

# Proceedings

## **The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership**

Theme : Education Innovation in Globalization Practice

22 September 2020  
Postgraduate School - Universitas Negeri Medan



Supported by :



## Committee

### Advisors

Dr. Syamsul Gultom, S.KM.,M.Kes (Rector of Unimed)  
Prof. Dr. Bornok Sinaga, M.Pd (Director of Postgraduate Program of Unimed)  
Prof. Dr. Sahyar, MS.,MM (Vice Director 1 of Postgraduate School of Unimed)  
Dr. Darwin, M.Pd (Vice Director 2 of Postgraduate Program of Unimed)

Conference Chair	:	Dr. Rahmad Husein, M.Ed
Secretary	:	Dr. Juniastel Rajagukguk, M.Si
Trasurer	:	Dedi Agus Syahputra, SE
Secretariat	:	Vivi Emilawati, SE.,M.Si
		1. Erika, S.Pd.,M.Pd
		2. Amir Husin Sitompul, S.Pd.I
		3. Azizi Apri Indaya, S.Pd
		4. Agus Harriyanto
Papers and Proceedings :		1. Dr. R. Mursid, ST.,M.Pd
		2. Dr. Anni Holila Pulungan, M.Pd
		3. Dr. Saronom Silaban, M.Pd
		4. Dr. Tumiur Gultom, M.Si
		5. Mangaratua Simanjorang, M.Pd.,Ph.D
Program/Event	:	1. Dr. E. Elvis Napitupulu, M.Si
		2. Dr. Rachmat Mulyana, M.Si
		3. Dr. Elmanani Simamora, M.Si
Plenary Session	:	1. Prof. Amrin Saragih, M.A.,Ph.D
		2. Prof. Dr. Abinus Silalahi, M.S
		3. Prof. Dr. Abdul Hasan Saragih, M.Pd
Parallel Sessions:		1. Prof. Dr. Edi Syahputra, M.Pd
		2. Prof. Dr. Anita Yus, M.Pd
		3. Prof. Dr. Nasrun,MS
		4. Dr. Edy Surya, M.Si
		5. Dr. Ashar Hasairin, M.Si.
		6. Dr. Rahmatsyah, M.Si
		7. Dr. Arif Rahman, M.Pd
		8. Dr. Ir. Nurfajriani, M.Si
		9. Dr. Hidayat, M.Si
		10. Dr. Fitrawaty, SP.,M.Si
		11. Dr. Albadi Sinulingga, M.Pd
		12. Dr. Wisman Hadi, M.Hum
		13. Dr. Rahma Dewi, M.Pd.
		14. Dr. Arfan Ikhsan, M.Si
		15. Dr. Saidun Hutasuhut, M.Si
		16. Dr. Jubliana Sitompul, M.Hum
Evaluator	:	1. Dr. Anni Holila Pulungan, M.Hum
		2. Dr. Syamsidar Tanjung, M.Pd
		3. Dr. Yuniarto, M.Pd
		4. Dr. Ajat Sudrajat, M.Si
		5. Dr. Ratih Baiduri, M.Si
		6. Dr. Muhammad Fitri Ramadhana, M.Si
		7. Dr. Mulyono, S.Si.,M.Si

8. Dr. Daulat Saragi, M.Hum
  9. Dr. Tumiur Gultom, SP.,MP
  10. Dr. Derlina, M.Si
  11. Dr. Elly Prihasti Wuriyani, M.Pd.
  12. Dr. Nurhayati Simatupang, M.Kes
  13. Dr. Amir Supriadi, M.Pd
  14. Anggriyani, SE., M.Si.
  15. Dr. Thamrin, M.Si
  16. Dr. Junita Friska, S.Pd.,M.Pd
- Public relations :  
1. Muhammad Surip, S.Pd.,M.Si  
2. Jihan Siska
- Accommodation :  
1. Ater Budiman Sinaga, M.Si  
2. Hendry Dalimunthe, MA  
3. Reza Destya, S.Pd  
4. Jasmi Assayuti, SHi
- Equipment :  
1. Nur Kholila Harahap, M.Pd  
2. Sofianto Gultom  
3. Suhana Nasution  
4. Farid Ma'ruf Harahap  
5. Isachar Adry Utomo  
6. Diky Arisandi  
7. Herianto Samosir, S.Pd  
8. Hizrah Saputra Harahap, S.Pd  
9. Muhammad Isnaini, M.Pd  
10. Nasiruddin, S.Pd
- IT & ICT :  
1. Jerry S. Pauned, S.Si  
2. Mulyanto Duha
- Transportation :  
1. Hisar P. Sianturi, SH  
2. Sari Purnamawati Siregar, M.Hum  
3. Yutia Hafwenny, S.KM
- Consumption :  
1. Susiani, S.Sos  
2. Siti Rohana, M.Pd  
3. Yutia Hafweny, S.KM  
4. Tiarma Nova, M.Pd.
- Receptions** :  
1. Nisa Ansyari Gultom, S.Pd  
2. Desi Yulian, S.Pd  
3. Siti Rohana, S.Pd.,M.Pd

**Schedule of The 5<sup>th</sup> Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020**  
**Postgraduate School, Universitas Negeri Medan**

**22 September 2020**

<b>(Indonesian time)</b>	<b>Activities</b>	<b>PIC/Moderator</b>
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	<b>Opening Ceremony</b> 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 <b>Prof. Emmanuel Manalo</b> (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 <b>Dr. Susan Ledger</b> (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 <b>Assoc. Prof. Yuri Uesaka</b> (The University of Tokyo - Japan)	
<b>12.05 – 13.30</b>	<b>Break</b>	
<b>13.30 – 15.30</b> (pm)	<b>Parallel Session 1</b> <b>(divided to 19 parallel rooms)</b>	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	<b>Parallel Session 2</b> <b>(divide to 19 parallel rooms)</b>	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5<sup>th</sup> Annual International Seminar on Transformative Education  
and Educational Leadership (AISTEEL 2020)**

**Preface**

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga  
Rahmad Husein  
Juniastel Rajagukguk**

### *Table of Content*

<b>Title And Authors</b>	<b>Page</b>
The Effect of Learning Models and Motion Ability on Learning Outcomes of Volleyball Passing Skills for Class VIII Students of Junior High School 6, Academic Year 2019-2020 <i>Ihsan Azhari Hasugian; Julaga Situmorang; Abdul Hasan Saragih</i>	1-5
The Effect of Everyone is a Teacher Here Learning Model and Learning Style on The Economic Learning Outcomes <i>Swara Kasih Kartini Putri; Saidun Hutasuhut; M. Nasir</i>	6-10
The Effect of Learning and Creativity Models on the Economic Learning Outcomes of Grade XI Berastagi High School Students <i>Wisnu Saputra Sembiring</i>	11-16
The Effect of Learning Methods and Courage Towards The Outcomes of Learning Physical Education Students Class V Public Elementary School in Sub-District Tanah Jawa <i>Dewi Hamda M. Sirait; Albadi Sinulingga; Agung Sunarno</i>	17-22
Development of Exercise Variations Race After Lay Up Basketball <i>M.Anas Surimeirian; Tarsyad Nugraha; Rahma Dewi</i>	23-25
Development of Dribble Training Variations in The Basketball Extracurricular Club in State High Schools of Medan City 2020 <i>Riski Iman Siregar; Ardi Nusri; Agung Sunarno</i>	26-29
Development of Interactive Learning Media Basketball Games in Subjects Physical and Sports Health Education <i>Andes Martua Harahap; Imran Akhmad; Hariadi</i>	30-37
Speech Function in The News Broadcast of the Radio Kardopa Medan <i>Syukur Selamat Gulo; Amrin Saragih ; Sumarsih</i>	38-44
External and Internal Conjunctions in the News Story Text of the Jakarta Post <i>Novita Sari; Amrin Saragih; Anni Holila Pulungan</i>	45-49
Analysis of Chemical Practicum Guides for Learning Evaluation Based on the National Education Standards <i>Arfiena Fitria Berutu; Iis Siti Jahro; Marham Sitorus</i>	50-53
An Analysis of Students' Scientific Attitude on the Topic of Bryophytes in State High Schools of the Langkat Regency <i>Muhammad Syukri; Ashar Hasairin; Fauziyah Harahap</i>	54-57
Karonese Language Shift of Young Generation <i>Tita Nirmaliya Ginting ;Siti Aisyah Ginting; Anni Holila Pulungan</i>	58-62
Interruption in the Conversation on Corbuzier Youtube	63-66

<i>Devi Rahmawiyta Sitompul; Sri Minda Murni; Anni Holila Pulungan</i>	
Analysis of the Determinan of North Sumatra Cofffe Exports to the United States Error Correctional Model Approach <i>Rimelda Rona Sar; M. Nasir; Muhammad Fitri</i>	67-70
The Implementation of Deception Strategy Used by Fahri Hamzah as an Indonesian People’s Representative Council in the Political Debate <i>Astari Rara Sandy; Sumarsih; Meisuri</i>	71-73
The Flouting Maxim in Social Interaction Expressed by The Characters in Zakeut Edition of Eumpang Breuh Movie <i>Asmaul Husna; Sumarsih; I Wayan Dirgeyasa</i>	74-77
How Children Acquire Lexical Acquisition <i>Dwi Astarini</i>	78-81
Translation Method in Web-Toon: True Beauty as Digital Comic by Yaongyi <i>Fitri Anisah Sitorus; Rahmad Husein; Sri Minda Murni</i>	82-86
Naturalization in Translation of English Accounting Terms into Indonesian <i>Anita Basrah; Anni Holila Pulungan; Rahmad Husein</i>	87-90
Types of Rudeness in the Classroom Context <i>Siti Sahuri; Sri Minda Murni; Rahmad Husein</i>	91-95
The Influence of Agriculture and Industry Sectorson GRPDin Serdang Bedagai Regency <i>Zuhari; M. Fitri Rahmadana; Arwansyah</i>	96-100
Analysis of Input Production of Rice <i>Hazlansyah Ramelan; Arwansyah; Rachmat Mulyana</i>	101-104
The Effect of Functional Training and Balanced Nutrition on Increasing Vo2max and Reduction of Percent Body Fat in Women Members of New Life Gym <i>Fery Juanda; Hariadi; Ardi Nusri</i>	105-107
The Translation of Cultural Words in Novel the Associate <i>Farah Frayenisari Sutara; Anni Holila Pulungan; Syahron Lubis</i>	108-112
Analysis of the Effect of Macroeconomic Variables to Joint Stock Price Index with Monetary Policy as Moderating Variables in Indonesia <i>A. Mahendra; Dede Ruslan; Sirojuzilam; Irsad</i>	113-118
Students’ Multilanguages Acquisition <i>Wikiaprian Pinim; Rahmad Husein; Siti Aisyah Ginting</i>	119-126
Pastap Game Development for Learning Badminton of the Mild Mental Retardation <i>Mulia Romadi Harahap; Sanusi Hasibuan; Isa Hidayati; Hariadi; Friska Indria Nora Harahap</i>	127-130

Types of Elicitation on Students' Engagement in Learning English <i>Wilda Novri Anisah; Rahmad Husein; Masitowarni Siregar</i>	131-133
Flouting Maxim of Humor in Digidoy Comic Strips <i>Yanti Hidayani Hasibuan; T. Silvana Sinar; Rahmad Husein</i>	134-136
Improvement of Mathematical Communication Skills and Student Learning Motivation Through Realistic Mathematics Education Approaches <i>Sari Arta Simanjuntak, Waminton Rajagukguk, Yulita Molliq Rangkuti</i>	137-140
Taboo Words in Rap Song Lyrics <i>Nurul Khoiriyah Hasibuan; Amrin Saragih; Rahmad Husein</i>	141-143
The Technique of Montessori Method to Investigate Reading Achievement at Preschool <i>Sofiah Rahmah Nst; Rahmad Husein; Masitowarni Siregar</i>	144-146
Analysis of Academic Supervision of Principal to Improve Teachers' Basic Teaching Skills at SMK Swasta Harapan Mekar 2 Medan <i>Fahmi, Prof. Dr. Zainuddin, M.Pd, Dr. Irwandy, M.Pd</i>	147-150
Ritual Ngumbah Keris in Javanese Society (Study on the Javanese community in the Kuala Silo Bestari sub-district, North Tanjungbalai district, Tanjungbalai City) <i>Syuhady Witana; Ichwan Azhari; Pujiati Chalid</i>	151-153
The Effect of Literature Circle and Students' Interest on Students' Reading Comprehension Achievement <i>Siti Soleha; Rahmad Husein; Zainuddin</i>	154-158
The Development of Game Based on Basic Motion Learning Model in SD Brigjend Katamso Medan <i>Iswanta Ginting, Haradi, Sanusi Hasibuan</i>	159-162
Types of Intertextuality in Opposite Editorials Related to the Vice Presidential Candidates Debate Topics 2019 <i>Elsi Revita Hasibuan; Anni Holila Pulungan; Sri Minda Murni</i>	163-168
Lexical Metaphor Used in Awaken the Giant Within for Transforming Lives of Students <i>Henri Dunant Biha; Rahmad Husein; Anni Hollila Pulungan</i>	169-171
Analysis of Factors Affecting Rice Imports in North Sumatera <i>Adiguna Dwirusandi; Dr. Arwansyah, M.Si.; Dr. Fitrawaty, M.Si.</i>	172-175
Types and Functions of Fillers Used by Indonesian Celebrities in Seleb English Youtube Videos <i>Ella Marissa Pardede; Amrin Saragih; Anni Holila Pulungan</i>	176-180
Analysis of Labor Demand and Supply in North Sumatra <i>Muhammad Alhasymi Matondang; Dede Ruslan; Indra Maipita</i>	181-185



Culturally Loaded Words and Phrases in Nevermoor Translated into Bahasa Indonesia <i>Noni Indani</i>	186-189
The Effect of Word Wall Strategy and Students' Interest on English Vocabulary Mastery <i>Siti Fadhilah Siregar; Anni Holila Pulungan; Sri Minda Murni</i>	190-195
Analysis of Regional Financial Independence, Economic Growth Rate of Human Development Index in 34 Provinces in Indonesia <i>Tiur Roida Simbolon; Fitriawaty; Indra Maipita</i>	196-201
Development of Thematic Learning Media For Comics for Beautiful Themes of Diversity My Country to Improve Results Student Learning in Fourth Grade of Public Elementary School 028071 Binjai City <i>Indra Maulana Harahap; Hidayat; Ratih Baiduri</i>	202-213
Expressive Speech Acts in Up in the Air Movie <i>Gusti Rahayu Manik</i>	214-217
Development of Android-Based Learning Media Subject for Class X Drug Matters in 1st Besitang State Senior High School <i>Andi Akbar Suparto; Tarsyad Nugraha; Sanusi Hasibuan</i>	218-220
The Influence of Teaching Style and Student Perception on the Outcomes of Passing Learning in The Volley Ball Game in SMP Negeri 4 Laguboti <i>Martin Edward Manik; Rahma Dewi; Budi Valianto</i>	221-223
The Effect of Teaching Approaches and Linguistic Intelligence on the Students Achievement in Reading Comprehension <i>Muhammad Ilham Adha; Berlin Sibarani; Didik Santoso</i>	224-228
Development of Interactive Learning Media in Character Formation Kindergarten <i>Natalia Noveri Tarigan; Hamonangan Tambunan; Samsidar Tanjung</i>	229-234
Analysis of the Ability of Metacognition of Students of SMAK Country Samosir in Solving Problems Apply Learning Guided Discovery <i>Siita Tamba, Bornok Sinaga, Syafari</i>	235-240
The Influence of PAIKEM Strategy on Reading Interests of VII Grade of SMP Negeri 2 Siberut Selatan <i>Eirene Siagian; Abdurahman Adisahputera; Wisman Hadi</i>	241-246
Development of Local Characteristics Learning Text Learning Media in Indonesian Language Learning in Kartika I-2 SMA Private Vocational School <i>Herza Alwanny; M. Oky Fardian Gafari; Abdurrahman Adisahputera</i>	247-256

# The Effect of Literature Circle and Students' Interest on Students' Reading Comprehension Achievement

Siti Soleha

*English Applied Linguistic Study  
Program*

*Postgraduate School, State University of  
Medan*

Medan, Indonesia

sholehasiti932@gmail.com

Rahmad Husein

*English Applied Linguistic Study  
Program*

*Postgraduate School, State University of  
Medan*

Medan, Indonesia

rhnapitupulu@yahoo.com

Zainuddin

*English Applied Linguistic Study  
Program*

*Postgraduate School, State University of  
Medan*

Medan, Indonesia

zainuddin52@yahoo.com

**Abstract-**The study was conducted to find out whether there is an effect of Literature Circle and interest on the students' achievement in reading comprehension. This quantitative research was carried out to an experimental group that were taken by using purposive sampling technique. The sample was 15 students with low interest and 19 students with high interest in reading. In doing this research, the writer did the experimental research design by using independent sample t test. The instrument for collecting the data was a narrative reading test that was given as a post-test after the treatment using Literature Circle Strategy. The result of the test that was analyzed by using the mann-whitney test. The result of analysis was found that the value of Sig for student's interest was  $0.000 < 0.05$ . It can be concluded that there was a significant difference of reading comprehension that was taught by using Literature Circle strategy between students who have high interest and low interest in reading.

**Keywords:** Reading Comprehension, Narrative text, Literature Circle, Students' Interest, Students' Achievement.

## I. INTRODUCTION

Reading is so prevalent in language use and the primary means of language learning for students. Because of the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. According to Westwood (2008) Reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already process to filter, interpret, organise and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connections, questioning, inferring and predicting. [1]

Besides, Danny and Timothy (2008) state that reading is not just saying the words on a page, it is not merely a matter of

decoding smoothly and with expression. But, reading is a thoughtful process that involves deep comprehension. It is this deep comprehension that empowers, transforms, and liberates readers. Reading must be comprehended by the students, it is mentioned that the student must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.[2]

Based on Curriculum 2013 for Senior High school in basic competence, it is expected that student must be able to analyze social functions, text structure, and language elements of several oral and written narrative text by giving and asking for information related to simple folk legends according to the context of their use, and the students must be able to present short and simple narrative texts related to legendary verbally and in writing by paying attention to social functions, text structure, and linguistic elements correctly and accordingly.

However, based on the observation during teaching at class tenth grade of SMAN 19 Medan, there are many problems that the researcher finds there, such as the students get difficulties in comprehending texts because they are lack vocabularies. They do not understand and comprehend the text well, not just to comprehend the text well but also to get the point of the text itself, they can't get it done. Furthermore, the students still have less confident if they are asked to read in front of their friend, they feel shy if they make mistake in reading the text. Sometimes, their friends laugh if there is a unique sound.

In reading comprehension, there are many strategies that can be used, namely Literature Circle strategy (LC). Literature Circles is a reading strategy that draws on some principles mentioned above: students read their self selected text from multiple texts that link and expand concepts, by which they can be more engaged in reading and be more motivated as well as get a vocabulary-rich environment; share their personal responses in small group discussion; and then share the responses with the whole class. From this point of view, literature circles is a form of independent reading, structured as collaborative small groups, and guided by reader response principles.

Avci (2018) found that literature circles clearly help students to understand literature better by increasing their desire to read. Additionally, the view that students' general attitudes towards reading change positively after taking part in the circles was supported by the results. The results also emphasized that students can develop better comprehension techniques in the circles which will enable them to use the literature for authentic and meaningful purposes. [3] Moreover, Nurhadi (2017) found that there was an improvement of students extensive reading; it can be seen by the students progress of activity from the first to the second cycle, also the students showed a positive respond to the literature circle. From this research finding, it showed that Literature Circle could develop the students' extensive reading. [4]

In line with the background for this study, the purpose of this research are to elaborate whether the students' achievement in reading comprehension taught by using Literature Circle strategy with high interest significantly higher than low interest, and to explain whether any significant interaction between teaching strategy and interest on the students' achievement in reading comprehension.

## II. REVIEW OF RELATED LITERATURE

This section starts with a literature review focusing on definitions of reading comprehension, theories relating to the implementation of Literature Circles, and students interest.

### A. Reading Comprehension

Reading comprehension is also called as an active thinking process. It is a process of making meaning and understanding from the text. Westwood (2008: 31) states that in reading comprehension process, a reader construct meaning to form a deeper understanding of concepts, facts, ideas and information presented in the text. He/she tries to interpret, infer, summarize and explain the content of a text to get deep understanding. Beside it, reading comprehension is also considered as the mental process. This process related to how the reader use his/her brain to comprehend the reading text. Furthermore, reading comprehension is defined as a complex process which requires the orchestration of many different cognitive skills and abilities. [1]

According to Snow (2004: 12), comprehending means learning and it becomes the major concern or goal of reading, whether in teaching or individual context. It involves the basic lower level process like decoding to higher level skills involve syntax, semantics and discourse or even integrating ideas of the text. It is not simple process because the readers build up or extracting new knowledge in their mind. [5]

### B. Literature Circle Strategy

Literature circles are a form of literacy engagement used in many classrooms today. There are many forms of literature circles, but essentially they are small, discussion groups consisting of students who are reading the same topic.

According to Daniels (2002: 1), literature circles as a small, temporary, discussion groups in which everyone in the group has chosen to read the same story, poem, article, or book. While reading, each member prepares for specific responsibilities during discussion time with notes needed to perform these tasks. [6] Varita (2017) explain that literature circles are led mostly by students, while the teacher remains in the background and performs only basic controlled function. Thus, literature circle is a student-centered teaching. [7]

Literature circles can be defined as peer-led student group in which they read with an opportunity to discuss content. It also often called as a form of book clubs. In other words, literature circles are group of reading in which the students read their own reading, note the important things of their reading, then they report what they have taught about it in the discussion with the peers regularly (Karatay, 2017). It means that literature circles are student centered activity which enable student to be actively involved in the group of discussion based on the same books or text they read then they report what they have read in the group meeting. [8]

Literature circle reading activities are designed to be implemented in four stages by Karatay (2017): [8]

#### a) Preparation

In this stage the introduction of reading tasks, creating literature circles, and choosing the book/text are performed respectively. In the first place, the introduction of reading tasks to the students is implemented. The students are informed individually about what they will do based on the task while reading the book. Secondly, reading circles are created among students who voluntarily want to work together. If those who come together have different interests, skills, and academic achievement levels, this increases the quality of the learning atmosphere and in-class interaction. In the third place, the students are required to choose one of the books/texts offered or one of their choosing.

#### b) Individual reading

In this stage, time is given to the students to read the book/text to do their individual reading tasks. In individual reading activities, the students are required to understand the content of the text, take notes, and prepare a presentation to give information about the reading task. For instance, a student who takes over the *Illustrator* task may be required to draw the chain of events and the characters in the story.

#### c) Discussion

In this stage, the student who takes over the *Questioner* task provides his/her friends with a discussion time for 20-30 minutes to share their feelings and thoughts about the topic of the book, main idea, other messages given in the book, the writer's use of language, and the writer's style of treating the topic. The student also manages the session in a way for all students to participate in the discussion to a considerable extent.

d) Sharing

In this stage, everybody shares their presentations with their friends about the tasks they have done. For instance, the *Literary luminary/Passage master* shares the sections s/he likes in the book/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 heroes and concept map of the events with the group members.

The purpose of processes of the discussion of the book/text and sharing thoughts about it is to increase the students' comprehension skills about the theme, main idea, supporting ideas, plot and subordinate plots, and the writer's style of treating the topic and events. These processes improve the students' skills of comprehension and analysis of complex texts they will encounter throughout their lives and increase their critical and reflective thinking abilities.

There are several benefits of literature circles by Karatay (2017), namely:[8]

- a. Encourage students to love literature and raise students' positive attitudes in reading.
- b. Give students opportunity to be actively involved in the discussions and to have talks and interaction among the member of the group related to the text.
- c. Students are trained to work collaboratively but to finish their job individually as they have responsibility to work their own task based on the selected roles.
- d. Students have opportunity to explore literature from different perspective since they choose the book and the role they want to use in literature circles.

There are some disadvantages of Literature Circle strategy in teaching reading by Karatay (2017), namely:[8]

- a. Small Group: To obtain a good balance in Literature Circle strategy, a group must be relatively small that consist of 6 to 8 students. In order to avoid this strategy tends to not work as effectively with larger groups.
- b. Spent Much Times: Sometimes, if the teacher can not manage the classroom became a good atmosphere, the learning process by using Literature Circle will not run well and it will take a long time in learning process.

C. Student's Interest

Interest is one of the internal factors in learning activity. Interest is the desire of somebody toward something as influence of environment where or they live. But, before discussing the importance of interest. Winkel (1983: 83) states that interest is a stable trend in subject, interest is certain case, and pleasant to involve in that case. He adds the positive judging would build the sense of the satisfactory, happy and sympathy while negative feeling build the sense of lazy, unpleasant, hateful and afraid.[9] Moreover, Alisuf Sabri (1998) says that interest is a tendency towards something to be frequently notified and recalled gaudily. Interest is

closely relative to feeling, mainly a pleasure. Therefore, interest would be happening because of pleasure toward something.[10]

III. RESEARCH METHOD

In this research, the writer used Quantitative research with experimental research design by using independent sample t test to measure which one between students' with high interest and low interest who have higher achievement in reading comprehension taught by using Literature Circle strategy and to explain whether any significant interaction between teaching strategy and interest on the students' achievement in reading comprehension. There are two variables in this study, they are: independent variables: Literature Circle Strategy (LCS), attribute variable: interest and dependent variable: students' achievement in reading comprehension. The interest was obtained by administering a questionnaire.

IV. RESULTS

TABLE I THE RESULT OF THE STUDENT'S READING INTEREST

No	Respondent	Score
1	LCS6	98
2	LCS18	98
3	LCS7	97
4	LCS24	96
5	LCS8	94
6	LCS10	94
7	LCS25	94
8	LCS1	93
9	LCS13	93
10	LCS31	93
11	LCS14	92
12	LCS12	91
13	LCS19	91
14	LCS3	90
15	LCS21	90
16	LCS20	86
17	LCS34	86
18	LCS29	84
19	LCS17	74
20	LCS11	58
21	LCS33	58
22	LCS2	57
23	LCS28	57
24	LCS23	56
25	LCS9	55
26	LCS22	55
27	LCS30	55
28	LCS16	54
29	LCS32	54
30	LCS15	53
31	LCS5	52
32	LCS27	50
33	LCS4	49
34	LCS26	48

TABLE II. THE DISTRIBUTION FREQUENCY OF STUDENTS' READING INTEREST

No	Class Interval	Category	Frequency	%
1	48-72	Low	15	44,12%
2	73-98	high	19	55,88%
<b>Total</b>			<b>34</b>	<b>100%</b>

From the table above, it can be described there are 15 students got low reading interest and 19 students got high reading interest from 34 students.

TABEL III. THE RESULT OF THE STUDENT'S READING COMPREHENSION WITH LOW INTEREST

No	Responden	Total Score	Category
15	LCS33	58	Low
14	LCS32	54	Low
13	LCS30	55	Low
12	LCS28	57	Low
11	LCS27	50	Low
9	LCS23	56	Low
8	LCS22	55	Low
7	LCS16	54	Low
6	LCS15	53	Low
5	LCS11	58	Low
4	LCS9	55	Low
3	LCS5	52	Low
2	LCS4	49	Low
1	LCS2	57	Low
10	LCS26	48	Low

TABEL IV. THE RESULT OF THE STUDENT'S READING COMPREHENSION WITH HIGH INTEREST

No	Responden	Total	Category
1	LCS1	93	High
2	LCS3	90	High
3	LCS6	98	High
4	LCS7	97	High
5	LCS8	94	High
6	LCS10	94	High
7	LCS12	91	High
8	LCS13	93	High
9	LCS14	92	High
10	LCS17	74	High
11	LCS18	98	High
12	LCS19	91	High
13	LCS20	86	High
14	LCS21	90	High
15	LCS24	96	High
16	LCS25	94	High
17	LCS29	84	High
18	LCS31	93	High
19	LCS34	86	High

TABEL V. STATISTIC DESCRIPTIVE OF STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

Statistics			
		Low Interest	High Interest
N	Valid	15	19
	Missing	19	15
Mean		54.07	91.26
Median		55.00	93.00
Std. Deviation		3.150	5.714
Variance		9.924	32.649
Minimum		48	74
Maximum		58	98
Sum		811	1734

From the table above, it can be described that in experimental class (X MIA 3) who treated by using Literature Circle Strategy consist of 34 students. There first group was the students with low interest taught by using literature circle strategy were 15 students. The empiric score stated that the highest score was 58, the lowest score was 48. Furthermore, mean was 54,07, median was 55, standard of deviation was 3,150 and variance was 9,924.

The second group was the students with high interest taught by using literature circle strategy were 19 students. The empiric score stated that the highest score was 98, the lowest score was 74. Furthermore, mean was 91,26, median was 93, standard of deviation was 5,714 and variance was 32,649.

The normality test used Kolmogorov-Smirnov method in which the significance level  $\alpha = 0.05$  as the rule to accept or reject the normal test. It can be seen on the table below:

TABEL VI. THE RESULT OF NORMALITY TESTING

Tests of Normality				
	Group	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	df	Sig.
Score	Low Interest	.158	15	.200 <sup>*</sup>
	High Interest	.202	19	.040
a. Lilliefors Significance Correction				
*. This is a lower bound of the true significance.				

Table above presents the score on Sig column by using Kolmogorov-Smirnov method for each classes are 0.200, and 0.040 which means all the p value score for low interest group are bigger than 0.05 and p value score for low interest group are smaller than 0.05. Its mean that the data from low interest group is normal, and the data from high interest group is not normal.

The homogeneity test for the data of reading comprehension is performed by using Levene's test in the significant level of 5%. The result of homogeneity computation can be seen on the Table 4.18 below:

TABEL VII. THE COMPUTATION OF HOMOGENEITY TEST FOR READING COMPREHENSION

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
1.950	1	32	.172

Refer to table above, it can be seen that the *Sig* for reading comprehension was 0.172. It means that *p* value is higher than 0.05. So, the variances of the data were homogeneous.

The analysis of reading comprehension variable is performed by using Mann-Whitney test because one group of the data is not normal. The extended test was performed to find out which group contributes more to be students' reading comprehension according to the teaching strategy and the level of reading interest. The computation of data analysis by using Mann-Whitney test can be seen on the table below:

TABLE VIII. MANN-WHITNEY TEST

Test Statistics <sup>b</sup>	
	Score
Mann-Whitney U	.000
Wilcoxon W	120.000
Z	-4.950
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 <sup>a</sup>
a. Not corrected for ties.	
b. Grouping Variable: Group	

Based on analysis result in Table above, it was obtained if the value of *Sig* > 0.05, it means that H<sub>0</sub> is accepted and H<sub>1</sub> is automatically rejected. On the other hand, if the value of *Sig* < 0.05 it means that H<sub>0</sub> is rejected and H<sub>a</sub> is automatically accepted.

The hypothesis states there is different achievement of students' reading comprehension based on the students' interest (high and low). The hypothesis of this study can be formulated as follows:

Based on analysis result in Table 7 above, was found that the value of *Sig* for student's interest was 0.000 < 0.05. It can be concluded that there was a significant difference of reading comprehension that was taught by using Literature Circle

strategy between students who have high interest and low interest in reading. In other words, the students' reading comprehension was influenced by students' interest.

## V. FINDINGS

The finding of this research reveals that there was a significant difference of students' achievement in reading comprehension that was taught by using Literature Circle strategy between students who have high interest and low interest in reading. In other words, the students' reading comprehension was influenced by students' interest.

## ACKNOWLEDGEMENT

R. B. G. thanks goes to his two advisors, Prof. Dr. Zainuddin, M. Hum as his first advisor and Dr. Rahmad Husein, M. Ed as his second advisor for their all guidance, assistant, encouragement and valuable suggestions through the completion of this thesis.

## REFERENCES

- [1] Westwood, P, What Teacher Need to Know About Reading and Writing Difficulties. Camberwell: 19 Prospect Hill Road, 2008.
- [2] Danny, B and Rasinki, T, Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension. Huntington Beach: Shell Education, 2008
- [3] Avci, N, The Impact of Literature Circles on the Motivation of Turkish EFL Students towards Literature: An Evaluation of Teachers' Perceptions. International Journal of Academic Research in Education Volume: 4 Issue: 1-2, e-ISSN: 2149-2913.2018.
- [4] Nurhadi, K, Developing Students' Reading Comprehension by Using Literature Circle. WEJ, Vol 1 No 1.2017.
- [5] Snow, C, Reading for Understanding: Toward an R&D Program in Reading Comprehension. Santa Monica, CA: RAND, 2002
- [6] Daniels, H, Literature Circles : Voice and Choice in Book Clubs and Reading Groups : 2nd Edition. Ontario: Pembroke Publishers Limited, 2002
- [7] Varita, D, Improving Reading Comprehension through Literature Circles. English Education Journal (Eej), 8(2), 234-244, 2017
- [8] Karatay, H, The Effect of Literature Circles on Text Analysis and Reading Desire. International Journal of Higher Education Vol. 6, No. 5.2017
- [9] Winkel, W.S. Psikologi Pengajaran. Jakarta: PT. Gramedia Widia Sarana, 1983.
- [10] Alisuf Sabri. Ilmu Pendidikan. Jakarta: CV Pedoman Ilmu Jaya. 1998

