CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discussion on the action research of the implementation of the Literature Circle with the goal of determining to what extent the literature circles technique will improve the students' reading comprehension in the 9th grade at SMPN 14 Surabaya, based on the findings of the research and discussion. Detailed descriptions and discussions of the research findings are provided under the following subheadings: the findings of the research and the discussion of the findings.

4.1 Findings

4.1.1 Pre-research

This study was conducted among 9th-grade students at SMPN 14 Surabaya during the academic year 2020/2021, as previously stated in the former section of this chapter. From March 21st, 2021 until April 11th, 2021, this research was conducted in three phases: pre-research, cycle 1 and cycle 2. The 9th grade, namely 9-A, was the focus of the investigation, with a total of 40 students. The researcher chose that particular class as the focus of his investigation since the majority of the students in that class indicated limited ability to comprehend the content of the reading material. The researcher carried out the investigation with the permission of the headmaster of SMPN 14 Surabaya, who was present during the research. During the subsequent investigation, the researcher received assistance from the English teacher at SMPN 14

Surabaya. It was the role as a teacher-collaborator in the research activities of the researcher. Her assistance was required by the researcher in order for the research activities to go as smoothly as possible.

Observations were made during online learning, which was conducted using Zoom on March 21, 2021, as part of the preliminary research. The 9-A class was attended by the researcher as the English teacher, the collaborator-teacher and the students. The teacher and the students greeted each other and prayed together before going over the list of students. The teacher opened the lesson by asking a guided question on the materials that would be covered. The teacher began the lesson by explaining how to read the narrative text that had been projected on the screen for the students. The teacher next asked students some direct questions about the material, including questions regarding the sort of text and questions about the characteristics of the text. Some students had taken an active role in the development of this section. The students were tested at the completion of the section by the teacher, who gave them 40 minutes to complete 25 multiple-choice questions. The findings revealed that the majority of 9-A students struggled with the reading comprehension task. It was demonstrated by the results of the preliminary research. The following were the findings of the preliminary test:

Table 4.1 The Reading Comprehension Results of the Pre-test

No	Code	Pre-test
1	S9A-1	68
2	S9A-2	68
3	S9A-3	60
4	S9A-4	72
5	S9A-5	64
6	S9A-6	80
7	S9A-7	76
8	S9A-8	64
9	S9A-9	76
10	S9A-10	60
11	S9A-11	56
12	S9A-12	72
13	S9A-13	84
14	S9A-14	76
15	S9A-15	68
16	S9A-16	64
17	S9A-17	72
18	S9A-18	72
19	S9A-19	60
20	S9A-20	60
21	S9A-21	56
22	S9A-22	72
23	S9A-23	76
24	S9A-24	64
25	S9A-25	64
26	S9A-26	68
27	S9A-27	72
28	S9A-28	72
29	S9A-29	64
30	S9A-30	64
31	S9A-31	68
32	S9A-32	68
33	S9A-33	72
34	S9A-34	76
35	S9A-35	80
36	S9A-36	80

37	S9A-37	60
38	S9A-38	64
39	S9A-39	72
40	S9A-40	80
Mean		**69.10**
Lowest Score		**56**
Highest Score		**84**
Passed		**5**
Percentage		**12.50%**

Pre-test results were shown in Table 4.1 to be on the lower range, with an average score of only 69.10. The greatest score on the pre-test was 84, and the lowest score on it was 56. It turned out that only 5 students were present among those who passed the test (12.50%). Thus, only five students were able to pass the test if they scored more than 80 on the minimum master's criteria (KKM). The researcher argues that, in light of this, an appropriate strategy is required to solve the problems in order to achieve the learning objectives, particularly by reading comprehension of narrative texts by 9-A students as the main topic based on the lesson plan developed during the pre-research phase. In his findings, the researcher concluded that students' skills should be strengthened by the use of a technique that was supposed to tackle the problems in the classroom. Consequently, the researcher used the Literature Circle Technique to increase the reading comprehension abilities of the students in order for the research project aimed at improving the students' reading comprehension skills to be successful.

4.1.2 Implementation Cycle 1

These meetings were done on Mondays and Fridays over a three-week period from March 24 to March 31, 2021. There were two meetings in this cycle where in every meeting was held in 2x40 minute. After assuming Literature Circle Technique to be a solution to solve the problems faced by students in class 9-A at SMPN 14 Surabaya in the academic year 2020/2021, the two meetings formed the first and second steps in the application of the technique. The post-test meeting sought to determine whether the students' reading comprehension skills had improved as a result of treatment. The cycle began with planning, continued with activity, included observation, and concluded with reflection. At this point in the research, the researcher conducted some follow-up activities:

The teacher organized lesson plans in accordance with the teaching content during the planning phase. Following that, she created the resources for the teaching-learning process, such as the materials, the observation sheets, and the evaluation of the test. She also prepared the test helped by the collaborator. When it was in the first cycle, the teaching and learning process was based on a procedure known as the Literature Circle (LC), which was divided into six categories: *the highlighter, the relater, the picture maker, the word detective, the profiler, and the question maker*. In the action phase, before to giving

the online class, the researcher provided the collaborator with a copy of the observation checklist. The researcher and collaborator selected an intriguing topic for discussion in the leading activities based on the lesson plan. The images presented on the screen were representations of the texts that will be addressed in the activities that followed. The first meeting's theme was "The Prambanan", which was discussed in detail. Starting with an inquiry about the students' health and then a check on their attendance, the session officially began. All 40 students were present in the online class, according to the students who responded to the question. Later, the teacher divided the class into six groups of discussion to allow the students to put their roles into practice during the Literature Circle technique. Each group included a total of 6-7 participants.

During the implementation of the Literature Circle action, the students were asked to participate in small-group discussions about the reading material that they had been assigned. All the members of each group took the roles as: the highlighter, the relater, the picture maker, the word detective, the profiler, and the question maker. The number of students were able to develop their ideas about the material during the discussion, which helped them understand the deeper meaning of the reading material.

After finishing the first cycle and administering the first post-test, which was completed on March 31st, 2021, the teacher took time to reflect on the data she had collected. As a result of the evaluation, she observed that the students' comprehension abilities had increased.' An indicator's intensity has decreased in multiple instances, which needs to be noted. When it came to exploring concepts, for example, students had more success than before. When asked to locate information for their text, they were no longer bewildered. In terms of structuring the reading text, they performed a satisfactory job. Implementing Literature Circle helped students enhance their text comprehension abilities. These students were able to interpret and distinguish between the various reading comprehension passages. In addition, the students were not reluctant to discuss with the researcher about their issues when they encountered them. The cycle 1's post-test result was as follows

Table 4.2 The Results of The Post-test in Cycle 1

No	Code	Post-test in Cycle 1
1	S9A-1	72
2	S9A-2	76
3	S9A-3	72
4	S9A-4	84
5	S9A-5	80
6	S9A-6	80
7	S9A-7	76
8	S9A-8	72
9	S9A-9	80
10	S9A-10	72
11	S9A-11	72
12	S9A-12	76
13	S9A-13	84

14	S9A-14	80
15	S9A-15	72
16	S9A-16	76
17	S9A-17	80
18	S9A-18	84
19	S9A-19	80
20	S9A-20	76
21	S9A-21	72
22	S9A-22	72
23	S9A-23	84
24	S9A-24	76
25	S9A-25	80
26	S9A-26	76
27	S9A-27	84
28	S9A-28	72
29	S9A-29	76
30	S9A-30	76
31	S9A-31	80
32	S9A-32	68
33	S9A-33	76
34	S9A-34	84
35	S9A-35	80
36	S9A-36	80
37	S9A-37	64
38	S9A-38	76
39	S9A-39	84
40	S9A-40	88
Mean		**77.30**
Lowest Score		**64**
Highest Score		**88**
Passed		**18**
Percentage		**45.00%**

Students' achievement in reading comprehension skill improved as a result of the implementation of the Literature Circle (LC) technique, according to Table 4.2, but it was still necessary to conduct the next cycle

because the first cycle's implementation of the LC technique failed to meet the research's minimum standard of success, as the students who passed the test based on the criteria of the research failed to meet the research's minimum standard of success. The mean score for students' reading comprehension test, on the other hand, was 77.30, with the lowest score being 64 and the highest being 84. Despite this, when compared to their pre-test results, students' reading comprehension skills showed a statistically significant improvement in terms of mean scores, which increased from 69.10 to 77.30, with the highest scoring 84 and the lowest scoring 64, respectively. The number of students that passed the test increased from 5 to 18 throughout this time period. One may argue that the number of students increased by 13 students, or 32.50%. In light of the results of cycle 1, the researcher decided to proceed with the next cycle in order to ensure the success of this research because 18 students (45.00%) met the minimum standards (KKM) of $\geq$ 80 on the basis of the master's criteria, and the researcher wanted to ensure the success of this research.

Based on the observation of cycle 1 as a reflection in this cycle, the researcher must reflect on the weaknesses that occurred during the learning process in order to improve the students' abilities in reading comprehension. Several students continued to struggle with presenting their ideas using the appropriate words. As a result, the teacher was required to check each student in the groups individually during the

online class by asking them to respond to students' questions regarding the meaning of certain words and the topic being addressed.

Additionally, she had difficulty adjusting to the online classroom environment for the first time she taught the students, as it was the first time, she used the LC technique. Additionally, she rushed through the content, and her voice was hardly audible. The teacher was more composed, as were the students. The teacher as the research should evaluate the students' reading comprehension difficulties during the second next meetings by asking if they have difficulty describing things using text while participating in the online sessions with equal probability and not focusing on one section of the class. By providing students with a better opportunity to identify the vocabulary associated with the reading assignment, she increased their chances of self-expression. The researcher and teacher resumed the investigation in cycle 2 after learning the outcome.

4.1.3 Implementation Cycle 2

Three meetings were held on Monday and Friday during cycle 2. The meetings began on 4 April 2021 and concluded on 11 April 2021. They took place in an online classroom powered by the Microsoft Teams platform, and each session lasted 2x40 minutes. The Literature Circle (LC) technique was adopted by assigning six roles to group members: *the highlighter, the relater, the picture maker, the word detective, the*

profiler, and the question maker. The researcher and collaborator reviewed strategies to evaluate their Cycle 2 action plans throughout the cycle 2 planning phase. The following discussions may well provide an overview of Cycle 2 plans. At the first meeting of the second cycle, the plans concentrated on implementing the LC technique to empower control over students' activity and attitudes in order to make the class work more effectively. Additionally, the researcher conducted a review of recently reported materials by addressing a series of key questions. Furthermore, the LC approach was used to fill the six essential roles.

On Wednesday, April 4th, 2021, the teacher and researcher convened an online meeting to begin the class. In the beginning of the lesson, the teacher motivated the students and also informed the class about the previous test result. The students found out their test scores were better than those from the previous cycle. Since the same method was used in the meeting, the teaching learning process functioned in this meeting as well. "The Sangkuriang" was the topic of discussion. When the teacher explained, the students paid attention and found the topic interesting on the day. They were more agreeable to doing group work and more energetic than their workmates had been in the previous meetings.

The researcher planned several activities to maximize the result during the second cycle. This cycle's planning was exactly the same as the previous cycle. The researcher next created a lesson plan, selected reading material (such as a narrative text), designed a schedule of

attendance, made a list of students, planned an observation scheme, and organized the test. A lesson plan was developed, which featured directions on how to put the activity into action. At the beginning of Cycle 2, the teacher offered a reading comprehension topic to use as a text.

To gain extra insight, the researcher kept tabs on the class as they were working on their assignments. It was done to learn about the actions and attitudes of students, including how excited they were and what teaching and learning methods they employed. Afterwards, the students were separated into six groups of six to seven students each and were thereafter set to various activities. The students went on to read the text, identify the text's structure, and identify the text's main idea, and they also took notes words that are difficult to understand. Students were assigned to compose an outline and storyline of the text and to identify the generic structure. The groups' reports were all added to the online course following their presentation. During the process of her investigation, the researcher observed the students working together as a group and observed how students tended to care for one another and also how they were energetic and creative when asking questions and presenting information. The additional support went a long way towards helping students who ran into difficulty. In the last session of class, the students and the teacher each gave individual evaluations of each group's work in class on an online platform. In the end, the teacher

administered a test to determine if the students had improved their reading comprehension skills which was held on the third meeting. The results of the post-test in cycle 2 were presented as follow:

Table 4.3 The Results of The Post-test in Cycle 2

No	Code	Post-test in Cycle 2
1	S9A-1	88
2	S9A-2	88
3	S9A-3	80
4	S9A-4	88
5	S9A-5	88
6	S9A-6	88
7	S9A-7	88
8	S9A-8	84
9	S9A-9	88
10	S9A-10	92
11	S9A-11	80
12	S9A-12	88
13	S9A-13	92
14	S9A-14	80
15	S9A-15	80
16	S9A-16	76
17	S9A-17	80
18	S9A-18	88
19	S9A-19	92
20	S9A-20	92
21	S9A-21	72
22	S9A-22	84
23	S9A-23	84
24	S9A-24	84
25	S9A-25	80
26	S9A-26	80
27	S9A-27	84
28	S9A-28	76
29	S9A-29	80
30	S9A-30	76
31	S9A-31	88

32	S9A-32	80
33	S9A-33	84
34	S9A-34	84
35	S9A-35	88
36	S9A-36	84
37	S9A-37	76
38	S9A-38	80
39	S9A-39	92
40	S9A-40	92
Mean		84.20
Lowest Score		72
Highest Score		92
Passed		35
Percentage		87.50%

Based on the results shown in the table 4.3, it can be determined that the students' reading comprehension in this class was outstanding. According to the data displayed above, the total number of 35 students (87.50%) passed the KKM and there were only 5 students (12.50%) who did not pass the test. The mean score of the students was 84.20. The lowest score was 72, while the highest score was 92. It showed that the students' reading abilities have greatly improved. Based on the findings of the research done in cycle 2, the researcher and the collaborator were satisfied with the results because the students' overall performance was excellent. Furthermore, the students displayed great comprehension of a reading text, as well as excitement and participation throughout the learning and teaching procedures. In addition, the teacher was effective in adopting the Literature Circle technique in the online classroom for students in class 9-A at SMPN 14 Surabaya. After seeing the results of

Cycle 2 and eventually determining that at least 75% of those who took the KKM passed, the researcher and collaborator made the decision to stop the cycle the Classroom Action Research.

4.2 Discussion

For this research, the researcher used Classroom Action Research (CAR), a well-established approach for establishing whether or not a Literature Circle (LC) will increase students' reading comprehension skills in the 9th grade at SMPN 14 Surabaya in the academic year 2020/2021. Each of the two cycles of this research consisted of three meetings, with three sessions taking place in each cycle. Microsoft Teams was used to conduct the first and second meetings in each cycle, which took a total of 2x40 minutes. While the first and second meetings were devoted to putting the LC into action, the third meeting was devoted to delivering a test to measure the students' ability to comprehend what they had been reading. The research was carried out between March 21st, 2021 and April 11th, 2021.

A preliminary investigation was carried out on Tuesday, March 21, 2011, by monitoring participants during an online learning session at SMPN 14 Surabaya. According to the observations, the students' reading comprehension in English was also inadequate, owing to the limited vocabulary of the students in the class, as observed by the researcher. Consequently, they had difficulty comprehending a reading comprehension material. Towards the end of the session, the researcher administered a pre-test

to determine the students' ability to comprehend what they were reading. It was decided to include 25 multiple-choice questions in the test's items. 40 students participated in the pre-test, which was given 40 minutes to complete before going on to the main test, which focused on the use of the Literature Circle technique. The following are the results of the pre-cycle test, which are illustrated in figure 4.1:
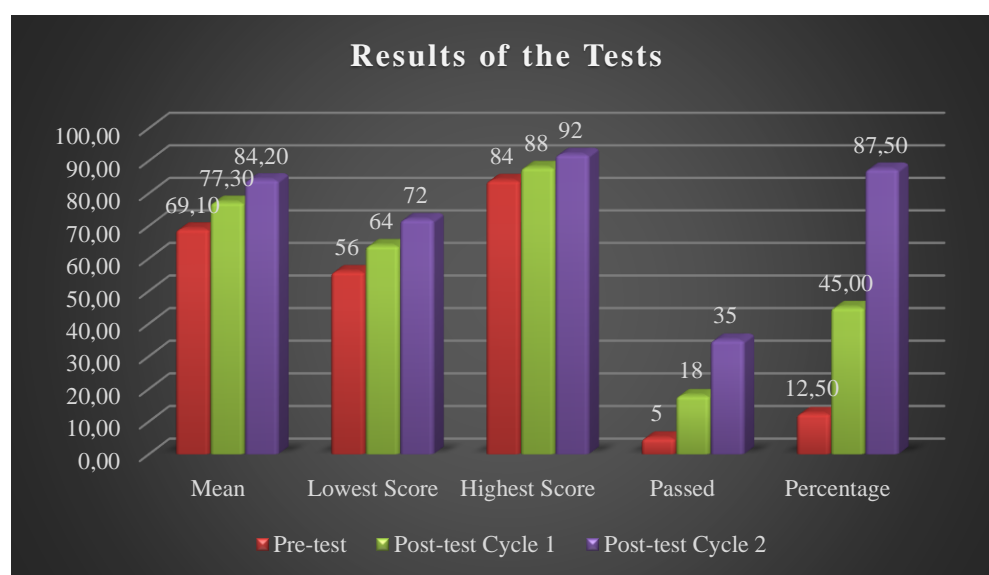

Figure 4.1 Students' Score Pre-test & Post-tests

As shown in Figure 4.1, it can be concluded that the actions taken resulted in improvements in the performance of class 9-A students. This conclusion is based on the results of the tests conducted during the pre-test, post-test cycle 1, and post-test cycle 2 that were evaluated. The mean score in the pre-test was 69.10, but improved during the first two cycles from 77.30 to 84.20. The pre-highest test's score was only 84, but improvements in the following cycles resulted in an increase from 88 to 92. The lowest scores on this test improved from the pre-test to the post-test tests, respectively. The lowest score

in the pre-test was 56, while the post-test scores ranged from 63 to 72. In the event that students who took the tests were successful, some improvements were discovered. At the beginning of the test, only 5 of the students who had previously passed the test (12.50%). During post-tests, it was a 45% in the number of students who passed and a 90% in the number of students who passed post-tests were noted in the post-test cycle 1 and 2 that had a total of 18 students and 35 students in them, respectively. Related to the *Minimum Mastery Criteria (KKM)* standard, if 75% or more of students' scores are 80 or higher, then teaching learning process has been successful. In accordance with the Minimum Mastery Criteria (KKM) standard, if 75 percent or more of students' scores are 80 or higher, the teaching learning process has been deemed effective by the teacher. This demonstrates that the application of the Literature Circle technique (which results in better reading comprehension abilities for students) is beginning to be applicable, as indicated by the indication already being met. When comparing post-test results after cycle 1 to those after cycle 2, the researcher was able to interpret the students' learning outcomes using the LC technique, which allowed her to determine the progress. The results of the students' enhanced reading comprehension ability are represented in the following figure.
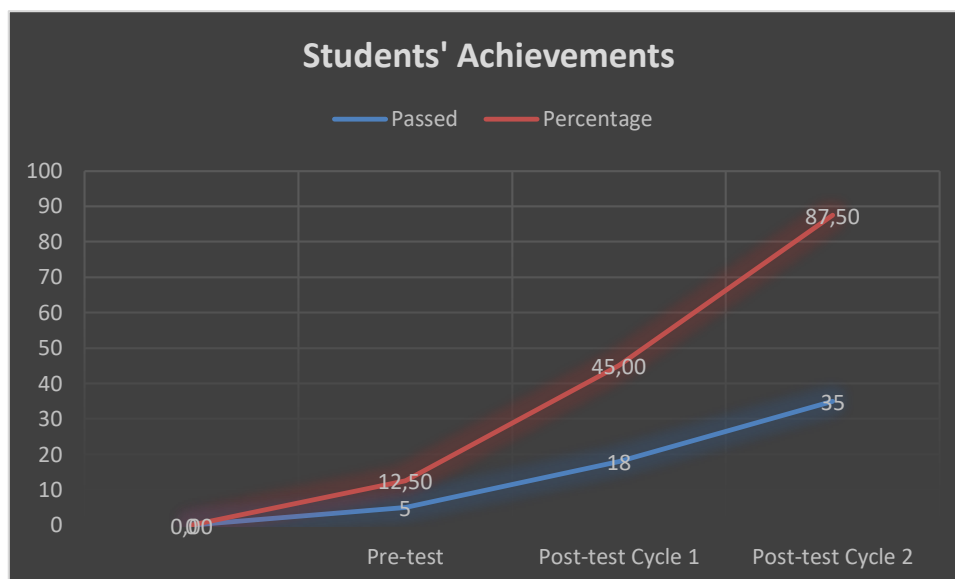
Figure 4.2 The Students' Achievement in Reading Comprehension

Students' reading comprehension improved as a result of the deployment of the LC technique, as seen in the figure. It was considered that the improvement indicated that the students were able to explore concepts for reading comprehension after receiving treatment with the LC technique, and this was validated by the results. It was determined that this research was ended in cycle 2 because the success requirements had been met in a percentage of 87.50%, according to the information gathered. On the basis of the Minimum Mastery Criteria (KKM) standard, which is ≥ 80 in the percentage $\geq 75\%$ students who pass the test, the number of students who passed the post-test in cycle 2 was 35 students in total. Following the findings of the research, the researcher concluded that the Literature Circle technique was effective in improving the students' reading comprehension to students in class 9-A at SMPN 14 Surabaya in the academic year 2020/2021.

In the pre-test results were in the lower range, with an average score of only 69.10. The highest possible score on the pre-test was 84, while the lowest possible score was 56. The results of the test revealed that only 5 pupils were present among those who passed the exam (12.50%). In the end, just five students were able to pass the test if they got more than 80 on the master's requirements, which was the KKM. Consequently, the researcher argues that an appropriate strategy is required to solve the problems in order to achieve the learning objectives, particularly by using reading comprehension of narrative texts by 9-A students as the main topic, which was developed during the pre-research phase of the study, to achieve the learning objectives. According to her findings, the researcher concluded that the employment of a strategy intended to address problems in the classroom should be encouraged in order to improve students' abilities in the future. To achieve success with her study project, she employed the Literature Circle Technique to help students improve their reading comprehension skills. As a result, the Literature Circle Technique was used to help students improve their reading comprehension skills.

Although students' reading comprehension skills improved as a result of the implementation of the Literature Circle (LC) technique, according to Table 4.2, it was still necessary to conduct a second cycle due to the fact that the first cycle's implementation of the LC technique did not meet the research's minimum standard of success, as evidenced by the students who passed the test based on the criteria of success. However, the mean score for the students' reading comprehension exam was 77.30, with the lowest score being 64 and

the best score being 84.30 percentiles. Although this was the case, when comparing their post-test results to their pre-test results, students' reading comprehension skills demonstrated a statistically significant improvement in terms of mean scores, which increased from 69.10 to 77.30, with the highest scoring 84 and the lowest scoring 64 on the scale. During this time span, the number of pupils who passed the test climbed from 5 to 18 from the previous year. One may claim that the number of students increased by 13 students, or 32.50 percent, since the beginning of the school year. Because 18 students (45.00 percent) met or exceeded the minimum standards (KKM) of ≥ 80 based on the master's criteria, the researcher decided to proceed with the next cycle to ensure the success of this research. The researcher wanted to ensure that this research was a success, so he proceeded with cycle 2 to ensure that it was.

On the basis of the results from cycle 2, it can be concluded that the pupils' reading comprehension in this class was exceptional. A total of 35 students (87.50 percent) passed the KKM, with only 5 students (12.50 percent) failing the test, according to the information presented above. The average score achieved by the students was 84.20. The lowest possible score was 72, and the best possible score was 92. As a result, it was discovered that the children' reading ability had significantly improved. On the basis of the findings of the research conducted in cycle 2, the researcher and collaborator were pleased with the outcomes, noting that the students' overall performance was great. In addition, the students demonstrated excellent comprehension of a reading book, as well as passion and participation throughout the learning

and teaching procedures and activities. In addition, the instructor was successful in implementing the Literature Circle technique in the online classroom for students in class 9-A at SMPN 14 Surabaya, which resulted in increased student engagement. Upon reviewing Cycle 2 data and establishing that at least 75% of those who took the KKM passed, the researcher and collaborator decided to discontinue the Classroom Action Research cycle at that point.

As a result, Literature Circles assisted students in better grasping the reading text they were assigned. To put it another way, Literature Circles had a major impact on students' capacity to comprehend what they were reading and write about it. The students were asked to participate in small-group conversations about the reading material, which was accomplished through the use of the Literature Circles Strategy. Everyone in each group participated in the following activities: *highlighter, relater, picture builder, word detectives, profilers, and question creators (to name a few)*. The Literature Circle technique has a significant impact on improving the students' capacity to comprehend narrative literature, particularly when used in conjunction with other techniques. According to the testing hypothesis, it can be concluded that the use of the Literature Circles Strategy had a statistically significant impact on the students' ability to comprehend what they were reading. It is possible to conclude that the research hypothesis is ACCEPTED based on the results of the hypothesis computation.