CHAPTER I
INTRODUCTION

This section discusses the background of the study, statement of the problem, purpose of the study, significance of the study, hypotheses, scope and limitation, and the definition of the word.

1.1 Background of the Study

There are many techniques and methods for teaching English. There are CTL, CLL, Quantum-teaching, Cooperative Learning, and many other methods. Some teachers are transforming their classrooms into communities of learners who read literature, write about it, and discuss its meaning in literature discussion groups. But in discussion groups, students only sit and sometimes work together. Students’ contributions may be unequal and some students may not contribute, participate, or learn at all. Cooperative learning is qualitatively different from what is often called “group work” (Novian, 2008). With cooperative learning, students learn from each other in their group so that they can understand the material and enjoy learning English. So, the purpose of learning English is to add students’ knowledge. There are four basic skills that have to be learned for mastering English, namely: reading, writing, listening, and speaking.

Reading is not an isolated skill but an interaction between a reader and a text (Johnston 1983: 1, as cited in Mikulecky 1990). In fact, some students were not active in their class because it is only the teacher who is active and who transforms
the materials. So, teacher must use a method of teaching English that is effective, enjoyable, and likeable especially in teaching reading.

Cooperative learning is easier to be understood and enjoyed by students in English learning, especially reading comprehension. This method is compatible with instructional strategies compared with a metacognitive model of learning strategies. Based on Cobb, Jeff (2009) learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes (http://www.missiontolearn.com/2009/05/definition-of-learning/ update/10/05/2010).

Whereas, reading is one of the major subjects in learning English which means that a teacher also has to transform information and experience into knowledge of reading. Teacher has to make sure that the teaching reading process is effective. Firstly, the teacher needs to scaffold guided reading to enable children to learn how to respond and secondly to transfer control of the talk to the group (King; 2001:32).

Most of the students still could not analyze the main idea of the topic when they are reading a text. Hsu (2004:10) claimed that in Taiwan, several EFL/ESL teachers who had implemented Literature Circle in their reading class proved that students successfully explored their literacy experience and became active readers. The researcher assumed that if school in Taiwan had successfully implemented Literature Circle, so Indonesian schools are hoped to be success in implementing it, too. This assumption is based on the fact that both Indonesia and Taiwan learn English as a foreign language. Thus, the researcher decided to implement Literature Circle to teach reading comprehension to students in SMPN 3 Batu.
The researcher observed the phenomenon that many Indonesian students are not keen on reading. This condition motivated the researcher to make reading more fun and meaningful to the students. Reading must be enjoyable, fun, and interesting for students. Teacher must have learning style in teaching, they have to be active, creative, enjoyable, and interesting and beneficial for students.

In order to do that, Literature Circle technique can be used as one of the new interesting methods where researcher groups the students in a reading circle. Literature Circle is a cooperative learning method in teaching English; it is a combination between independent reading and cooperative learning. This method is similar to reading discussion groups in which the students can share with the others, and there is no gap between teacher and the students. Literature Circle can be used for teaching speaking, reading, and listening; but in this research, the researcher only focused on reading class.

Daniels (1994:13) said:

Literature Circle is a small, temporary discussion groups who have chosen to read the same story, poem, article, or book. While reading each group-determined portion of the text (either in or outside of class), each member prepares to take specific responsibilities in the upcoming discussion, and everyone come to the group with the notes needed to help perform that job. The circles have regular meetings, with discussion roles rotating each session.

Muniroh, (2007) proved that students’ ability to increase reading comprehension and group dynamic were significant factors affecting students’ attitudes towards Literature Circle. As we know that increasing vocabulary learning
and collaborative learning experience for students is parts of reading comprehension, so that the students can understand the reading text.

Theoretically, Literature Circle is a kind of students-centered reading activity for groups that consisted of 4-6 students each; the groups’ members share and rotate for four different jobs throughout the project. The researcher chooses Literature Circle to teach reading, because it can be an interesting activity for student, where they can find new favorite literature works. Literature circle is also practical for teachers to gather their students in a circle to learn together with their partners. This activity offers lots of variations that may suit teacher’s need to transfer information and experience, especially in reading. Based on the background above, this study focuses on the reading class with the implementation of Literature Circle in SMPN 3 BATU, especially at class VIII F.

1.2 Statement of the Problem

Based on the background above, the researcher formulates the problems as follows:

“Does teaching reading using literature circle can increase student’s reading comprehension of the eight grade students of SMPN 3 BATU?”

1.3 Purpose of the Study

Based on the statements of the problem above, the purpose of the study are:
To know whether teaching reading using literature circle can increase student’s reading comprehension of the eight grade students of SMPN 3 BATU.
1.4 Significance of the Study

The significance of the study is designed to the teacher and students. The result of this study is expected to give contribution to the teachers in terms of creating variation of teaching reading skill by using Literature Circle Method.

The study also gives significance to the students. Through the implementation of literature circle, the student can increase their motivation in learning reading and improve their reading comprehension test.

1.5 Hypothesis

In order to give direction in interpreting the data, the researcher provides two hypotheses as follows:

1. Null hypothesis (Ho)

There is no increase of literature circle method to the eight grade students of reading comprehension in SMPN 3 BATU

2. Alternative hypothesis (Hi)

There is increase of literature circle method to the eight grade students in reading comprehension in SMPN 3 BATU

1.6 Scope and Limitation

The scope of this study is the implementation of literature circle method to the eight grade students of reading achievement in SMPN 03 Batu and limited on the second semester students of class VIII F academic year 2009/2010 at SMPN 3 Batu.
1.7 Definition of key term

The researcher presents some definition of the key term to avoid misunderstanding in interpreting this study:

1. Literature Circle is students’ activity for a group of 4-6 students at any grade level and each member rotates one of the following jobs throughout the project: Discussion Director, Literary Luminary, Character Captain, Connector, Artistic Adventure, and Vocabulary Enricher (King, Carol.S.2001:36).

2. Cooperative Learning is a cluster of instructional strategies that involve students working collaboratively to reach common goal (Eggen and Kauchak in Ibnu, 2009:9).