illustration of the text	Allowed students with a graphic designer role to design the visual	Students with a graphics designer role make visual illustrations of the text.	Some students in this role used manual drawing instead of digital tools

No.	Teaching activity	Stages	Activity	Researcher role	Students role	Observation result
				illustration of the text		
			Fill in the literature circle 2.0 role sheet	Facilitated the literature circle 2.0 role sheet	Students fill in the literature circle 2.0 role sheet during discussions	Students actively fill in the literature circle 2.0 role sheet during discussions
		Sharing	Will continued in the second meeting of cycle 1	Will continued in the second meeting of cycle 1	Will continued in the second meeting of cycle 1	Will continued in the second meeting of cycle 1
3.	Closing	-	Conclude lesson	The teacher concluded the material and the activity	The students paid attention.	The students paid attention to the teacher while concluding the lesson

The implementation of literature circle 2.0 showed enthusiasm, particularly during group formation and role selection. This enthusiasm reflected their interest and active engagement in the activity, also showing students' autonomy in choosing their peers and responsibilities during the literature circle.

The time allocated for individual reading is 10 minutes. However, this time was found to be insufficient for deep text analysis. Many students struggled to engage critically with the content in such a short period. This time constraint hindered their ability to contribute fully during group discussions and limited the overall depth of analysis.

Technology integration during the activity was limited. Although the task involved roles such as graphic designers, most students in this role used manual drawing instead of digital tools. This showed a missed opportunity to incorporate digital literacy and enhance the creative aspect of the task through available technology.

Discussion sessions among the groups were generally productive, with students actively exchanging ideas, expressing their opinions, and collaboratively developing their understanding of the text. Many students demonstrated critical thinking by asking questions, providing evidence from the text, and offering alternative

viewpoints, which enriched the group discussion. However, these sessions were constrained by time. The restricted duration of the discussion sessions did not allow groups to explore topics in depth, thereby reducing the potential impact of reaching meaningful conclusions through collaborative learning.

Due to time limitations, the sharing sessions could not be completed as planned. Therefore, it will be resumed and continued in the upcoming meeting to ensure that all participants have the opportunity to present and discuss their ideas thoroughly.

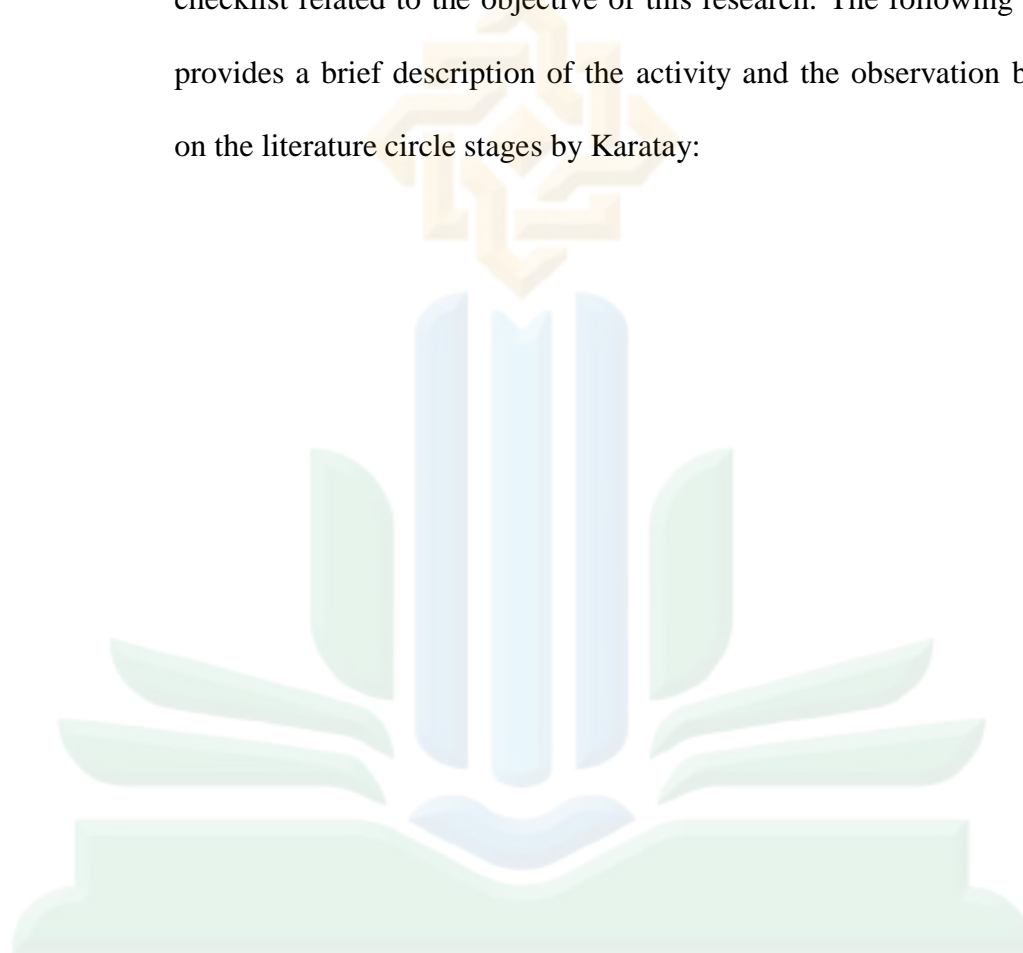
2) Second meeting in cycle 1

The second meeting was held on Wednesday, 30th April 2025. The teaching and learning process is carried out in the first learning period, which lasts 1 x 40 minutes, and the lesson starts at 06.45-17.40.

In this meeting, the researcher continued the next stage of the literature circle, namely the sharing session, which had not been completed in the previous meeting due to time constraints. This stage allowed students to share their understanding, insights, and reflections on the text with their peers, thereby enhancing collaborative learning and critical thinking.

In this meeting, the researcher also conducted an observation and collected data during the implementation of the literature circle.

The researcher used instruments in the form of an observation checklist related to the objective of this research. The following table provides a brief description of the activity and the observation based on the literature circle stages by Karatay:



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Literature Circle 2.0 stages

Activity	in the first meeting	the first meeting	the first meeting	first meeting
Individual reading	was done in the first meeting	was done in the first meeting	was done in the first meeting	was done in the first meeting

No.	Teaching Activity	Stages	Activity	Researcher's role	Student's role	Observation result
		Discussion (was done in the first meeting)	was done in the first meeting	was done in the first meeting	was done in the first meeting	was done in the first meeting
		Sharing	Sharing groups work	Allows the groups to share their work	The groups share their work with their peers	While the groups shared, their peers were not fully attentive and often failed to provide feedback.
3.	Closing		Conclude lesson	The teacher concluded the material and the activity	The students paid attention	The students paid attention to the teacher while concluding the lesson

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During sharing sessions, while the groups were sharing, their peers were not fully attentive and often failed to provide feedback. This lack of engagement reduced the effectiveness of the sharing process. Active listening and peer feedback are important components of the sharing session, as they help reinforce understanding, build confidence, and foster a sense of community in the classroom.

The researcher also conducted a reading post-test in this meeting using the Quiziz website. The use of the Quiziz website for a test aimed to assess students' reading comprehension in an interactive and engaging way. The use of the Quiziz website aligns with the principles of literature circle 2.0, which advocates for integrating digital tools and technology to enhance students' engagement. However, the post-test process was hindered by an unstable internet connection, which caused delays and interruptions. These technical challenges may have influenced students' performance and overall assessment experience. This highlights the importance of ensuring reliable technological infrastructure when incorporating digital platforms in the classroom.

Overall, based on the observation of the first and second meetings in cycle 1, the literature circle 2.0 strategy is not fully

effective in helping students engage with the text and encourage collaborations in the first cycle. The group discussions, in particular, were a strong point where students demonstrated a deeper understanding of what they had read. However, short reading time and uneven participation in some parts of the literature circle 2.0 activity limited the experience for a few students.

c. Reflecting in cycle 1

In this stage, the researcher reflected on students' reading comprehension while implementing the literature circle strategy. The data for the reflecting stage were taken from the reading test results and the observation checklist. The reading test, as a post-test, was held on Tuesday, 6th May 2025. This post-test is carried out to determine students' reading comprehension after implementing the literature circle. The students' scores for the reading test can be seen below:

Table 4.4

Students' reading test scores in the post-test

Total Student	36
Total Score	2770
Pass	17
Fail	19

The researcher calculated the data using the formula below:

- a. Mean of Students' Scores

$$\begin{aligned}\tilde{x} &= \frac{\Sigma \times i}{n} \\ &= \frac{2680}{36} \\ &= 74.4\end{aligned}$$

Note:

\tilde{x} = mean

xi = individual score

n = amount of students

- b. Percentage of passing reading test scores (pre-test)

$$\begin{aligned}P &= \frac{F}{N} \times 100\% \\ &= \frac{17}{36} \times 100\% \\ &= 47.2 \%\end{aligned}$$

Note:

P = the class percentage

F = total number of students who passed KKM

N = number of students

The result above shows that the student's average score was 74.4, and the percentage of students who passed the minimum criteria (KKM) was only 47.2%. This means that students' reading comprehension was still

low. It can be concluded that the results of cycle one did not meet the criteria of success for this research.

The students continue to face considerable challenges in analyzing the main idea and understanding the meaning of the text. These difficulties stem from an inability to recognise the supporting details, which are critical in analysing the main idea. Additionally, a limited understanding of unfamiliar vocabulary inhibits students' ability to decode the meaning of the text. One contributing factor to these persistent issues is the limited time allocated for individual reading activities. The short duration does not allow students to engage deeply with the text to understand the main idea. Furthermore, post-test results reinforced these findings, as many students failed to meet the predetermined criteria of success, even after going through the literature circle 2.0 activities.

4. Second cycle

In the second cycle, there were also four stages: planning, acting, observing, and reflecting. Detailed explanations of each stage are as follows:

a. Planning in cycle 2

In response to the findings from cycle 1, where students' reading comprehension did not meet the predetermined success criteria. Recognizing the need for additional support, the researcher collaborated with an English teacher to develop and introduce a reading log for

individual reading sessions in cycle 2. This tool was designed to help students engage more actively with the text and reflect on key elements such as main ideas and supporting details. This tool aimed to guide students in analyzing the main idea and interpreting the meaning of the text before participating in group discussions.

In addition, the researcher provided more in-depth explanations and added more examples related to identifying the main idea and supporting details of the narrative text. This instructional enhancement addressed the specific difficulties observed in cycle 1, particularly concerning students' limited understanding of the main idea and supporting details.



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Name: _____ Date: _____

Reading log

Instruction: Please answer these questions about each story you are reading. You may fill in the questions while you read the story.

Title: _____

Setting--- Where does the story take place?

Main Characters--- Give a brief description of each character.

1. _____
2. _____
3. _____

Summary--- What happened in the book?

Conclusion--- How did the story end?

Moral of the Story---What did you learn from reading the story?

Structure of the text--- Give a brief description of each character

1. Orientation

2. Complication

3. Resolution

Picture 4.1

Students' reading log

b. Acting and observing in cycle 2

1) First meeting in cycle 2

The first meeting for cycle two was held on Tuesday, 6th May 2025. The teaching and learning process is carried out in the 1st learning period, which lasts 2 x 40 minutes, and the lesson starts at 07:40- 09:00. In this meeting, the researcher also conducted an observation and collected data during the implementation of the literature circle. The researcher used instruments in the form of an observation checklist related to the objective of this research. The following table provides a brief description of the activity and the observation based on the literature circle stages by Karatay:



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Table 4.5

Literature Circle 2.0 stages

No.	Teaching Activity	Stages	Activity	Researcher's role	Students role	Observation result
1.	Introduction	-	Greetings	The teacher greeted the students	The students answer the teacher's greeting	The students actively answered the teacher's greeting
			Praying	The teacher led the students to pray	The students pray together	The students actively pray together
			Checking attendance	The teacher checks students' attendance by calling their names	The students raise their hand to checks attendance	Students are active while checking attendance
2.	Main activity	Preparation	Re-explain the narrative text	Re-explain the narrative text	Paid attention while the researcher re-explained the narrative text	Students paid attention while the researcher re-explained the narrative

No.	Teaching Activity	Stages	Activity	Researcher's role	Students role	Observation result
						text
			Rotates roles	Allow students to rotate their roles	Students rotate roles independently	Students actively rotate roles
		Individual reading	Reading the narrative individually and filling in the reading logs (revised plan)	Facilitated the reading logs (revised plan)	Students read the text narrative text individually and fill in the reading logs	The reading logs helped students to focus on identifying the main idea and understanding the texts deeply
		Discussion	Discussing the narrative text	Allows students to discuss with their groups	Discuss and give information based on their role	Students actively exchange ideas, express their opinions, and develop their understanding

No.	Teaching Activity	Stages	Activity	Researcher's role	Students role	Observation result
						of the text collaboratively
		Sharing	Continued at the next meeting	Continued at the next meeting	continued at the next meeting	Continued at the next meeting
3.	Closing	-	Conclude the lesson	The teacher concluded the lesson	The students paid attention	The students paid attention to the teacher

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Throughout the preparation activity, group members were allowed to rotate roles. This rotation allowed students to experience different responsibilities and perspectives of the text. It is also encouraged to collaboration, as students developed a greater appreciation for each other's contributions and roles.

During the individual reading activities, students used a reading log to support their comprehension of the text. This tool helped guide students to focus on identifying the main idea, supporting details, and encouraged them to actively engage with the material rather than passively read. By writing down the key points, student were able to clarify their understanding and prepare more effectively for group discussion. The reading log also served as a scaffold for students who may struggle with reading comprehension, offering a structured way to track their thoughts and stay focused. Overall, it proved to be a useful strategy for promoting deeper engagement with the text on an individual level.

In this cycle, the graphic designer uses digital tools to enhance their work. Instead of relying solely on manual drawing, students used apps or websites to create visual representations of the text, incorporating technology. This shift supported the principle of literature circle 2.0, which encourages using digital literacy tools to enhance students' creativity and engagement. Integrating technology

also increased students' motivation and engagement, especially among those who are more visually or digitally inclined. It showcased how traditional reading activities can evolve to meet the interests and skills of today's learners.

The discussion stage remained a highlight of the literature circle, as students engaged in thoughtful, meaningful conversations about the text. Students built on each other's ideas, asked insightful questions, and connected the reading to personal experiences. These interactions demonstrated comprehension skills such as making inferences, interpretation, and collaboration. However, once again, time constraints limited the depth and duration of these conversations, and some groups were unable to contribute fully.

2) Second meeting in cycle 2

The second meeting was held on Wednesday, 7th May 2025.

The teaching and learning process is carried out in the first learning period, which lasts 1 x 40 minutes, and the lesson starts at 06.45-17.40. In this meeting, the researcher also conducted an observation and collected data during the implementation of the literature circle. The researcher used instruments in the form of an observation checklist related to the objective of this research. The following table provides a brief description of the activity and the observation based on the literature circle stages by Karatay:

Table 4.6

Literature Circle 2.0 stages

No.	Teaching Activity	Stages	Activity	Researcher's role	Students role	Observation result
1.	Introduction	-	Greeting	The teacher greeted the students	The students answered the teacher's greeting	The students actively answered the teacher's greeting
			Praying	The teacher led the students to pray	The students pray together	The students actively prayed together
			Checking attendance	The teacher checks students' attendance by calling their names	The students raise their hand to check attendance	The students are active while checking attendance
2.	Introduction	Preparation	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting

		Individual reading	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting
		Discussion (continuation from the first meeting of cycle 2)	Students with a graphic designer role design a visual illustration of the narrative text	Allows students to draw an illustration of the narrative text	Students make illustrations for the narrative text using canva and Ibis Paint.	Students used a digital tool to make an illustration of the text, which is in line with the principles of Literature Circle 2.0
		Sharing	Continued at next meeting	Continued at next meeting	Continued at next meeting	Continued at next meeting
3.	Closing	-	Conclude the lesson	The teacher concluded the lesson	The students paid attention	The students paid attention to the teacher

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In this meeting, the researcher allowed students to continue the discussion sessions. This allowed students to develop further and refine their understanding of the text and group roles. The continuation of the discussion showed students improved focus and engagement, likely because they were familiar with the text and felt more confident in their understanding. Students were also more collaborative, often building on each other's ideas rather than just sharing individually.

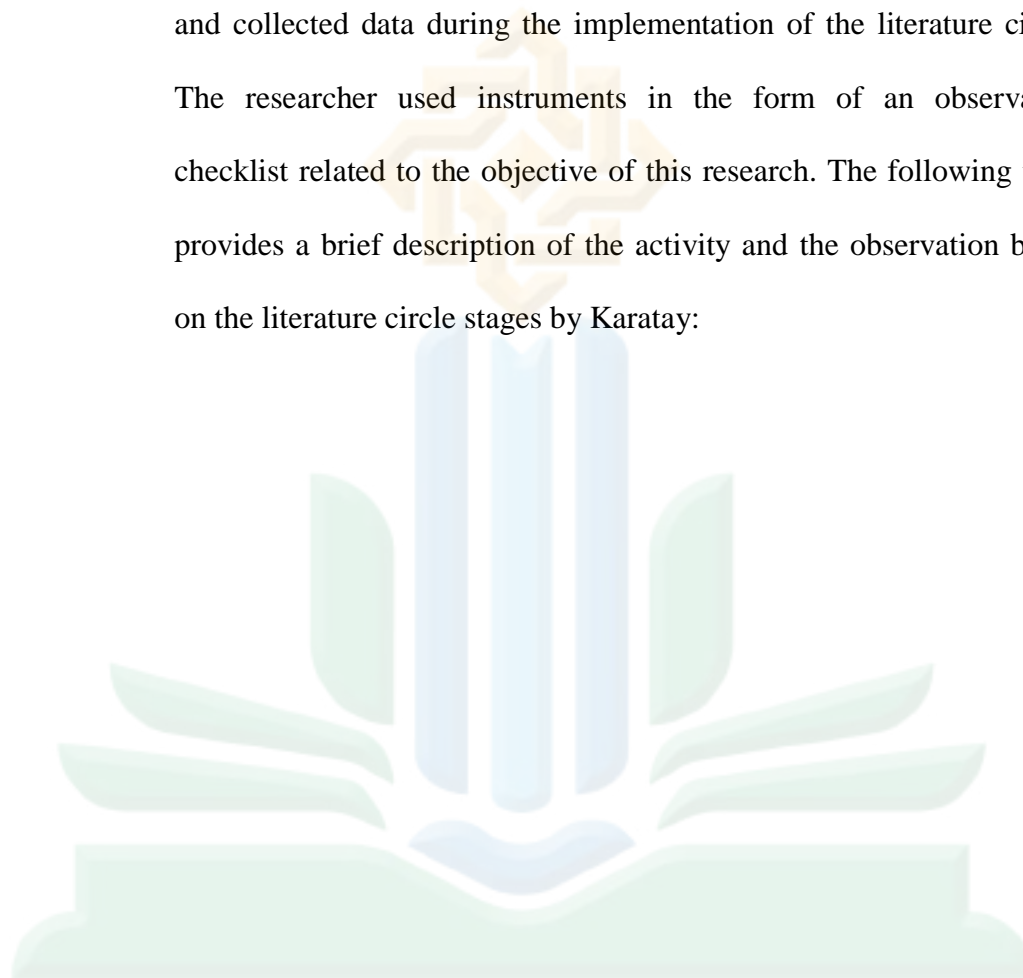
Due to time limitations, the sharing sessions could not be completed as planned. Therefore, it will be resumed and continued in the upcoming meeting to ensure that all participants have the opportunity to present and discuss their ideas thoroughly.

3) Third meeting in cycle 3

The third meeting was held on Wednesday, 14th May 2025. The teaching and learning process is carried out in the first learning period, which lasts 1 x 40 minutes, and the lesson starts at 06.45-17.40.

In this meeting, the researcher continued the next stage of the literature circle, namely the sharing session, which had not been completed in the previous meeting due to time constraints. This stage allowed students to share their understanding, insights, and reflections on the text with their peers, thereby enhancing collaborative learning and critical thinking.

In this meeting, the researcher also conducted an observation and collected data during the implementation of the literature circle. The researcher used instruments in the form of an observation checklist related to the objective of this research. The following table provides a brief description of the activity and the observation based on the literature circle stages by Karatay:



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Table 4.7

Literature Circle 2.0 stages

No.	Teaching Activity	Stages	Activity	Teacher role	Students role	Observation result
1.	Introduction	-	Greeting	The teacher greeted the students	The students answered the teacher's greeting	The students actively answered the teacher's greeting
			Praying	The teacher led the students to pray	The students prayed together	The students actively prayed together
			Checking attendance	The teacher checks the students' attendance by calling their names	The students raise their hand to check attendance	The students are active while checking attendance
2.	Main activity	Preparation	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting

No.	Teaching Activity	Stages	Activity	Teacher role	Students role	Observation result
		Individual reading	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting
		Discussion	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting	Was done in the first meeting
		Sharing	Sharing groups work	Allows the groups to share their work	The groups continue to share their work with their peers	Their peers actively gave feedback .
3.	Closing	-	Conclude the lesson	The teacher concluded the lesson	The student paid attention	The students paid attention to the teacher

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In this meeting, the researcher allowed students to the sharing session to ensure that all groups had the opportunity to present their work. During the sharing session, student not only presented their work but also received attentive feedback from their peers. The classroom atmosphere was respectful and focused, with students actively listening to each group's presentation. Many offered thoughtful feedback and asked questions. This highlighted the collaborative spirit fostered throughout the literature circle 2.0 process.

A reading post-test was conducted in this meeting through the Quizizz website to evaluate students' reading comprehension after implementing the literature circle 2.0. The test consisted of 10 multiple-choice questions that targeted reading comprehension indicators such as identifying main ideas, supporting details, identifying vocabulary, and making inferences. The use of Quiziz is aligned with literature circle 2.0 principles, which encourage the integration of technology and modernize traditional literacy practices.

During the post-test, several students experienced unstable internet connectivity, which disrupted their ability to complete the post-test smoothly. In response, the researcher provided a personal mobile hotspot to restore access and ensure all students could participate. The situation illustrated the ongoing challenge of digital

equity, while digital tools can enhance learning, their effectiveness depends on reliable access to the infrastructure.

From the observations that have been done (see appendix 8), it showed that some of the students were interested and paid attention to the researcher during the teaching and learning process. The implementation of cycle 2 of the literature circle showed a good result, especially for individual reading, which was better than the previous cycle. Completing the reading log can help students understand the text before discussing it deeply through the literature circle.

b. Reflecting in cycle 2

In this stage, the researcher reflected on students' reading comprehension while implementing the literature circle strategy. The data for the reflecting stage were taken from the reading test results and the observation checklist. As a post-test, the reading test was held on Tuesday, 14th May 2025, and the observations were held during the teaching and learning through the literature circle. This post-test is carried out to determine students' reading comprehension after implementing the literature circle. The students' scores for the reading test can be seen below:

Table 4.8

Students' reading test score results in the post-test

Total Students	36
Total Score	3110
Pass	29
Fail	7

The researcher calculated the data using the formula below:

a. Mean of Students' Scores

$$\begin{aligned}\tilde{x} &= \frac{\Sigma \times i}{n} \\ &= \frac{3110}{36} \\ &= 86.3\end{aligned}$$

Note:

\tilde{x} = mean

xi = individual score

n = amount of students

b. Percentage of passing reading test scores (pre-test)

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{29}{36} \times 100\%$$

$$= 80.5\%$$

Note:

P = the class percentage

F = total number of students who passed KKM

N = number of students

The result above shows that the students' average score was 86.3, with the percentage of students who passed the minimum criteria (KKM) being 80.5%. This means that students' reading comprehension is enhanced from 74.4 in cycle 1 to 86.3, and the percentage of students also has an enhancement from 47.2% in cycle 1 to 80.5%. It means that students' average score and the percentage of students who passed the minimum criteria in the second cycle were higher than in the first cycle. It can be concluded that implementing a literature circle can enhance students' reading comprehension, especially in reading narrative text.

Table 4.9

Students' Enhancement in Reading Test

No.	Indicator	Students' Score		
		Pre-test	Post-test 1 (cycle 1)	Post-test (cycle 2)
1.	Average Score	60	74.4	86.3
2.	Percentage the The criteria of success	16%	47.2%	80.5%

According to the data above, the average score in the pre-test is 60, while the percentage of students who passed the minimum criteria (KKM) is 16%. Then, the score in cycle 1 showed that the average

score in the post-test is 74.4, and the percentage of students who passed the minimum criteria (KKM) is 47.2%. However, the score for cycle 2 showed that the average score of the post-test is 86.3, and the percentage of students who passed the minimum criteria (KKM) is 80.5%.

The data above showed that students' reading comprehension improved significantly after implementing the literature circle. Thus, it supports the finding in the observation that showed student reading comprehension in the cycle was improved. The use of reading logs helps students to understand the text before discussing it with their groups. Therefore, it can be concluded that implementing literature circles can enhance students' reading comprehension, especially in reading narrative texts.

B. Discussion

This study intended to explore whether implementing literature circles can enhance students' reading comprehension. There were five meetings in this research, two for implementing the first cycle, and three for implementing the second cycle of the literature circle. Reflecting on cycle one, the students still could not identify the meaning of the text and analyze the main idea. The post-test for cycle one also showed that the students' reading scores were still low, with

the average score only 74.4, and the percentage of students who passed the minimum criteria was 40%.

Additionally, reflecting on cycle two, students' participation during the literature circle was enhanced; they can identify the main idea and understand the meaning of the text better than in cycle one. The post-test results in this cycle also showed improvement; the average score was 86.3, and the percentage of students who met the minimum criteria was 80.6%. It can be concluded that implementing the literature circle enhances students' reading comprehension. Furthermore, the theory proposed by Daniels highlights that literature circles improve students' reading achievement scores; literature circle work helps students become readers and demonstrates that they are readers for mandated proficiency measures.⁴⁸

The implementation of this study revealed several noteworthy findings regarding students' engagement, reading comprehension, and integration of technology in literacy instruction. Students responded positively to working in groups, particularly during the preparation session. They demonstrated attentiveness while the researcher reintroduced the narrative text and actively participated in selecting materials with their groups. Role rotation ensured that every student

⁴⁸ Daniels, *Literature Circles: Voice and Choice in Book Clubs & Reading Groups*, SECOND EDITION.

got to experience different responsibilities. This aligns with Daniel, literature circles promote autonomy and accountability when students take ownership of their role.⁴⁹

During individual reading sessions, students independently read a narrative text and completed a reading log to enhance their understanding. This log effectively guided them in identifying the main idea, supporting details, characters, and text structure. The use of reading logs aligns with research suggesting that structured reading strategies improve students' reading comprehension. According to Duke and Pearson, effective reading comprehension involves decoding text and using strategies to monitor understanding, make inferences, and organize information. Reading logs contribute to these processes by prompting students to think critically and reflect on their reading.

The discussion sessions were one of the literature circle's most engaging and effective parts. Students participated actively by sharing opinions, asking questions, and building on each other's ideas. Each student took responsibility for their assigned role, encouraging accountability and creating a sense of ownership. The collaborative environment supported deeper thinking, gave meaningful feedback to their peers, demonstrating respect and thoughtful listening that further

⁴⁹ Daniels.

supported their understanding of the text. This aligns with research by Palincsar and Brown, who emphasized the value of reciprocal teaching strategies such as making inferences, questioning, clarifying, and predicting in improving reading comprehension.⁵⁰

One of the key updates in Literature Circle 2.0 is the infusion of technology. The implementation successfully incorporated digital tools in line with its principles. According to Hashim, innovative and engaging tools such as digital comprehension effectively engage students' attention and interest in understanding a story.⁵¹ Graphic designers within each group used applications such as Canva and Ibis Paint to create visual representations of the text, enhancing both creativity and comprehension. Moreover, using Quiziz for the reading test provided an interactive, game-based assessment that helped maintain students' motivation while evaluating comprehension through 10 multiple-choice questions. The gamification of digital

⁵⁰ Annemaria Sullivan Palincsar and Brown Ann L, "Reciprocal Teaching of Comprehension-Fostering and Comprehension Monitoring Activities," *Cognition and Instruction* 1, no. 2 (1984): 117–75, <https://doi.org/10.1207/s1532690xci0102>.

⁵¹ Harwati Hashim, "Application of Technology in the Digital Era Education," *International Journal of Research in Counseling and Education* 1, no. 2 (2018): 1, <https://doi.org/10.24036/002za0002>.

comprehension promotes fun learning experiences compared to conventional classroom learning.⁵²

Despite the overall success, several challenges were encountered. For example, unstable internet connectivity during the post-test caused delays, which the researcher mitigated by providing a personal hotspot. This incident highlight the importance of preparing contingency plans and ensuring digital equity, which Warschauer, emphasized in his study on technology and access in education.⁵³

Thus, the findings of this study support the theory that literature circles can enhance students' reading comprehension. This supports the previous research conducted by Mifta Huljanah, which found a significant effect of literature circles on students' reading comprehension. The students in the experimental class that were treated with literature circles were more active in analyzing, creating, writing, discussing, and presenting.⁵⁴

⁵² Mohd Nur Hifzhan bin Noordan and Melor Md. Yunus, "Using Digital Comprehension to Improve Reading Comprehension Skills among Young Learners," *International Journal of Academic Research in Progressive Education and Development* 11, no. 2 (2022), <https://doi.org/10.6007/ijarped/v11-i2/13208>.

⁵³ Mark Warschauer and Tina Matuchniak, "Chapter 6: New Technology and Digital Worlds: Analyzing Evidence of Equity in Access, Use, and Outcomes," *Review of Research in Education* 34, no. 1 (2010): 179–225, <https://doi.org/10.3102/0091732X09349791>.

⁵⁴ Huljanah, "The Effect of Using Literature Circle Strategy on Students` English Reading Comprehension English Education Study Program Department of Language Education."

Furthermore, the findings of this research showed that the students were able to understand the text, identify the main idea, understand the supporting details, and understand vocabulary to decode unfamiliar words. This finding is also aligned with the research conducted by Silfia Dwi Arianti, which found that literature circle has a positive impact on students' reading comprehension, writing skills, and word knowledge. She also stated that the literature circle strategy can motivate students' ability in vocabulary acquisition.⁵⁵

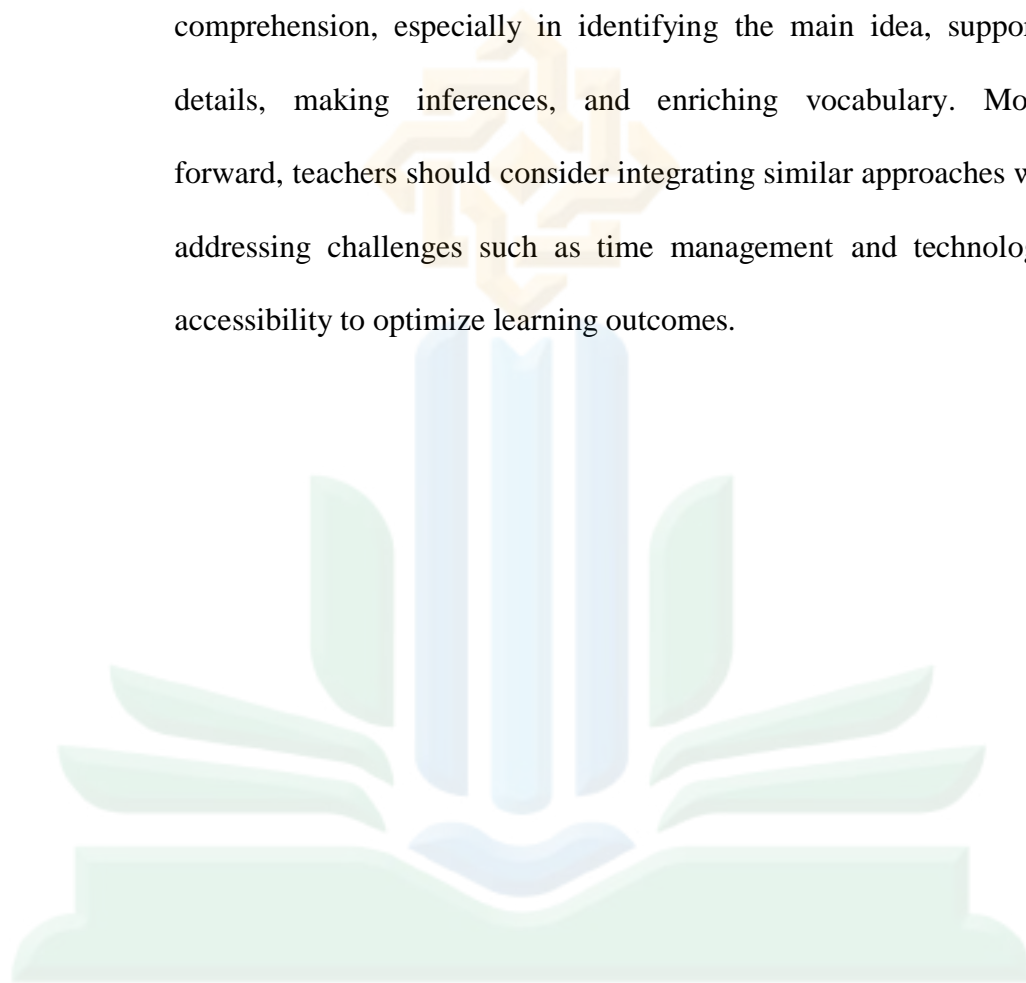
Moreover, the literature circle strategy was carried out in groups. It provided the opportunity for students to share information during the discussion session. It is also in line with Putri Kharisma Wati and Elih Sutisna Yanto, who state that literature circles can engage student self-efficacy. Students with a high level of self-confidence will be more confident in taking on difficult tasks, which can improve students' reading comprehension.⁵⁶

Based on the discussion above, it can be concluded that a literature circle 2.0 can enhance student reading comprehension. The combination of collaborative reading, role rotation, digital creativity,

⁵⁵ ANDRIATI, "Enacting Literature Circles in Intensive Reading Classroom: A Case Study of Vocabulary Learning in a Secondary School"

⁵⁶ Putri Kharisma Wati and Elih Sutisna Yanto, "Engaging Vocational Students' Self-Efficacy in Reading Comprehension through Literature Circle," *Jurnal Educatio FKIP UNMA* 8, no. 3 (2022): 1104–10, <https://doi.org/10.31949/educatio.v8i3.3033>.

and formative assessment is aligned with enhancing student reading comprehension, especially in identifying the main idea, supporting details, making inferences, and enriching vocabulary. Moving forward, teachers should consider integrating similar approaches while addressing challenges such as time management and technological accessibility to optimize learning outcomes.



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CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, research showed conclusions and suggestions. A conclusion was made to summarize the entire research chapter, and as a suggestion, it can hopefully be used as a reference for further researchers. The explanations of conclusions and suggestions are as follows:

A. Conclusion

This research used literature circles to enhance students' reading comprehension of narrative texts in the tenth grade of SMA X Jember. The results showed that teaching reading by implementing a literature circle enhanced students' reading comprehension of narrative text.

Students' reading comprehension test enhanced from the pre-test to the second post-test. On the pre-test, the students' average score was 60, while the percentage of students who passed the minimum criteria was 16%, which showed that only 6 students passed the minimum criteria, and 30 students did not pass the minimum criteria. On the post-test 1, the students' average score was 74.4. In contrast, the percentage of students who passed the minimum criteria was 47.2%, which showed that only 17 students passed the minimum criteria, and 19 students failed to pass the minimum criteria. In post-test 2, the average score was 86.3, and the percentage of students who passed the minimum criteria was 80.5%, which

showed that 30 students passed the minimum criteria and 6 students failed to pass the minimum criteria.

In conclusion, implementing a literature circle could significantly enhance the students' reading comprehension. Students' reading comprehension is enhanced by identifying the main idea, the meaning of the text, the supporting details, and analyzing vocabulary.

B. Suggestion

From the conclusion above, it is hoped that the suggestions presented in this research will be beneficial for English teachers and future researchers. The suggestions that can be taken from this research, as follows:

1. English Teacher

The researcher suggests the literature circle strategy as an option in teaching English, especially to enhance students' reading comprehension. The literature circle can be used in the students' reading comprehension learning process because this strategy can create a new and interesting environment for students.

2. The Future Researcher

For future researchers, it is suggested that other researchers conduct more in-depth research on similar topics and methods. Future researchers are also expected to provide references for other researchers who conduct research in a similar scope.

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APPENDIX 1
Matrix of the Research

TITLE	VARIABLE	INDICATOR	DATA RESOURCE	RESEARCH METHODOLOGY	RESEARCH FOCUS
ENHANCING STUDENTS' READING COMPREHENSION TROUGH LITERATURE CIRCLES 2.0 IMPLEMENTATION IN THE 10th GRADE OF SENIOR HIGH SCHOOL	1. Students reading comprehension	Indicator of reading comprehension: 1. Identify word meaning 2. Meaning context 3. Identify the main idea 4. Identify relation 5. Analyzing process	1. Subject: The 10th grade students of senior high school. 2. English Teacher	1. Research design: Classroom Action Research 2. The cycle: a. Planning b. Acting c. Observing d. Reflecting	How does implementing a literature circle enhance students' reading comprehension in the 10th grade of Senior High School?
	2. Implementing literature circle	The roles that students may assume are: 1. Project Manager: helps groups members coordinate their responsibilities, mediate conflicts, and meet deadlines. 2. Trend-Spotter: use internet and media resources to connect to background knowledge, other texts, and other content areas to explain and make prediction about the book. 3. Bias detective:		3. Data collection technique: a. Reading test b. Observation c. Interview 4. Data analysis: a. Students' average score $\tilde{x} = \frac{\sum x_i}{n}$ Note: \tilde{x} = mean x_i = individual score n = amount of students	

		<p>critically questions the text to raise issues of the influence of the author's or character's perspective and biases.</p> <p>4. Graphic designer: uses technology to develop graphics or non-linguistics interpretations in response to the text.</p> <p>5. Tweeter/summarizer: prepares a 140 character overview of the assigned reading, perhaps utilizing hashtags or links to make wider connections.</p> <p>6. Investigative journalist: checks facts in the book, and finds information that will help the group understand it more completely.</p>		<p>5. Criteria of Success: This research will be successful if the number of students who reach the minimum mastery criteria (KKM) which is 70 or higher than 75% of the total students.</p>	
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Appendix 2

Reliability (pre-test)

No.	Name	Item Questions										Total Score
		1	2	3	4	5	6	7	8	9	10	
1	A	1	1	1	1	1	1	1	1	1	1	10
2	B	1	1	1	1	1	1	1	1	1	1	10
3	C	0	0	0	0	1	0	1	1	0	1	4
4	D	1	1	0	0	1	0	1	0	0	1	5
5	E	1	0	1	1	0	1	0	1	0	1	6
6	F	1	1	1	1	0	0	0	1	1	1	7
7	G	1	1	0	1	1	0	1	1	1	1	8
8	H	1	0	1	1	0	1	1	1	1	1	8
9	I	1	1	1	1	1	1	1	1	1	1	10
10	J	1	1	1	1	1	1	0	1	1	1	9
Total Correct answer		9	7	7	8	7	6	7	9	7	10	

P	0,9	0,7	0,7	0,8	0,7	0,6	0,7	0,9	0,7	1
Q	0,1	0,3	0,3	0,2	0,3	0,4	0,3	0,1	0,3	0
PQ	0,09	0,21	0,21	0,16	0,21	0,24	0,21	0,09	0,21	0

$\sum PQ$	1,63
Var. S^2	4,677778
K	10
KR20	0,723938

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Reliability result (post-test)

No.	Name	Item Questions										Total Score
		1	2	3	4	5	6	7	8	9	10	
1	A	1	1	1	1	1	1	1	1	1	1	10
2	B	1	1	1	0	1	1	1	1	0	1	8
3	C	1	1	1	1	1	0	1	0	0	1	7
4	D	1	1	1	1	1	1	1	1	1	1	10
5	E	1	0	0	0	0	1	1	1	0	1	5
6	F	1	1	1	1	1	1	1	1	0	1	9
7	G	1	1	0	1	1	1	1	0	1	1	8
8	H	1	1	1	1	1	1	1	1	1	1	10
9	I	1	1	1	1	1	1	1	1	1	1	10
10	J	1	0	0	1	0	1	0	1	0	0	4
Total Correct answer		10	8	7	8	8	9	9	8	5	9	

P	1	0,8	0,7	0,8	0,8	0,9	0,9	0,8	0,5	0,9
Q	0	0,2	0,3	0,2	0,2	0,1	0,1	0,2	0,5	0,1
PQ	0	0,16	0,21	0,16	0,16	0,09	0,09	0,16	0,25	0,09

$\sum PQ$	1,37
Var. S^2	4,766667
K	10
KR20	0,712587

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APPENDIX 3

MODUL AJAR FASE E KELAS X

NARRATIVE TEXT

A. INFORMASI UMUM

Nama Sekolah : SMAN 5 Jember
 Nama Penyusun : Feby Triayuni
 Mata Pelajaran : Bahasa Inggris
 Fase/Kelas : E/X
 Materi : Narrative Text
 Alokasi Waktu : 6 JP @45 menit
 Tahun Ajaran : 2024/2025

Capaian Pembelajaran
<p>Elemen: Membaca-Memirsa</p> <p>Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p> <p><i>By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</i></p>

B. Kompetensi Awal

Sebelum mempelajari materi ini, diharapkan peserta didik sudah memiliki pengetahuan tentang materi *simple past tense* secara sederhana.

C. Profil Pelajar Pancasila

Profil pelajar Pancasila yang diharapkan dalam modul ajar ini dapat membentuk peserta didik yang berkebhinekaan global, bernalar kritis, bergotong royong, kreatif, mandiri, dan berketuhanan Yang Maha Esa.

D. Sarana dan Prasarana

1. Sarana : Laptop, Proyektor/LCD, Papan tulis, Internet, dll.
2. Prasarana : Materi, Tugas siswa, dan Modul ajar Bahasa Inggris fase E.

E. Model pembelajaran

Literature Circle/lingkar sastra

F. Tujuan Pembelajaran

1. Melalui proses pembelajaran peserta didik mampu mengingat definisi, tujuan, struktur, dan kaidah kebahasaan tentang narrative text.
2. Setelah melalui process pembelajaran peserta didik mampu mengidentifikasi ide pokok dari narrative text dengan baik dan dapat memperoleh pemahaman tentang kosakata baru.

G. Pemahaman Bermakna

Pendidik dapat memberikan pemahaman bermakna kepada peserta didik bahwa dalam narrative text. Narrative text adalah teks yang bertujuan untuk menghibur pembaca. Narrative text mempunyai struktur teks yang terdiri dari orientation, complication, dan resolution.

H. Pertanyaan Pemantik



Sumber: katadata.co.id

1. Have you heard a good story?
2. What makes a good story?

I. Kegiatan pembelajaran

Kegiatan Pembelajaran	
Pertemuan pertama (Cycle 1) 2x40 menit	
Pendahuluan (10')	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan doa untuk memulai pelajaran. 2. Guru menanyakan kabar peserta didik. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan tujuan pembelajaran, Gambaran materi yang akan dipelajari dan memberikan pertanyaan pematik yang sesuai dengan materi yang akan diberikan.
Kegiatan Inti (60')	<ol style="list-style-type: none"> 1. Guru menjelaskan materi narrative text kepada siswa yang berisi definisi, struktur teks, fungsi sosial dan kaidah kebahasaan. 2. Guru menjelaskan tentang literature circle 2.0 dan peran dalam literature circle 2.0 3. Guru memberikan kesempatan bagi siswa untuk membentuk 6 kelompok yang terdiri dari 6 orang dalam setiap kelompok 4. Guru memberi siswa waktu untuk membaca secara mandiri sebelum melakukan diskusi kelompok melalui literature circle. 5. Siswa bersama dengan kelompok membaca contoh narrative text dan mengidentifikasi teks sesuai dengan peran masing-masing. 6. Siswa mengisi literature circle role sheet sesuai dengan tugas masing-masing. 7. Siswa membagikan hasil analisis mereka berdasarkan peran masing-masing kepada anggota kelompok yang lain
Kegiatan penutup (10')	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini. 2. Melaksanakan refleksi pembelajaran. 3. Meminta siswa untuk mengulang belajar di rumah tentang narrative text.
Pertemuan kedua (Cycle 2) 1x40 menit	
Pendahuluan (5')	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan doa untuk memulai pelajaran.

	<ol style="list-style-type: none"> 2. Guru menanyakan kabar peserta didik. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan tujuan pembelajaran, Gambaran materi yang akan dipelajari dan memberikan pertanyaan pematik yang sesuai dengan materi yang akan diberikan.
Kegiatan Inti (30')	<ol style="list-style-type: none"> 1. Siswa mempresentasikan keseluruhan hasil dari diskusi kepada teman sekelas 2. Siswa mengerjakan post-test 1
Kegiatan penutup (5')	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini. 2. Melaksanakan refleksi pembelajaran. 3. Meminta siswa untuk mengulang belajar di rumah tentang narrative text.
Pertemuan pertama (Cycle 2) 2x40 menit	
Pendahuluan (5')	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan doa untuk memulai pelajaran. 2. Guru menanyakan kabar peserta didik. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan tujuan pembelajaran, Gambaran materi yang akan dipelajari dan memberikan pertanyaan pematik yang sesuai dengan materi yang akan diberikan.
Kegiatan Inti (60')	<ol style="list-style-type: none"> 1. Guru menjelaskan kembali materi narrative text kepada siswa yang berisi definisi, struktur teks, fungsi sosial dan kaidah kebahasaan. 2. Guru meminta siswa untuk merotasi peran dalam literature circle. 3. Guru memberi siswa waktu untuk membaca secara mandiri sebelum melakukan diskusi kelompok dan mengisi reading log.
Kegiatan Penutup (10')	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini. 2. Melaksanakan refleksi pembelajaran. Meminta siswa untuk mengulang belajar di rumah tentang narrative text.
Pertemuan kedua (Cycle 2) 1x40 menit	
Pendahuluan (5')	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan doa untuk memulai pelajaran.

	<ol style="list-style-type: none"> 2. Guru menanyakan kabar peserta didik. 3. Guru mengecek kehadiran peserta didik. <p>Guru menyampaikan tujuan pembelajaran, Gambaran materi yang akan dipelajari dan memberikan pertanyaan pematik yang sesuai dengan materi yang akan diberikan.</p>
Kegiatan Inti (30')	<ol style="list-style-type: none"> 1. Siswa bersama dengan kelompok membaca contoh narrative text dan mengidentifikasi teks sesuai dengan peran masing-masing. 2. Siswa mengisi literature circle role sheet sesuai dengan tugas masing-masing. 3. Siswa membagikan hasil analisis mereka berdasarkan peran masing-masing kepada anggota kelompok yang lain.
Kegiatan Penutup (5')	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini. 2. Melaksanakan refleksi pembelajaran. Meminta siswa untuk mengulang belajar di rumah tentang narrative text.
Pertemuan ketiga (Cycle 2) 1x40 menit	
Pendahuluan (5')	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan doa untuk memulai pelajaran. 2. Guru menanyakan kabar peserta didik. 3. Guru mengecek kehadiran peserta didik. <p>Guru menyampaikan tujuan pembelajaran, Gambaran materi yang akan dipelajari dan memberikan pertanyaan pematik yang sesuai dengan materi yang akan diberikan.</p>
Kegiatan Inti (30')	<ol style="list-style-type: none"> 1. Siswa mempresentasikan keseluruhan hasil dari diskusi kepada teman sekelas 2. Siswa mengerjakan post-test 2
Kegiatan Penutu (5')	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini. 2. Melaksanakan refleksi pembelajaran. Meminta siswa untuk mengulang belajar di rumah tentang narrative text.

J. Instrument Penilaian

1. Reading Comprehension Assessment Rubric

No.	Aspect	Criteria	Score
1.	Main Idea	Clearly identifies the main idea with deep understanding.	20
		Identifies the main idea with good understanding.	15
		Identifies the main idea but lacks understanding.	10
		Struggles to identify the main idea.	2
2.	Supporting Details	Provides relevant supporting details that can enhance understanding of the main idea.	20
		Provides relevant supporting details with a good understanding.	15
		Provides some supporting details but may include irrelevant details.	10
		Provide irrelevant supporting details that can impact the understanding of the text.	2
3.	Refer	Clearly identifies the word's refer	20
		Identifies the word's refer with good understanding	15
		Identifies the word's refer but lacks understanding	10
		Struggles to identify the Word's refer	5
4.	Moral Value	Makes accurate moral value with strong textual evidence.	20
		Makes accurate moral with good textual evidence.	15
		Makes some inference but may lack of accuracy of evidence.	10
		Struggles to make accurate inferences or lacks textual evidence.	2
5.	Vocabulary	Understanding the vocabulary properly and using context clues to decode unfamiliar words.	20
		Good understanding of vocabulary and can decode unfamiliar words with context clues.	15
		Basic understanding of vocabulary but may struggle to decode unfamiliar words with context clues.	10
		Struggle with vocabulary and cannot decode	2

		unfamiliar words with context clues.	
--	--	--------------------------------------	--

Keterangan:

20 : Sangat baik

15 : Baik

10 : Cukup

2 : Buruk

2. Rubrik Penilaian Kemampuan Membaca

Kelas:

No.	Nama siswa	Aspect				Total
		Main idea	Supporting details	Inference	vocabulary	
1.	-					
2.	-					
3.	-					
4.	-					
5.	-					
Total						

3. Rubrik Penilaian Sikap

Nama :

No. absen :

Kelas :

No.	Aspect	Score			
		1	2	3	4
1.	Mengikuti kegiatan pembelajaran dengan penuh perhatian.				
2.	Mengerjakan tugas yang diberikan guru dengan penuh semangat dan tepat waktu.				
3.	Berpartisipasi aktif dalam kegiatan kelompok dan individu.				
4.	Menghormati dan menghargai teman serta guru.				
5.	Mengajukan pertanyaan jika ada yang tidak dipahami tentang materi.				

Keterangan:

- 4: Selalu
 3: Sering
 2: Pernah
 1: Tidak pernah

4. Refleksi

a. Refleksi untuk siswa

Setelah mempelajari narrative text, tolong refleksikan diri anda dengan memberikan tanda centang pada kolom ya/tidak sesuai dengan aspek yang diberikan!

No.	Aspek	Ya	Tidak
1.	Apakah saya mengerti tentang definisi dari narrative text?		
2.	Apakah saya mengerti tentang struktur dari narrative text?		
3.	Apakah saya bisa menemukan main idea atau ide pokok di dalam narrative text?		
4.	Apakah saya bisa mengidentifikasi tujuan dari penulis dalam sebuah narrative text?		
5.	Apakah saya bisa mengidentifikasi simple present tense dalam narrative text?		

b. Refleksi untuk guru

No.	Pertanyaan	Ya	Tidak
1	Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan siswa belajar?		
2	Materi dan bahan ajar yang disajikan sesuai kemampuan awal peserta didik?		
3	Media pembelajaran sudah sesuai dengan proses pembelajaran?		
4	Apakah aktivitas pembelajaran yang sudah dirancang memberi ruang siswa untuk berlatih bernalar kritis/berfikir tingkat tinggi?		
5	Model pembelajaran yang dilakukan sudah melatih kemandirian siswa?		
6	Apakah teknik pengelolaan kelas yang digunakan sudah mengatasi masalah dan memotivasi peserta didik?		

5. Remedial

Peserta didik yang belum mencapai semua tujuan pembelajaran yang telah dirumuskan maka akan dilakukan pembelajaran ulang, pemberian bimbingan secara khusus dan diberikan tugas-tugas latihan secara khusus.

6. Pengayaan

Peserta didik yang telah mencapai semua tujuan pembelajaran diberikan pembelajaran pengayaan berupa materi, soal-soal atau praktik melebihi cakupan baik kelompok ataupun individu.

K. Daftar Pustaka

2022. *Buku Panduan Guru Bahasa Inggris: Work in Progress* untuk SMA/SMK/MA Kelas X. Jakarta: Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Tifani. 2024. Cerita Rakyat Malin Kundang Si Anak Durhaka dan Pesan Moralnya. Katadata.co.id. <https://katadata.co.id/lifestyle/varia/65af5226dee99/cerita-rakyat-malin-kundang-si-anak-durhaka-dan-pesan-moralnya> (diakses pada 3 Januari 2025).

Jember,

Guru Bahasa Inggris

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APPENDIX 4

Semi-Structured Interview Guidelines Instrument

Date :

Place :

Time :

Participant :

No.	Questions	Answer
1.	How long have you been teaching English at this school?	
2.	What grade level are you currently teaching?	
3.	How would you describe your students' in learning English, particularly reading?	
4.	What challenges do your students usually face when reading English texts?	
5.	How do your students usually respond to reading activities in the classroom?	
6.	What methods or strategies do you usually use to teach reading comprehension?	
7.	Do you use group discussion or peer collaboration in your reading lessons? Why or why not?	
8.	What kind of texts do you usually use for reading activities?	
9.	Are there any particular strategies that you feel have or have not worked well in your classroom?	
10.	In your opinion, what kind of reading activities or strategies might help students improve their comprehension?	
11.	Do you think integrating group-based learning would benefit your students? Why or why not?	

Appendix 5

The Result of Interview

Time and Place of Interview:

1. Day/Date : Monday, 21st April 2025
2. Place : SMA X Jember (pseudonym)
3. Time : 09.00-finish

Respondent : An English teacher

Note : R (Researcher)

T (Teacher)

R: Selamat pagi, Bu. Terima kasih sudah meluangkan waktu untuk wawancara ini. Sebelumnya perkenalkan saya Feby Triayuni mahasiswi dari UIN KHAS Jember yang akan melakukan penelitian di kelas ibu. Saya ingin mendengar pendapat ibu mengenai pembelajaran bahasa inggris di kelas ibu terutama pada reading comprehension.

T: Selamat pagi juga mbak. Baik silahkan.

R: Sudah berapa lama ibu mengajar di sekolah ini?

T: Saya sudah mengajar disini kurang lebih sekitar 2 tahun?

R: Kelas berapa ibu terakhir mengajar?

T: Untuk saat ini saya hanya mengajar kelas 10. Semua kelas 10 saya yang mengajar Bahasa Inggrisnya mbak.

R: Bisakah ibu menjelaskan keadaan siswa dalam belajar bahasa inggris, terutama pada saat kegiatan membaca?

T: Untuk siswa saat ini kebanyakan mereka masih kesulitan untuk membaca mbak. Bukan dalam artian tidak bisa membaca ya, tapi lebih kepada mereka tidak bisa mengerti teks yang mereka baca.

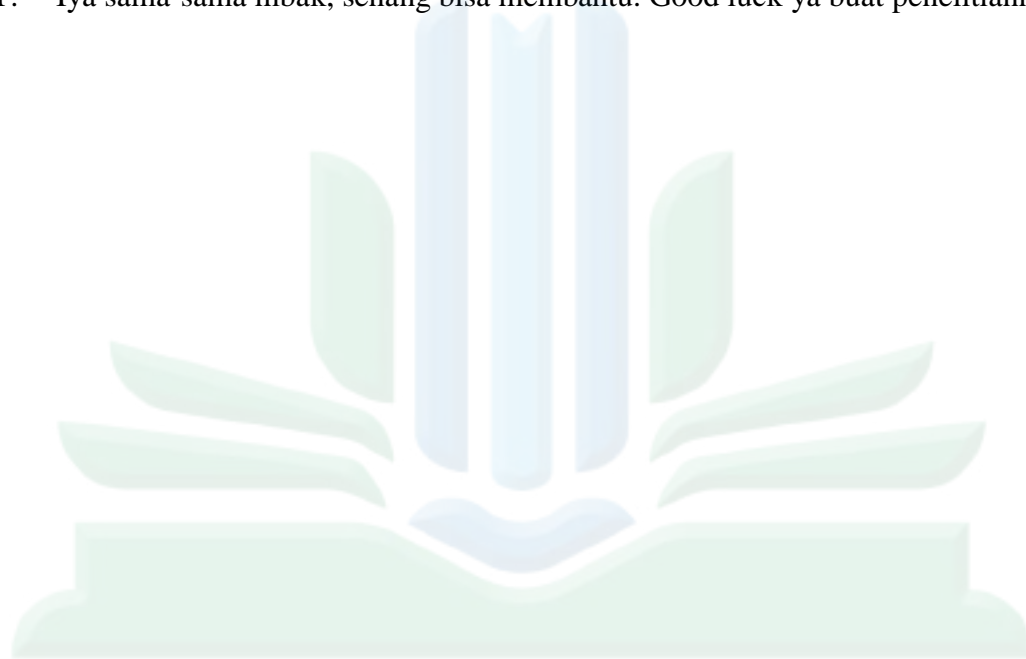
R: Menurut ibu apa faktor yang menyebabkan hal tersebut?

T: Ada beberapa faktor sih mbak. Mereka masih belum bisa mengidentifikasi ide pokok pada sebuah teks dan mereka juga tidak bisa memahami teks secara keseluruhan karena keterbatasan mereka dalam kosakata Bahasa inggris. Mereka masih terlalu bergantung pada google translate untuk mengartikan setiap kata.

R: Metode apa yang ibu pakai dalam mengajar Bahasa inggris, terutama pada saat kelas membaca?

T: Saya pernah menggunakan metode storytelling mbak. Saat storytelling itu akan memaksa mereka untuk membaca cerita dan memahami isi dari suatu teks sebelum mereka menceritakan kembali isi dari suatu teks.

- R: Apakah metode tersebut berhasil dalam meningkatkan kemampuan membaca siswa?
- T: Belum sih mbak, karena mereka saat storytelling itu hanya menghafal isi teks bukan memahami isi dari suatu teks.
- R: Selain itu, apa ada metode lain yang pernah ibu terapkan?
- T: Belum ada mbak, saya belum pernah menerapkan metode yang hanya berfokus pada reading saja. Biasanya saya menerjemahkan secara langsung arti kalimat yang terdapat pada buku untuk membantu mereka memahami teks tersebut
- R: Baik terima kasih bu, saya rasa wawancara untuk saat ini sudah cukup. Terima kasih sekali lagi
- T: Iya sama-sama mbak, senang bisa membantu. Good luck ya buat penelitiannya.



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Appendix 6

OBSERVATION CHECKLIST

Cycle Meeting : Cycle 2

Action :

Date :

No.	Observation Items	Score			
		1	2	3	4
1.	Preparation stage				
	d. The students pay attention to the researcher while the researcher explain about narrative text.				✓
	e. The students active to create the literature group				✓
	f. The students active to participate choose narrative text for literature circle activity.				✓
2.	Individual reading				
	d. The students read the narrative text individually		✓		
	e. The students take note and prepare to give information about the narrative text based their own role		✓		
	f. The students who have the illustrator role prepare the illustration related to the text			✓	
3.	Discussion				
	d. The students are responsible for their own role in literature circle.				✓
	e. The students are active in giving/sharing ideas and opinions based on their own role during the discussion			✓	
	f. The students respect each other.			✓	
4.	Sharing				
	c. The students are actively present their literature circle result to other friends class			✓	
	d. The students are active to give feedback to the presenter groups			✓	

Note:


4: Great

3: Good

2: Enough

1: Poor

OBSERVATION CHECKLIST

Cycle Meeting : Cycle 2 
 Action :
 Date :

No.	Observation Items	Score			
		1	2	3	4
1.	Preparation stage				
	a. The students pay attention to the researcher while the researcher explain about narrative text.				✓
	b. The students active to create the literature group				✓
	c. The students active to participate choose narrative text for literature circle activity.			✓	
2.	Individual reading				
	a. The students read the narrative text individually				✓
	b. The students take note on reading log and prepare to give information about the narrative text based their own role			✓	
	c. The students who have the illustrator role prepare the illustration related to the text			✓	
3.	Discussion				
	a. The students are responsible for their own role in literature circle.			✓	
	b. The students are active in giving/sharing ideas and opinions based on their own role during the discussion			✓	
	c. The students respect each other.				✓
4.	Sharing				
	a. The students are actively present their literature circle result to other friends class			✓	
	b. The students are active to give feedback to the presenter groups			✓	

Note:

4: Great

3: Good

2: Enough

1: Poor

APPENDIX 7
READING COMPREHENSION TEST QUESTIONS
PRE-TEST

Nama :
 No. absen :
 Kelas :

Please answer the questions below correctly!

The following text is for questions no. 1-3!

A Fox and A Cat

One day, a cat and a fox were having a conversation. The fox, who was conceited creature, boasted how clever she was. “why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.

“I know only one trick to get away from dogs,” said the cat. “you should teach me some of yours!”.

“Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,” replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know”, said the cat. “which one of your hundred tricks are you going to use?”.

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

1. “One day, a cat and a fox were having a conversation. The fox, who was conceited...” what is the text structure of these sentences?
 - a. Complication.
 - b. Resolution.
 - c. Re-orientation.
 - d. Orientation.

2. What is the main idea of the paragraph above?
 - a. A cat have hundred of trick to get away from the dogs.
 - b. A fox have a hundred trick to get away from the dogs.
 - c. A cat climbing on a tree to get away from the dogs.
 - d. A fox sat under the tree to get away from the dogs.
3. What can you learn from the text above?
 - a. Tell your friends for the trick to get away from enemies.
 - b. Don't hide anything from your friends
 - c. Learn how to get away from the dogs.
 - d. A single plan that works is better than a hundred doubtful plan.

The following text is questions no. 4-6!

The Ant and The Dove

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach a spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and dove flew away quickly from this net.

4. What is the story about?
 - a. The hunter and the ant
 - b. The dove and the bird
 - c. The ant and the dove
 - d. The bird and the ant
5. What is the main idea of the story about?
 - a. The ant helped the dove to reach a spring and the dove helped the ant to find a food.
 - b. The dove help the ant while the ant would sunk by dropped a leaf and the ant help to save the dove by biting the hunter.
 - c. The hunter save the dove and the ant in the forest.
 - d. The dove the dog form the hunter.

6. “She could sunk if a dove up a nearby tree had not seen her.” What does the underlined word mean?
- Makan.
 - Bermain.
 - Berenang.
 - Tenggelam.

The following text is for questions no. 7-10!

Pinocchio

In the past, there was a puppeteer whose name Geppetto. He was eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to God to become a real boy. He always thought it in his mind in his dream.

The next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was in school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio had lied.

The next morning, Pinocchio was kidnaped by the owner of the circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which could talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched for him on the sea, a big wave smashed him. He was then in the whale's stomach when he awoke. He couldn't find the way to go out.

On the other side, Pinocchio finally could escape from the circus. He came home but nobody was there. Later on, he searched Geppetto in the sea. He had the same accident as Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

7. Who is the main character in the story above?
- Geppetto
 - Whale
 - Pinocchio
 - Puppeteer

8. What is the main idea in the first paragraph?
 - a. Pinocchio's nose grew longer and longer while he lied.
 - b. Pinocchio escape from the circus and find Geppetto in whale's stomach
 - c. Geppetto made a puppet and give him name Pinocchio.
 - d. Pinocchio was kidnaped by the owner of the circus.
9. "He made a puppet all day long" the underlined word refer to?
 - a. Geppetto
 - b. Pinocchio
 - c. Whale
 - d. Circus owner
10. "He had the same accident as Geppetto...." The underlined word refer to?
 - a. Circus owner
 - b. Pinocchio
 - c. Geppetto
 - d. Whale



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READING TEST

POST-TEST

Nama :

No. absen :

Kelas :

Please answer the questions below correctly!

The following text is for questions no. 1-4!

Malin Kundang

Once upon a time, there was a poor fisherman named Malin Kundang who lived in a small village on the coast of west Sumatra, Indonesia. Despite his humble origins, Malin Kundang had dreams of wealth and success, and he left his village to seek his fortune in the big city.

Years passed, and Malin Kundang became incredibly rich through his hard work and business acumen. He married a beautiful woman and had a son, but never returned to his village or acknowledged his past.

One day, Malin Kundang's ship was anchored near the coast of his hometown, and saw an old woman waving at him from the shore. She was none other than his mother, who had been searching for him for many years. Malin Kundang was ashamed of his humble origins and refused to acknowledge her, instead ordering his crew to set sail and leave the shore.

His mother was so upset to Malin Kundang and she curse him become a stone. Malin Kundang ignore his mother's curse. As the ship sailed away, a storm suddenly appeared, and the ship was battered by huge waves. Malin Kundang tried to save himself, but he slipped fell onto the deck, where he was struck by lightning and turned into a stone statue as his mother's curse.

1. What is the story about?
 - a. Cinderella
 - b. Malin Kundang
 - c. Roro Jonggrang
 - d. Rapunzel

2. What is the main idea of the last paragraph?
 - a. Malin Kundang left his village to seek his fortune in the big city.
 - b. Malin Kundang became incredibly rich through his hard work and business acumen.
 - c. Malin Kundang's ship was anchored near the coast of his hometown.
 - d. Malin Kundang's mother was so upset to him and curse him become a stone.
3. "Once upon a time, there was a poor fisherman named Malin Kundang who lived in a small village on the coast of west Sumatra, Indonesia." What is the text structure of this sentence?
 - a. Resolution
 - b. Re-orientation
 - c. Orientation
 - d. Complication
4. ".....saw an old woman waving at him from the shore." The underlined words refer to?
 - a. Malin Kundang's wife
 - b. Malin Kundang's mother
 - c. Sail Crew
 - d. Malin Kundang

The following story is for questions no. 5-7

Toba Lake

The legend of Toba Lake tells the story of a young orphan farmer who lived in the northern part of Sumatra. Syahdan, the young man, earned his living from farming and fishing. One day while fishing, he caught a beautiful golden brown fish which transformed into a beautiful princess in his hands. This princess was cursed to turn into a creature if touched by a human, due to violating a prohibition. As a result of the young man touching her, she became a princess.

Mesmerized by her beauty, the young man proposed to her. She agreed, but with the condition that he must never reveal her origin as a fish. He agreed to this condition, and they got married and had a son. However, the son had a bad habit of always wanting more food and eating everything in sight.

One day, the son ate all the food that was supposed to be for his father, and his anger, the young man revealed the secret of his wife's origin. This broke his promise and caused his wife and son to disappear. From the land where they had stood, springs emerged, and the water from these springs continued to flow and grow larger, eventually becoming the vast Toba Lake that we know today.

5. Who is the main character of the story?
 - a. Young man
 - b. Pinocchio
 - c. Cinderella
 - d. Bandung Bondowoso
6. What is the main idea of the second paragraph?
 - a. The young catch a fish from the lake
 - b. The young man revealed the secret of his wife's origin
 - c. The young man married with the princess with condition never revealed her origin as a fish.
 - d. The princess was cursed to turn into a creature if touched by a human.
7. What can you learn from the story?
 - a. Don't marry with a fish
 - b. Don't be a bad kids
 - c. Don't revealed someone's secret
 - d. Keep promises and respect commitments

The following story is for questions no. 8-10!

Sangkuriang and Dayang Sumbi

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi found out that it was not deer liver but Tumang's dog. So, she was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was

almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

8. Who is the main character of the story?
 - a. Tumang and Sangkuriang
 - b. Sangkuriang and Dayang Sumbi
 - c. Dayang Sumbi and Tumang
 - d. Sangkuriang and Priangan
9. “Sangkuriang failed to marry her. He was outraged and then kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung” what is the structure of the sentence?
 - a. Orientation
 - b. Complication
 - c. Re-orientation
 - d. Resolution
10. “He was **outraged** and then kicked the boat” What is the similar meaning of the underlined word?
 - a. Angry
 - b. Happy
 - c. Sad
 - d. Upset

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Appendix 8
Students' Pre-test Score

No.	Students Initial	Minimum Criteria	Score	Pass/Fail
1	AFA	75	90	Pass
2	AFY	75	40	Fail
3	ABM	75	50	Fail
4	AP	75	50	Fail
5	ACA	75	50	Fail
6	ASJ	75	60	Fail
7	AH	75	100	Pass
8	CS	75	50	Fail
9	CSR	75	30	Fail
10	CNS	75	60	Fail
11	DK	75	70	Fail
12	EKW	75	100	Pass
13	FZ	75	60	Fail
14	IZWN	75	50	Fail
15	IKN	75	50	Fail
16	KAP	75	60	Fail
17	KAD	75	40	Fail
18	MA	75	60	Fail
19	MZA	75	50	Fail
20	MAM	75	80	Pass
21	MWP	75	60	Fail
22	MFR	75	40	Fail
23	NAMF	75	50	Fail
24	NFH	75	50	Fail
25	PS	75	100	Pass
26	RGS	75	50	Fail
27	RIE	75	50	Fail
28	RNPA	75	70	Fail
29	RKS	75	50	Fail
30	RFPA	75	70	Fail
31	RZR	75	90	Pass
32	TCPP	75	50	Fail
33	TRS	75	50	Fail
34	WL	75	60	Fail
35	WK	75	50	Fail
36	YAA	75	70	Fail
Total Score			2160	
Pass			6	
Fail			30	

Students' Post-test 1 Score

No.	Students Initial	Minimum Criteria	Score	Pass/Fail
1	AFA	75	100	Pass
2	AFY	75	70	Fail
3	ABM	75	100	Pass
4	AP	75	40	Fail
5	ACA	75	60	Fail
6	ASJ	75	90	Pass
7	AH	75	100	Pass
8	CS	75	100	Pass
9	CSR	75	70	Fail
10	CNS	75	60	Fail
11	DK	75	100	Pass
12	EKW	75	100	Pass
13	FZ	75	60	Fail
14	IZWN	75	70	Fail
15	IKN	75	100	Pass
16	KAP	75	70	Fail
17	KAD	75	100	Fail
18	MA	75	100	Fail
19	MZA	75	70	Fail
20	MAM	75	50	Fail
21	MWP	75	80	Pass
22	MFR	75	70	Fail
23	NAMF	75	80	Pass
24	NFH	75	70	Fail
25	PS	75	100	Pass
26	RGS	75	70	Fail
27	RIE	75	70	Fail
28	RNPA	75	80	Pass
29	RKS	75	50	Fail
30	RFPA	75	90	Pass
31	RZR	75	90	Pass
32	TCP	75	50	Fail
33	TRS	75	90	Pass
34	WL	75	60	Fail
35	WK	75	40	Fail
36	YAA	75	70	Fail
Total Score			2770	
Pass			17	
Fail			19	

Students' Post-test 2 Score

No.	Students Initial	Minimum Criteria	Score	Pass/Fail
1	AFA	75	90	Pass
2	AFY	75	80	Pass
3	ABM	75	80	Pass
4	AP	75	80	Pass
5	ACA	75	70	Fail
6	ASJ	75	90	Pass
7	AH	75	100	Pass
8	CS	75	90	Pass
9	CSR	75	60	Fail
10	CNS	75	70	Fail
11	DK	75	100	Pass
12	EKW	75	100	Pass
13	FZ	75	100	Pass
14	IZWN	75	90	Pass
15	IKN	75	100	Pass
16	KAP	75	100	Pass
17	KAD	75	100	Pass
18	MA	75	80	Pass
19	MZA	75	100	Pass
20	MAM	75	100	Pass
21	MWP	75	80	Pass
22	MFR	75	80	Pass
23	NAMF	75	90	Pass
24	NFH	75	90	Pass
25	PS	75	100	Pass
26	RGS	75	90	Pass
27	RIE	75	60	Fail
28	RNPA	75	70	Fail
29	RKS	75	80	Pass
30	RFPA	75	100	Pass
31	RZR	75	100	Pass
32	TCP	75	40	Fail
33	TRS	75	100	Pass
34	WL	75	60	Fail
35	WK	75	80	Pass
36	YAA	75	100	Pass
Total Score			3110	
Pass			29	
Fail			7	

Students' Improvement

No.	Students Initial	Pre-test Score	Post-test 1 Score	Post-test 2 Score
1	AFA	90	100	100
2	AFY	40	70	80
3	ABM	50	100	80
4	AP	50	40	80
5	ACA	50	60	70
6	ASJ	60	90	90
7	AH	100	100	100
8	CS	50	100	90
9	CSR	30	70	60
10	CNS	60	60	70
11	DK	70	100	100
12	EKW	100	100	100
13	FZ	60	60	100
14	IZWN	50	70	90
15	IKN	50	100	100
16	KAP	60	70	100
17	KAD	40	100	100
18	MA	60	100	80
19	MZA	50	70	100
20	MAM	80	50	100
21	MWP	60	80	80
22	MFR	40	70	80
23	NAMF	50	80	90
24	NFH	50	70	90
25	PS	100	100	100
26	RGS	50	70	90
27	RIE	50	70	60
28	RNPA	70	80	70
29	RKS	50	50	80
30	RFP	70	90	100
31	RZR	90	90	100
32	TCPP	50	50	40
33	TRS	50	90	100
34	WL	60	60	60
35	WK	50	40	80
36	YAA	70	70	100
Average Score		60	74.4	86.3
Percentage		16%	47.2%	80.5%

APPENDIX 9

INSTRUMENT VALIDITY

LEMBAR VALIDASI INSTRUMENT PENELITIAN

“Enhancing Students’ Reading Comprehension by Implementing Literature Circle

In the 10th Grade of Senior High School”

Nama validator : Dr. Ninuk Indrayani, M.Pd
 Profesi : Dosen
 Instansi : Universitas Islam Kiai Haji Achmad Siddiq Jember

Lembar validasi ini digunakan untuk memperoleh penilaian Ibu terhadap validitas penelitian ini. Saya ucapkan terima kasih atas kesediaan Ibu menjadi validator dan mengisi lembar validasi ini.

Petunjuk pengisian:

1. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian Ibu dengan ketentuan sebagai berikut:
 - 4 = sangat baik
 - 3 = baik
 - 2 = kurang
 - 1 = sangat kurang
2. Pengisian dilakukan pada setiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik atau saran Ibu pada baris yang telah disediakan.

LEMBAR VALIDASI OBSERVASI

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal dalam Bahasa Inggris.				✓
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas.				✓
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas.				✓
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep.				✓
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik.				✓

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi.
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

Komentar dan saran:

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Jember, 21 April 2025

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Dr. Nisak Hidayati, M.Pd

J E M B E R

Appendix 10

KISI-KISI INSTRUMENT READING COMPREHENSION PRE-TEST

Mata Pelajaran : Bahasa Inggris

Waktu : 30 menit

Kelas/Semester : X/2

Jumlah Soal : 10

Penyusun Kisi-kisi : Feby Triayuni

No.	Tujuan Pembelajaran	Kelas/ Smt.	Materi	Indikator Reading comprehension	Indicator Soal	Bentuk tes	No. Soal
1.	Melalui proses pembelajaran peserta didik mampu mengingat definisi, tujuan, struktur, dan kaidah kebahasaan tentang narrative text.	X/2	Narrative Text	Finding supporting details	Disajikan teks naratif sederhana, siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks naratif.	PG	9,10
					Disajikan teks naratif sederhana, siswa dapat menentukan struktur teks yang terdapat dalam teks naratif.	PG	1
					Disajikan teks naratif sederhana, siswa	PG	4,7

					dapat menentukan informasi spesifik yang terdapat dalam teks naratif.		
2.	Setelah melalui proses pembelajaran peserta didik mampu memahami isi dari narrative text dengan baik dan dapat memperoleh pemahaman tentang kosakata baru.	X/2	Narrative Text	Identifying main idea	Disajikan teks naratif sederhana, siswa dapat menentukan gagasan utama yang terdapat dalam teks naratif.	PG	8,5,2
				Vocabulary	Disajikan teks naratif sederhana, siswa dapat menentukan makna kosakata tertentu yang terdapat dalam teks naratif.	PG	6
				Understanding moral value	Disajikan teks naratif sederhana, siswa dapat menentukan Kesimpulan yang terdapat dalam teks naratif.	PG	3

Penilaian:

Nomor Soal	Bobot Soal
1-10	10
Jumlah Skor Maksimal	100

Kunci jawaban:

- | | |
|------|-------|
| 1. D | 6. D |
| 2. C | 7. C |
| 3. A | 8. C |
| 4. C | 9. A |
| 5. B | 10. B |

Jika benar mendapatkan skor 10

Jika salah mendapatkan skor 0

Penentuan Nilai: $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

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KISI-KISI INSTRUMENT READING COMPREHENSION POST-TEST

Mata Pelajaran : Bahasa Inggris

Waktu : 30 menit

Kelas/Semester : X/2

Jumlah Soal : 10

Penyusun Kisi-kisi : Feby Triayuni

No.	Tujuan Pembelajaran	Kelas/ Smt.	Materi	Indikator Reading comprehension	Indicator Soal	Bentuk tes	No. Soal
1.	Melalui proses pembelajaran peserta didik mampu mengingat definisi, tujuan, struktur, dan kaidah kebahasaan tentang narrative text.	X/2	Narrative Text	Finding specific information	Disajikan teks naratif sederhana, siswa dapat menentukan unsur kebahasaan yang terdapat dalam teks naratif.	PG	4
					Disajikan teks naratif sederhana, siswa dapat menentukan struktur teks yang terdapat dalam teks naratif.	PG	3,9
					Disajikan teks naratif sederhana, siswa dapat menentukan	PG	1,5,8

					informasi spesifik yang terdapat dalam teks naratif.		
2.	Setelah melalui proses pembelajaran peserta didik mampu memahami isi dari narrative text dengan baik dan dapat memperoleh pemahaman tentang kosakata baru.	X/2	Narrative Text	Identifying main idea	Disajikan teks naratif sederhana, siswa dapat menentukan gagasan utama yang terdapat dalam teks naratif.	PG	2,6
				Understanding the meaning of words	Disajikan teks naratif sederhana, siswa dapat menentukan makna kosakata tertentu yang terdapat dalam teks naratif.	PG	10
				Understanding moral value	Disajikan teks naratif sederhana, siswa dapat menentukan Kesimpulan yang terdapat dalam teks naratif.	PG	7

Penilaian:

Nomor Soal	Bobot Soal
1-10	10
Jumlah Skor Maksimal	100

Kunci jawaban:

- | | |
|------|-------|
| 1. B | 6. C |
| 2. D | 7. D |
| 3. C | 8. B |
| 4. C | 9. C |
| 5. A | 10. A |

Jika benar mendapatkan skor 10

Jika salah mendapatkan skor 0

Penentuan Nilai: $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

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Appendix 11

Student's Literature Circle role sheet


Literature Circle Role Sheet

Graphic Designer

Name : Fotikus Zaky
 Class : X2 - 13
 Group : 4
 Title : Sangkuriang : The Legend of Tangkuban Perahu

Graphic Designer: 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 stick-figure scene. In your job, you can use technology to develop graphics or non-linguistics interpretations in response to the text.

Graphic Design:



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JEMBER

Literature Circle Role Sheet

Questioner

Name : Wulim Ruseqadati

Class : X 2

Group : 1

Title : The legend of bangkawangi

Questioner: 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 questions or topics for today:

1.	Who is the main character in the bangkawangi legend?
2.	What is the main conflict that occurs in the bangkawangi legend?
3.	What is the meaning of the fragrant water in the legend?
4.	What is the role of the king in the bangkawangi legend?
5.	What is the moral value of the bangkawangi legend story?

Project manager

Name : NITAN Kibiza Angili

Class : X2

Group : 2

Title : The Legend of banyu wangi

Project manager: Your job is to coordinate tasks among group members, mediate conflicts that may arise, and ensure that deadlines are met. Your role emphasizes organization and accountability, helping the group function smoothly and stay focused on literature circle activity.

Deadline: 30-09-2025

No.	Problems	Solutions
1. Ika	The problem : having trouble taking a pen because I'm too lazy to take it	solution : Ika had to walk to her own seat to get the pen
2. Wawan :	The problem : had difficulty in making an answer related to origin of banyu	→ solution : the solution is to search on the internet.
3.		
4.		
5.		

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Literature Circle Role Sheet

Trend spotter

Name : IKA ZICHA WULANSARI H.

Class : X-2

Group : 2

Title : The Legend of Banyu Wangi

Trend Spotter: You can use the internet and social media to connect your background knowledge to the narrative text. Your job is to find the connections between the text and you, and between the text and the wider world. Please consider the list below when you make your connections.

- Your own past experience
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problem that you are reminded of

Some connections I made between this reading and my own experiences:

1.	Once my friend was wrongly blamed for something she didn't do, similar to the woman in the story.
2.	I once visited a place with a strong legend behind its name, and it made me think of how powerful stories can shape local culture.
3.	The story reminds me of a news report where someone was accused without evidence and suffered unfairly.
4.	I remember having to prove the truth to someone who didn't trust me, and it felt painful, just like the woman who jumped into the river.
5.	I once visited Banyuwangi and remembered the legend being told by a local guide, making it feel more real.

Literature Circle Role Sheet

Summarizer/Tweeter

Name : Cmta. Nuryatuz Sobta

Class : X-2

Group : 2

Title : The Legend of Banyu Wangi

Summarizer/Tweeter: 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:

Once upon a time in the eastern part of Java Island, there was a kingdom led by King Prabu Menak Krakoe. This king attacked the kingdom of Gelunglung in Bali, killing its king, while his daughter, Made-Surak, and her young brother, Agung Bogas Manim, fled to the forest.

Prabu Menak Krakoe had a handsome son named Raden Banterang. One day, Raden Banterang was hunting in the forest and met Made-Surak, whom he later made his wife. They lived happily in the palace.

While Raden Banterang was hunting, Made-Surak was surprised to see a dirty beggar who turned out to be her brother, Agung Bogas Manim. Agung asked Made to kill her husband, but Made refused. Agung tried to deceive her and convinced Raden Banterang that Made was having an affair. In anger, Made asked her husband to kill her and throw her body into the river.

Raden Banterang, unable to control his emotions, stabbed Made-Surak. After her body was thrown away, the river became clean and fragrant. Raden Banterang regretted it and fell into the river while shouting

"Bany... Wangi... Banyuwangi!!"

which means "Fragrant water"

Literature Circle Role Sheet

Investigative Journalist

Name : Chelsia septia ramadhani

Class : X-2

Group : 2

Title : The Legend of Bangun Wangi

Investigative Journalist: Your job is to check facts in the text, and find information that will help the group understand it more completely.

Result of investigative:

1. Cultural Context

- The story is set on Java island, Indonesia, specifically referencing the kingdom of Blambangan, which was a historical kingdom located in East Java. The tale reflects the cultural heritage of Indonesia, including the significance of family, honor, and the consequences of betrayal.

2. The river

- The river plays a crucial role in the narrative, symbolizing purity, truth, and the consequences of one's actions. The transformation of the river reflects the moral outcome of the characters' actions.

3. Historical Elements

- Bangun wangi : The phrase means "fragrant water", which captures the essence of the tale and symbolizes the purity of made surahi's spirit.
- The invasion of Blambangan by Prabu Menak Praloka is reflective of the historical conflicts that occurred in the region, showcasing the political dynamics of the time.

Appendix 12

Student's Reading Logs

Name: Raysha Kanda S. Date: 07 Mei 2025

Reading log

Instruction: Please answer these questions about each story you are reading. You may fill in the questions while you read the story.

Title: Sangkuriang : The legend of Tangkuban Perahu

Setting— Where does the story take place?
Mount Tangkuban Perahu, West Java, especially around the Lembang area, West Bandung Regency.

Main Characters— Give a brief description of each character.

1. Sangkuriang is a naughty, stubborn, silent and daring child.
2. Dayang Sumbi is a kind, loving and sacrificial figure, but she is stubborn and merges up
3. Tunang and Wayang Wang

Summary— What happened in the book?
a boy named sangkuriang, who was blinded by love and insisted on marrying his mother

Conclusion— How did the story end?
He failed to build the boat that Dayang Sumbi requested, and finally the boat capsized and became Mount Tangkuban Perahu.

Moral of the Story— What did you learn from reading the story?
The importance of honesty, self-control, and respect for dating.

Structure of the text— Give a brief description of each character

1. Orientation
The beautiful Dayang Sumbi marries the god (tunang), over but to the handsome sangkuriang.
2. Complication
sangkuriang accidentally kills tunang, is banished by Dayang Sumbi.
3. Reorientation
sangkuriang failed to fulfill the condition.

Name: Reinaldi SatriasudewiDate: Wed, 7 May 2023

Reading log

Instruction: Please answer these questions about each story you are reading. You may fill in the questions while you read the story.

Title: Malin Kundang

Setting— Where does the story take place?

at the Sumatra beach, more precisely in the city of Padang

Main Characters— Give a brief description of each character.

1. Malin Kundang →
2. Mande Kubaugh →
3. Malin Kundang's wife →

Summary— What happened in the book?

malin grows up in poor fishing village with his mother, he leaves home to look for better life. After many

Conclusion— How did the story end?

his mother became angry and his mother prayed that malin Kundang would be cursed to become a stone. And now malin Kundang is still protesting himself in the city of Padang.

Moral of the Story— What did you learn from reading the story?

Don't be disobedient to your mother just because you don't want to live in poverty anymore. no matter what the circumstances, it is your mother who has taken care of you, until you grow up.

Structure of the text— Give a brief description of each character

1. Orientation
once upon a time, in a seaside village in Padang, West Sumatra lived a widow mande kubaugh with her son only son, Malin Kundang.
2. Complication
Days by days passed slowly while waiting for malin. she prayed every single day for malin to go home safely.
3. Resolution
The ship sailed away and the crowds left mande alone by the shore. Mande cried and prayed, "Oh, God, if he not my son, I will forgive his actions to me....."

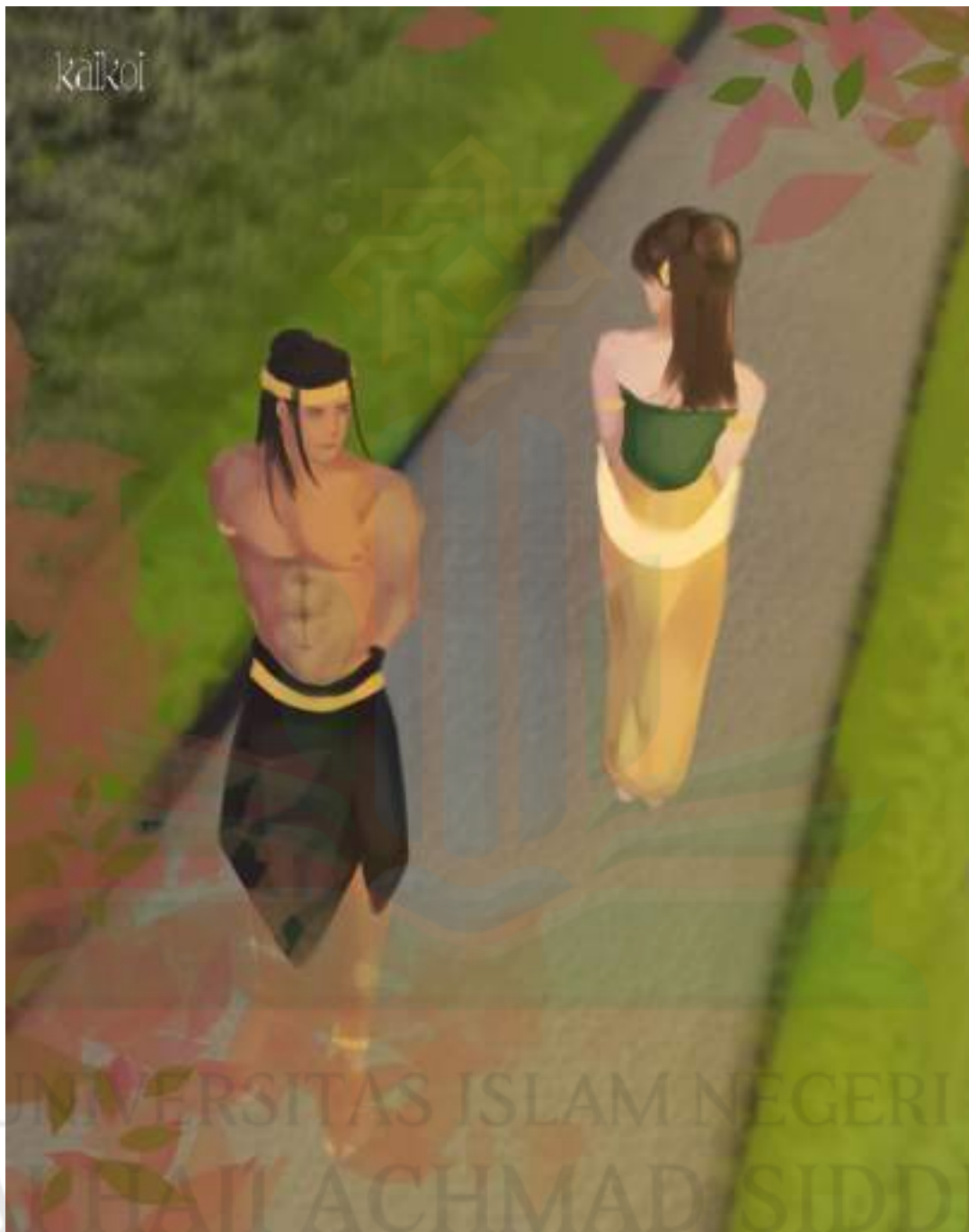
Appendix 13
Student's Graphic Design



Graphic Design: The Legend of Manik Angkeran



Graphic Design: The Legend of Banyuwangi



Graphic design: The Legend of Roro Jonggrang

Appendix 14

Documentation



5

Documentation 1

The researcher explains the narrative text



Documentation 2

Students' individual reading activity



Documentation 3

Student groups' discussion through the literature circle



Documentation 4

Students group on sharing session

Appendix 15

Research Journal

Research Journal

Name : Feby Triyuzni
 SRN : 202101060322
 Title : Enhancing Students' Reading Comprehension by Implementing Literature Circle in the Tenth Grade of Senior High School
 Location : SMA Negeri 5 Jember

No.	Day/Date	Activities	Signatures
1.	21 April 2023	The researcher gives the research permit letter for school	
2.	21 April 2023	Pre-cycle consists of an interview and a consultation about the lesson plan with the English Teacher	
3.	29 April 2023	The researcher applies the action of cycle 1	
4.	30 April 2023	The researcher gives a reading test to students (post-test 1)	
5.	6 May 2023	The researcher applies the action of cycle 2	
6.	7 May 2023	The researcher applies the action of cycle 2	
7.	14 May 2023	The researcher gives a reading test to students (post-test 2)	
8.	20 May 2023	The researcher asked for a letter of completion of the research	

Jember, 20 May 2023
 Kepala Sekolah,

 NIP. 19790425 201101 1 004

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix 16

Research Completion Letter



PENERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 5 JEMBER
 Jalan Semangko 4 Jember HP (0311) 422136 Fax: (0311) 421355
 website: sman5jember.sch.id email: sman5jember@gmail.com

SURAT KETERANGAN
 Nomor: 400.3.5.3/308/101.6.5.5/2025

Yang bertanda tangan di bawah ini,

Nama	SELAMET SUPRIYADI, S.Pd., M.LL.
NIP	19790425 201101 1 004
Pangkat/Gel. Ruang	Perata, III/c
Jabatan	Pih. Kepala Sekolah
Pada Sekolah	SMA Negeri 5 Jember

Memerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini

Nama	FEBY TRIAYUNI
NIM	2021010360022
Program Studi	Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian di SMA Negeri 5 Jember pada tanggal 29 April s.d. 14 Mei 2025 berdasarkan surat Pemohonan Izin Penelitian dari Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember Tanggal 21 April 2025 Nomor: B-11380/In.2023 a/PP 009/04-2025 dengan judul penelitian "Enhancing Students Reading Comprehension by Implementing Literary Circle in the 10th Grade of Senior High School".

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.



SELAMET SUPRIYADI, S.Pd., M.LL.
 Kepala Sekolah
 NIP. 19790425 201101 1 004

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Appendix 17

Declaration of Authorship

The undersigned below:

Name : Feby Triayuni

NIM : 202101060022

Program : English Education Program

Faculty : Tarbiyah and Teaching Training

University : State Islamic University of Kiai Haji Achmad Siddiq Jember

Declare that this undergraduate thesis entitled "Enhancing Students' Reading Comprehension through Literature Circles 2.0 Implementation in the 10th Grade of Senior High School" is my original work, gathered and utilized especially to fulfil the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this thesis have been personally consulted.

Jember, 1st July 2025



Feby Triayuni
202101060022

Appendix 18

Plagiarism Data



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangrove Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Feby Triyuni
 NIM : 202101060022
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : Enhancing Students' Reading Comprehension by Implementing Literature Circle in the Tenth Grade of Senior High School

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (8.2%)

1.	BAB I	: 7%
2.	BAB II	: 7%
3.	BAB III	: 16%
4.	BAB IV	: 5%
5.	BAB V	: 6%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, Mei 2025
 Penanggung Jawab Turnitin
 FTIK UIN KHAS Jember


(Ulfia Dina Novienca, S.Sos I, M.Pd)
 NIP. 196308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
 2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5.

Appendix 19

Researcher's Biography



Personal Information

Name	: Feby Triayuni
SRN	: 202101060022
Gender	: Female
Place, Date of Birth	: Jember, 02 nd February 2001
Address	: Dsn. Loncatan, Ds. Mangaran, Kec. Ajung, Jember
Faculty/Study Program	: FTIK/English Education Program
Phone Number	: 085648919790
Email Address	: febytriayuni02@gmail.com

Educational Background

2005-2007	: TK Kurnia Jenggawah
2007-2013	: SDN Mangaran 05
2013-2016	: SMPN 1 Jenggawah
2016-2019	: SMA Muhammadiyah 03 Jember