

**THE IMPLEMENTATION OF LITERATURE CIRCLE IN TEACHING  
READING AT JUNIOR HIGH SCHOOL**  
*(Classroom Action Research at Class 1 of SMP Muhammadiyah 3 Bontoala)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Universitas Muhammadiyah Makassar in part Fulfilment of the Requirement  
For the Degree of Education in English Department*

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**2024**



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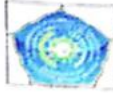
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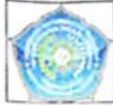
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**MOTTO :**

*Life is about dreams and happiness.  
In achieving it, the biggest enemy is yourself. Falling and getting  
up, love yourself to conquer that enemy.*

*Love my self, love yourself.*





## ABSTRACT

Ayu Musyri Rahyu (2024) *the implementation of literature circle in teaching reading at junior high school at class 1 of smp Muhammadiyah 3 Bontoala* Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by

This research was conducted to describe improving students' reading comprehension through the method of implementing responsive literature circles in first grade students at SMP Muhammadiyah 3 Bontoala. The research design used is Classroom Action Research (PTK). Participants in this study consisted of 25 first year students. The research was conducted in two cycles, with each cycle consisting of four meetings. This research was carried out in four steps. Plan, act, observe and reflect. The type of data is quantitative data. Quantitative data was obtained from student proficiency test scores which included pretest, posttest I, and posttest II. Data analysis shows that students' reading comprehension increases by applying the literature response circle method. Students perform better in each cycle. The minimum exit score for this school is 70. Data analysis shows that the average pre-test score is 44.4, the average post-test I score is 62, and the average post-test II score is 82. You can see that the average increases with each cycle. Student assessment levels have also increased. Only two students (20%) obtained a score of  $\geq 70$  on the pretest or passed the test. on Post-test who passed the test were 18 students (68%). The increase from pre-test to post-test I was 48%. In Posttest II, 25 students passed the test (100%). The increase from post test I was 24%. The percentage of student scores increases and gets higher in each cycle. In conclusion, students' reading comprehension will increase.

In the application of literary circles. Students enjoy their teaching and learning activities and are engaged.

**Key words:** *implementation of literature circles, teaching reading*

## ABSTRAK

Ayu Musyri Rahyu (2024) **penerapan literature circle dalam pembelajaran membaca di SMP kelas 1 SMP Muhammadiyah 3 Bontoala** Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh

Penelitian ini dilakukan untuk mendeskripsikan peningkatan pemahaman membaca siswa melalui metode penerapan literature circle responsif pada siswa kelas satu SMP Muhammadiyah 3 Bontoala. Desain penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Partisipan dalam penelitian ini terdiri dari 25 siswa kelas satu. Penelitian dilakukan dalam dua siklus, dengan setiap siklus terdiri dari empat pertemuan. Penelitian ini dilakukan dalam empat langkah. Merencanakan, bertindak, mengamati, dan merefleksikan. Jenis data yang digunakan adalah data kuantitatif. Data kuantitatif diperoleh dari nilai tes keterampilan siswa yang meliputi pretes, posttes I, dan posttes II. Analisis data menunjukkan bahwa pemahaman membaca siswa meningkat dengan menerapkan metode literature response circle. Siswa berprestasi lebih baik di setiap siklus. Nilai kelulusan minimum untuk sekolah ini adalah 70. Analisis data menunjukkan bahwa nilai rata-rata pra-tes adalah 44,4, nilai rata-rata pasca-tes I adalah 62, dan nilai rata-rata pasca-tes II adalah 62. adalah 82. Anda dapat melihat bahwa nilai rata-rata meningkat pada setiap siklus. Tingkat penilaian siswa juga meningkat. Hanya dua siswa (20%) yang memperoleh nilai  $\geq 70$  pada pra-tes atau lulus ujian. Pada

Pasca-tes yang lulus ujian adalah 18 siswa (68%). Peningkatan dari pra-tes ke pasca-tes I adalah 48%. Pada Pasca-tes II, 25 siswa lulus ujian (100%). Peningkatan dari pasca-tes I adalah 24%. Persentase nilai siswa meningkat dan semakin tinggi pada setiap siklus. Kesimpulannya, pemahaman bacaan siswa akan meningkat.

Dalam penerapan lingkaran sastra. Siswa menikmati kegiatan belajar mengajar mereka dan terlibat.

**Kata kunci:** penerapan lingkaran sastra, pengajaran membaca

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Hopefully the writing of this thesis can be useful for the author in particular and for readers in general.

Makassar, August 2024  
The researcher



Ayu Musyri Rahyu

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# CHAPTER I

## INTRODUCTION

### A. Background

Reading is one of the most crucial educational language abilities for college learning English as a foreign language. reading is taken into consideration the number one way of getting access to more than one assets of information, offering the premise for synthesis and crucial assessment abilities (Celce-Murcia, 2001:187). in addition, the Teaching and learning English as a foreign language isn't always that smooth, maximum of the students at any levels of education get problem in reading. except, primarily based on the initial studies that the researcher conducted in SMP formerly related to the English Teaching and learning as a foreign language particularly in studying, the students.

Moreover, the scholars are loss of interested and motivation in English problem specifically reading to study an English text. this far due to the fact the students do now not apprehend the textual content that they read because of their loss of vocabulary and English potential as a widespread. in keeping with those issues mentioned previously that faced through the students" in English teaching and getting to know process mainly in studying. The researcher would really like to triumph over those issues via the use of a suitable approach in Teaching and getting to know technique that is capable of enhance the students" 1 teaching reading. one of the strategies that researcher would like to use in this look at is Literature Circles. Literature Circles approach can assist students to recognise the literary texts. in line with Furr (2004), Literary Circles is fun, focused study

roombased pupil reading and group discussion. In brief, the teacher can present a thrilling studying for college kids and choose cloth that can boom their motivation to study.

The application of literary circle in teaching reading skills in junior high schools, this research is (1) in the application there are systematic steps that must be taken so that students can easily understand the content of reading and are more focused when carrying out reading activities, (2) the use of the application of literary circles in teaching requires students to be more active in teaching and learning active so that learning is not teacher (3) the application of literary circle in inviting students to think critically and express opinions was SMP Muhammadiyah 3 Bontoala this is based on considerations of students reading ability. Students understanding at school still needs to be improved and based on the result of initial , there are still many obstacles, this This research will apply the literature circle strategy in teaching reading comprehension skills through the application of the circle strategy. This research will examine the improvement of reading comprehension skills through the application of the circle strategy in SMP Muhammadiyah 3 Bontoala , the researcher chooses “The Implementation of Literature Circle in Teaching Reading at Junior High School” as the name of this studies.

Based on the results of a preliminary study through interviews with students, it can be said that learning reading comprehension in class I SMP Muhammadiyah 3 Bontoala still has obstacles and difficulties. The obstacle students face when reading comprehension, including when they want to read

students feel lazy to read so they cannot understand the reading maximally. Another obstacle is the student's lack of concentration at the time read. In addition, there are some students who are not really deep following reading lessons so that you understand the reading unequal between one student and another. This matter this is because the learning carried out is still not varied how to appoint students to read and then answer questions.

One of the causes experienced by some students is experiencing learning difficulties, especially during reading lessons. Apart from conducting observations, the researcher also conducted short interviews with class teachers regarding students' reading difficulties. This is caused by factors that influence the emergence of reading comprehension problems, namely (1) internal factors including: students' interest in reading is lacking, students' reading motivation is lacking, students' linguistic competence is still weak, the breadth of students' vocabulary is lacking, Students' understanding of the use of punctuation marks is still lacking, students' reading concentration is low, students' goals in reading are less structured, (2) external factors include: reading material that is difficult to understand, less supportive facilities, less teacher professionalism, less parental attention.

Students' problems in reading comprehension are necessary followed up by implementing the right strategy. Implementation of the strategy precisely aims to improve reading comprehension skills. There are various kinds of strategies for learning reading comprehension that can be done used as an alternative to help students overcome difficulties in understanding a reading. In this research, one

problem solving strategy was chosen This is the Literature circle in teaching.

Part from that, the Literature circle strategy also trains activeness and criticality students in reading activities. This can be seen during discussion activitie, students are required to express their opinions regarding the reading they have read. In this case, various opinions will arise depending on understanding of each student. From this different understanding, students in demand to criticize his friend's opinion in order to gain a common understanding in solving an existing problem. This means a circle strategy teaching trains students' understanding not only to the level of understanding literal, but to the level of critical understanding. According to level compiled by Burn et al (in Wahyuni, 2009: 187), namely (1) understanding literal understanding, (2) interpretive understanding, (3) critical understanding, and (4) understanding creative.

The use of reading strategies, especially the Literature, is very important needed in learning reading comprehension. Reasons to use

Teaching' circle strategies in this research are: (1) in strategy Teaching' circle contains systematic steps that must be taken so that students can easily understand the content of the reading and be more focused during activities reading, (2) the use of the literature circle strategy requires students to be more active in teaching and learning activities so that learning is not teacher- centered, (3) the literature circle strategy invites students to think critically and express their opinions in understanding reading.

To overcome reading comprehension abilities through the application of the literary circle strategy, namely this classroom action research is expected to improve reading comprehension abilities through the application of the literary circle strategy. This research will examine improving reading comprehension skills through the application of literature circle teaching to grade students at SMP Muhammadiyah 3 Bontoala.

Based on this description, this research focuses on the problem who is in class I Science SMP Muhammadiyah 3 Bontoala. This action research It is hoped that it can improve your ability in reading comprehension through application of the Socratic circle strategy. This research will examine improvements reading comprehension skills through the application of the literature circle teaching in class 1 student at SMP Muhammadiyah 3 Bontoala.

### **B. Problem Statement**

Based on this background description, the problem formulation in this research is how to apply the application of literature circles in teaching reading to grade 1 students at SMP Muhammadiyah 3 Bontoala?

### **C. Objectives of Study**

The objective of this research to determine the application of the literature circle in teaching reading of class 1 students at SMP Muhammadiyah 3 Bontoala.

### **D. Scope of Study**

Based on the explanation above, this research was conducted to

determine the application of literature circles in reading skills This research was carried out on class 1 students of SMP Muhammadiyah 3 Bontoala. The population in this study were grade 1 students. The dependent variable in this study was students' reading skills. The independent variable in this research is the application of literature circles in reading skills



## **CHAPTER II**

### **LITERATURE OF REVIEW**

#### **A. Previous Related Research Finding**

Method is a way of teaching precise and structured literature. For continuous application, then the method refers to the theory that has been discovered by Rusyana (2002) designed three main competence in learning literature in schools, namely (1) ability appreciate what literature can do through listening to literary works, watch literary results, and read results literature in the form of poetry, short stories, novels, and drama; (2) the ability of literary expression carried out through the activities of verbalizing the result literature, and writing literary creations in the form of poetry, short stories, novels, and plays; (3) the ability to review literary results this can be done through assessing activities literary results, reviewing literary results, and analyze the results of literature. For that, you can conclude the three components in question, that students are expected to be able to appreciate literature through listening literary works by watching, read, write, and study. To the success of that method used by teachers can be determined from creativity of a teacher to be able.

Design a variety of methods is a researcher associated with Literature Circles. Some of them are cited below: Karatay (2017) conducted a study entitled "The impact of Literature Circles on text evaluation and reading preference". The results of this study indicate that circle literature is effective in developing students' ability to find themes, main ideas, and keywords in texts. In addition, students indicated that implementing these strategies increased their

interest and desire for communication, self-confidence, cooperative learning, critical thinking, objective reading without bias, and independent reading skills. The similarity of this research is the use of Literature Circles in learning English and it is different from previous studies which focused on several books as teaching materials in learning, but this research focuses on prose as learning materials.

Varitta (2017) with the title "Improving reading teaching Through Literature". The results of this study suggest that literary circles can be a better way to teach English reading teaching to third-grade (year 12) ESL students. The similarity with this study is the use of Literature Circles to improve students' teaching reading and the difference is that previous studies used two classes of 20 students as samples but in this study used one class. Irawati (2016) with the title "Effectiveness of Literature in Students' teaching reading".

The results of this study indicate that circle literature has a significant influence on improving students' reading teaching. The similarities with this study are the use of literary circles in teaching English and the learning process to improve students' teaching reading and the difference is that previous research used a quasi-experimental design but this study used a Classroom Action Research design. Briggs (2010) with the title "Utilizing Literary Circles to Improve teaching reading in Class III Elementary School Students". The results of this study found that through the use of literature the student circle is growing better Teaching skills while enhancing social skills which would lead to enrichment in learning value. In essence, every literary work have a message to



convey poet to readers. In (App KBBI Version 3.0.0) messages are commands, advice, requests, mandates conveyed through other people. 67). explaining the message is everything.

Subandini, 2012 in this research entitled” application of literary circles in learning. This type of research is descriptive, using a qualitative approach method. In this research, the theory used is the theory of the application of literary circles in teaching reading skills. The results of this research are the result of this research are the result of a preliminary study through interviews with student. It can be said that learning reading comprehension in class 1 science at SMP Muhammadiyah 3 Bontoala still has obstacles and difficulties. Obstacles face by students when reading comprehension, including when they want to read, students feel lazy about reading so they cannot understand the reading optimally. Another obstacle is students’ lack of concentration when reading apart from that, there are some students who do not follow reading lessons in depth so that reading comprehension is not balanced between one student and another. The similarities between previous research and this research are as follows:

1. The objects studied are both about literary circles in teaching reading skills.
2. The types and methods of research approaches used are the same using qualitative descriptive methods. Meanwhile, the differences between previous research and this are as follows: The focus in previous research was literature circles in teaching reading while in this study the research focus was the application of literature circles in teaching reading skills.

## **B. The Concept Teaching Reading**

### **1. Definition Teaching Reading**

Teaching reading is a reading activity that can build understanding to find out the meaning of the text being read. Based on Woolley (2011), explaining reading teaching is the process of interpreting text. The goal is to get a thorough understanding of what is described in the text. In addition, reading teaching is a process of extracting and constructing meaning simultaneously through interaction and engagement with written language (Catherine, 2002). This means that the use of the word extracts and constructions to emphasize the importance and inadequacy of the text as a determinant of reading teaching, in other words reading teaching is how to understand written text.

The process of understanding a word, a set of words, a statement, a paragraph and then putting them together in a sense of purpose and meaning. Furthermore, Guthrie (2004) states that reading teaching consists of the process of building conceptual knowledge of a text through cognitive interaction and motivational engagement with the text. Every word and phrase in a statement carries weight; He believed that the development of Teaching consisted of the ability to construct higher levels of knowledge as a result of interaction with texts. The definition contains the interaction of the phrase with the text. It primarily refers to the cognitive strategies that are important for the teaching reading process.

Klinger, et al (2007:8) defines teaching reading a something complex process involving the interaction of many components. These components are readers, their background knowledge, their reading strategies, the text, their interest in the topic, and their knowledge of the type of text. These components interact with each other in understanding printed text. When distractions arise in interactions, readers have difficulty understanding reading. According to Elizabeth, et al. (2003) explained that reading teaching is related to prior knowledge with new knowledge contained in written texts, prior knowledge, in turn depending on life experiences. And having more prior knowledge will have more understanding. So reading cannot be separated from understanding because the purpose or result of reading activity is to understand what is read or in other words reading without understanding is useless.

## **2. Elements of Teaching Reading**

There are three elements in Teaching Reading:

### **a) Readers who do Teaching**

To understand, readers must have various capacities and abilities. These include cognitive capacities (egattention, memory, critical analytical skills, differentiation, visualization skills), motivation (reading goals, interest in the content read, self-efficacy as a reader), and different types of knowledge (vocabulary, domain and knowledge), topics, knowledge of linguistics and discourse, knowledge of specific Teaching strategies).

b) Text to be understood

Text features have a great influence on Teaching. Teaching does not occur simply by extracting meaning from the text. During reading, the reader constructs different representations of the text that are important to understand.

c) Activities in which Teaching

Part Reading activities involve one or more objectives, several operations to process existing texts, and the consequences of carrying out these activities, all of which occur in a particular context. The initial activity goals may change as the reader reads.

Processing text involves encoding text, high-level linguistic and semantic processing, and self-monitoring for understanding. The amount of information obtained in reading will vary greatly depending on several factors. One reason to read is if you just want to find out certain facts, like dates, names, or places, it's silly to start opening a book and study everything closely. On the other hand, if you want to have a very complete understanding of a topic, you won't get it by reading a book quickly and superficially.

### **3. Level of Teaching Reading**

The term 'level' does not mean only different degrees of difficulty. It refers to attitudes and reactions to what is read. There are level of understanding. Higher levels of understanding will obviously include higher level retrieval. According to Heilman et.al (1981:246) .

#### 4. Teaching Reading Factor

Clarke (2014:15) mentions five factors that affect students' learning abilities, score in reading teaching:

a) Language Skills

Language skills can be broken down into four areas: phonology (the sound of words), semantics (the meaning of words), grammar (word and sentence structure) and pragmatics (the social use of language).

b) Understand the Meaning of Words

Students' understanding of the meaning of individual words is closely related to their ability to understand related texts. Understanding the meaning of words is often measured by students' ability to define vocabulary.

c) Working Memory

Working memory refers to the ability to retain information in the mind while simultaneously carrying out other goal-demanded activities. Working memory processing may be important for text Teaching, because reading involves remembering information about what was just read while continuously decoding the next word and integrating this new information with what is already there.

d) Working with Text

The ability to draw conclusions and thereby connect pieces of information together in a text is essential for successful Teaching

Reading. Students must not only integrate information in a piece of text but they must also use their knowledge of words to support Teaching.

e) Environmental Influence

Motivation and enjoyment are the main influences in developing teaching reading skills. Motivation to read can be related to a number of environmental influences including teaching methods, reading at home, and exposure to various books. In the teaching reading factor, there are several influential factors in understanding the text. These factors are language skills, understanding the meaning of words, working memory, working with text, and environmental influences.

**5. Kinds of Reading**

According to Doff in Hikmawati (2008:12) that reading is classified into four types, namely:

a) Read Aloud

Reading aloud is planned oral reading of a book or printed quotation, usually related to a theme or topic of study. Reading aloud can be used to engage student listeners while developing background knowledge, enhancing Teaching Skills, and cultivating critical thinking. Reading a good book aloud can become a favorite tradition and class activity.

b) Silent Reading

Silent reading is sometimes seen as recreational reading or independent reading because in silent reading something is read in a relaxed atmosphere and only one person is paying attention. Reading silently increases students' Teaching because it helps them concentrate on what they are reading, rather than the pronunciation individual said.

c) Guided Reading

Guided reading is an instructional approach that involves the teacher working with a small group of readers. During the lesson, the teacher provides texts that students can read with support, guiding students as they use problem solving strategies to read the text. The main goal is independent reading.

d) Joint Reading

Shared reading is an interactive reading experience that occurs when students join in or share reading books or other texts while reading guided and supported by a teacher. good reading teacher, including reading fluently and expressively. Shared reading models often use ledgers (known as ledgers).

## 6. Reading Process

There are three models of the reading process, namely: (1) Bottom-up model, (2) Top-down, and (3) interactive model.

a) Bottom-up model

The bottom-up processing occurs when one is trying to

understand language by looking at individual or grammatical meanings characteristics of the most basic unit of text, (e.g. voice for listening or words to read), and move on from this to trying to understand entire text. Bottom-up processing is not considered a very efficient way approach the text at first, and are often compared top-down processing which is considered more efficient.

b) Top-down model

Top-down Reading means considering previous knowledge when finding new text, so that the student's active schema is related to a specific topics or themes help them incorporate what they learn their reading. Furthermore, in topdown reading, students are more focused sequentially, but is a simultaneous reciprocal process. If the reader does do not understand what is read, they will continue the reading process by using both models inter change ably, so that the application is integrated both models will ensure accuracy and understanding.

## 7. Purpose of Reading

According to Anderson (1992) there are seven objectives namely reading, reading for details and facts, reading for main ideas, reading organizational sequences, reading for inference, classifying readings, read to evaluate and compare reading to contest.

- a. Reading for details and facts: reading to find out what the story is about.



- b. Read the main ideas: read to get the problem statement.
- c. Read in organizational order: read to see each part of the story.
- d. Reading to the conclusion: reading to find out what the author is telling intended.
- e. Reading to categorize: reading to discover things that are beyond normal.
- f. Reading to evaluate: reading to know the value of the story.

## **C. Concept of Literature Circle**

### **1. Definition of Literature**

There are many concepts of the Literary Circle, but each concept has basic point in common: each student is responsible for most of their own learning. All definitions also focus on students working cooperatively to help each other in their academic achievement. Research also focus on students who lead learning activities. Some definitions say that Literature Circles is a cooperative approach that provides opportunities for students to control and manage their own learning. According to Daniels (2002), Literature Circles provide an opportunity for students to engage with their peers about the selected text. They shared responses with their peers, listened respectfully to one another, disagreed sharply at times, but dug back into the text to settle arguments or validate differing interpretations. He claims that there are many teachers today who have abandoned traditional methods of teaching reading to engage their students in some type of small group reading

discussion group.

In addition, Daniel (2006) states that the literacy circles are small discussion groups led by peers who choose to read the same stories, poems, articles or books. Literary circles can be used to cover any type or style of text, for example: fiction, nonfiction, book chapters, picture books, text books, articles, or poetry. The goal is for students to be able to interact with their peers and their chosen text through in going discussion.

Then, Lloyd (2004) argues that implementing the literary circle strategy is a way to involve students in reading while at the same time gaining independence to read on their own. That is, the literary circle is a strategy so that students are more independent in reading the texts they choose for themselves. And also according to Greef (2002) Literature Circles are used in class in small groups based on students' literary interests. Prepare students to select their first and second choices from the text. Group students of their choice into groups of four or five.

That is, the Literary Circle Strategy can be seen as a cooperative learning tool to improve students' reading teaching. According to Rogers and Leochko (2002), Literature Circles are containers that provide opportunities for students to interact with reading material at various levels. Students explore the literal aspects of books, make connections with their own lives and look for important story elements and activities that help build positive reading behavior even in struggling adult students (Allan, Ellis & Pearson, 2005).

This especially increased the interest in reading of male students who were reluctant to read because when students themselves determined the amount of reading they did, this made them more courageous and enthusiastic in the reading process.

## **2. Benefits of the Literature Circle**

There are many benefits of using a literature circle to teach teaching reading. They not only develop students' abilities but they also contribute to improving students' communication skills and developing social and interpersonal skills.

- a) Encouraging active and directed learning.
- b) Straight for word, easy to explain and understand.
- c) Provide novelty.
- d) Can be done as a peak activity or as a review for a more formal assessment.
- e) Differentiation of content based on reading selection materials and examples of discussion questions.

According to Daniels (2002) how to teach using literary circles includes;

- a) Students choose their own reading material.
- b) Temporary small groups formed based on book selection.
- c) Different group read different book.
- d) The group meets on a regular and predictable schedule to discuss the reading.

- e) Children ask written notes or pictures to guide reading and discussion.
- f) The topic of discussion comes from students.
- g) Group meetings aim for open and natural conversations about books; Personal connections, digressions, and open questions are welcome.
- h) The teacher acts as a facilitator, not as a group member or instructor.
- i) Evaluation is done by observing the teacher and evaluating the students themselves.
- j) The spirit of playfulness and fun.
- k) After the books were finished, the readers shared them with their classmates, and new groups were formed.

Kane (2007) explains that the procedure for circle teaching can be seen as follows: Before reading:

- a. Prepare a collection of texts from books, magazines, newspaper, internet sites or other sources on a topic or theme.
- b. Give book talks to introduce each reading choice. Highlight an important concept or area of interest.
- c. Allow students to select the first and second choices of the text.

Group students according to their choice into groups of four or five members. During the reading, have students read independently or in groups, keeping in mind their role if they are using it. They should record their responses to texts to share with their group members. Post-read: After students have read the options, they should meet with their groups. Meetings should be regularly scheduled so that readings, roles, and

thoughts are prepared for the group appropriately. Students should take turns leading the discussion, but all should be involved.

### **3. The Characteristic Literature Circle**

Learning model is very suitable for students advanced semester, because this model guides students in understanding literary works for then critique the literary work. Students are invited to think critical about literature, express their ideas, then do criticism again literary works as outlined in written form, be it papers, posters, or articles popular science. The first step in this model is the detmination of the literary work to be studied. Literary works are appreciated and then criticized. The second step, determine the rules games and grouping students. The third step, ask student previed journals/notes. Type of work the literature that students must choose is novels, collections of poetry, or drama texts. Student may determine which literary works will be criticized, however, lecturers do provies several requirements related to the selection of the literary work. The conditions are

- a) the selected literary works are not children's and youth literature.
- b) literary works that are selected must contain the mandate and character values.
- c) the selected literary works are literary works from writers who have a good track record of writing.

### **4. The Rule of the Teacher in Literature**

The application of literature circle in teaching reading skills in junior

high school, this research is (1) in its application there are systematic steps that must be taken so that students can easily understand the content of reading and are more focused when carrying out reading activities , (2) the use of literature circles in teaching requires students to be more active in teaching and learning so that learning is not a teacher (3) the application of literature circles in inviting students to think critically and express opinion.

The teacher's role is to monitor group discussion and help students understand the text collectively. In particular, teachers should focus on problems based on language, idioms, and cultural concepts that are difficult to understand. Furthermore, research conducted by Stein and Bede (2004) has studied the role played by teachers in literary circles. This researcher identified four roles that the teacher took during these group discussions-namely: facilitator, participant, mediator, and active listener.

According to their research, the rule of the facilitator engages the teacher in encouraging student interaction and conversation as well as monitoring social interactions that disrupt discussion. this role is usually observed especially during the first year of study. The second role sees the teacher as a participant. This involves teachers interacting as readers by sharing personal connections, opinions, and questions stemming from their personal understanding of the book. The third role identifies the teacher as a mediator.

This role involves the teacher using a facilitator or talk participant to

encourage students to relate their discussions about the book to their own life experiences and values. The last role the researchers identified was Active Listening. This role shifted from teacher-dominated discussion and devolved control to the negotiating group. Some of the behaviors noted by the researchers in this group were "active listening" behaviors such as "yeah" or "hmm". College students are more likely to interrupt or talk over one another and compete for "mature" attendance. Attention.

#### **D. Research Result**

Results of semi-experimental research by Neng shifa Masnone (State University of Malang, 2010) entitled "Effectiveness of Literature Circles on students' reading comprehension". The research results stated that, based on statistical calculations using the independent t-test on student scores in the final test, the t count was 3.11. This t-count is significant at the one-tailed .05 level (with a dk of 44). T-count is greater than the critical value (1.678). Thus, Ho is rejected. It can be concluded that the literature circle is effective.

#### **E. Conceptual Framework**

The conceptual framework below explains that the researcher applies Literary Circle in Teaching English. In its implementation this research will be applied Classroom Action Research namely application methods, literature circle and teaching reading skills.

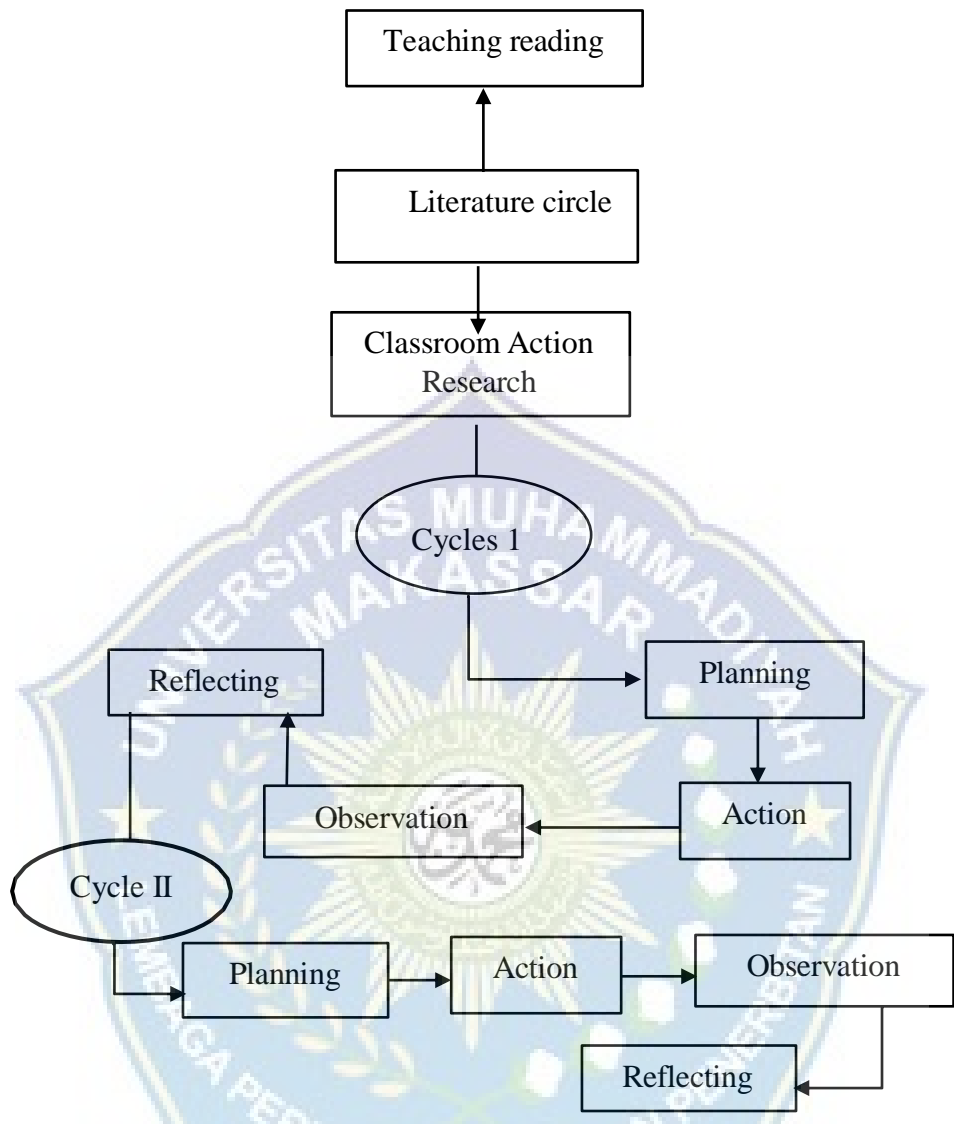


Figure 2.1 Conceptual framework



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Method**

Research method is a way or way to find solutions to all the problems posed. Meanwhile, according to Priyono (2016:1) Research Methods are a way of doing something by using your mind carefully to achieve a goal. The type of research use in this research is classroom action research. Classroom action research is a controlled investigative process to discover and solve classroom learning problems.

#### **B. Population and Sample**

According to Sugiyono, (2016:118), the sample is part of the number and characteristics of the population. According to Sugiyono, (2017:81) the sample is part of the population which is the source of data in research, where the population is part of the number of characteristics possessed by the population.

##### **1. Research Population**

Population is an important part of its existence, accuracy in use the population really determines the success of the research that will be carried out by research. the population in this study is SMP Muhammadiyah 3 Bontoala. There are two classes for the seven grade and consisted of 40 students.

##### **2. Research sample**

Sampling technique carry out by means of take representatives from each existing region, sample in this research namely SMP Muhammadiyah 3

Bontoala with 20 students.

### **C. Location and Research Subjects**

#### 1. Research Locations

This research would be conducted in SMP Muhammadiyah 3 Bontoala.

#### 2. Research Subjects

The subjects in this research are class VII students of SMP 3 Bontoala, whose ability to teaching reading was still low, with a total of 20 students consisting of 10 boys and 10 girls.

### **D. Research Variable**

#### 1. Independent variable

Independent variable: these variables are often referred to as stimulus, predictor, antecedent variable. The independent variable is the variable that influences or is the cause of the change or emergence of the dependent (dependent) variable.

#### 2. Dependent variable

Dependent variable: often referred to as the output variable, criteria, consequences. The dependent variable is the variable that is influenced or is the result.

### **E. Research Instruments**

Measuring tools in research are usually called research instruments. According to Sugiyono (2019:156) Research instrument are tools used to measure observed natural and social phenomena. In this research, researche used

research instruments, namely tests. This instrument is used to determine students' abilities, especially reading comprehension of the material they have studied by applying literature circles to learning.

**Table 3.1. indicator of the test students' abilities by implementing literature circles in teaching reading**

Technique	Types of tests	Sample of test
Reading test,	pre-test and post-test using multiple choice	1. What is the main idea of the first paragraph?

#### **F. Research Procedure**

##### **a. Planning**

Planning is arranged for doing something, that considered or prepared before the event. It has aims as a narrative text will use in the classroom to conduct the action.

##### **b. Action**

Action means process of doing something. It is the implementation of planning thee prepared before. The researcher conducts the action based on the lesson plan that is made.

##### **c. Observation**

Observing discuss the process of observe the learning process in the classroom.

d. Reflecting

After the implementation of action, the researcher will do the reflection.

The researcher should analyze the data of teaching learning process.

**G. Data collection technique**

Data collection techniques are written documents that look at specific procedures used to collect information or evaluate data. To obtain valid data, researchers use instruments. In this research, quantitative data is used. In quantitative data, the instrument used is a test:

1. Test

Tests are questions used to determine student progress in learning. There are two tests used; pre-test and post-test. A pre-test was given to students before the implementation of the literature circle. The pre-test is used to measure students' reading comprehension abilities initially, before they learn using the literary circle application method. Post tests were given to students after treatment using the literary circle application method. Post-test is used to check students' progress after studying the reading. Post tests are carried out at the end of each cycle.

**H. Data Analysis**

After getting data from student test results. The data is analyzed, the analysis carried out includes:

$$S = \frac{R}{N} \times 100$$

Where :

S : Score

R : The number of correct answers

N : The number of questions

Next, to know the means of students' score in each cycle, the researcher

Would apply the following formula:

$$x = \frac{\sum x}{N} \times 100\%$$

Where:

X : The mean of students' score

$\sum x$  : The total score

N : The number of students

**Table 3.2 Classification of student score**

Classification	Score
Excellent	90-100
Very good	80-90
Good	70-80
Fairly good	60-70
Fair	50-60
Poor	30-40
Very poor	0-30

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter would present quantitative data analysis. The explanation is as follows:

#### **A. Findings**

In this chapter the researcher would present the results of the classroom action research that the researcher has carried out. The data obtained by researchers from the results of this research includes the results of students' written tests after the action was carried out. The results of this research consist of two cycles where in each cycle several aspects are described, namely: Learning Planning, Learning Implementation which consists of preliminary activities, core activities and closing activities, learning outcomes and reflection. Furthermore, the discussion describes a number of aspects, including: learning planning, learning implementation, and learning outcomes.

Research data in this study was analyzed using quantitative data. Quantitative data is taken from student scores including pre-test, post-test I and post-test II. through interviews with students. The subjects of this research were 25 students in class 1 of SMP Muhammadiyah 3 Bontoala. There are 2 cycles in this research, and each cycle is carried out in four cycles of steps, namely: planning, action, observation, and reflection. I carried out the first cycle in four meetings. Cycle II was

also held in 4 meetings. Students carry out a post-test at the end of each cycle.

In the preliminary study, students take a pre-test. The test consists of 25 multiple choice questions. This test is carried out for determine students' reading comprehension abilities before the Total Physical Response method is used.

**Table 4.1 Student mean score main idea**

X	Main Score		
	DT	C1	C2
Main idea	30	20	40

From the data above, it can be concluded that the main idea of the students. From the table above, it can be seen that there were 30 students in the deacnotick test, and there were 20 students in cycle 1, while there were 40 students in cycle 2 whose abilities can be classified as follows: Students' reading and learning comprehension abilities are still low. This study was conducted to improve students' abilities by using the literary circle principle method.

**Table 4.2 Students mean score supporting details**

X	Main Score		
	DT	C1	C2
Suppoting details			

	60	70	80
--	----	----	----

The average value of students supporting the details From the table above it can be concluded that there has been an increase in students' reading comprehension ability between pre-test and post-test I. Post-test My score got better results than the initial test. However, students' achievement in my post-test still failed, because they could not reach 70%. results of the Deacnotik test

**Table 4.3 Students mean score Reading Comprehension**

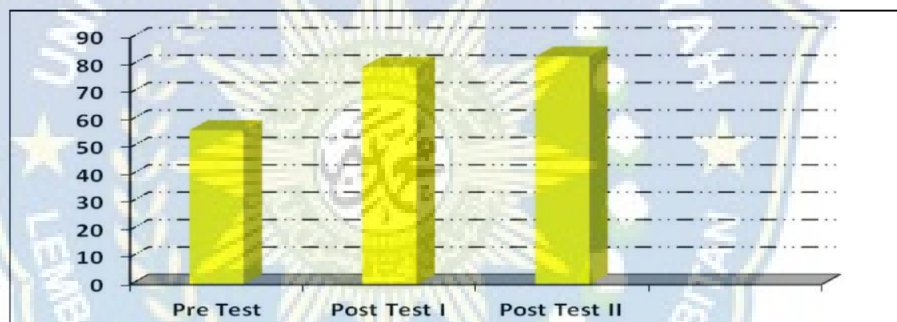
X	Main Score			Improvement		
	DT	C1	C2	DT-C1	C1-C2	DT-C2
Main idea and supputing details	30	20	40	1,5 %	2%	13,3%
	60	70	80	1,16%	1,142 %	1,33 %
Reading Compren	<b>271</b>					

The data above shows that students' reading comprehension skills have increased. The data shows that the total value above the whole is 271. This shows that the increase in students' reading comprehension skills through the implementation of literature circle has increased. It can be concluded that the implementation of literature circle is effective in



improving the reading comprehension skills of junior high school students in grade 1.

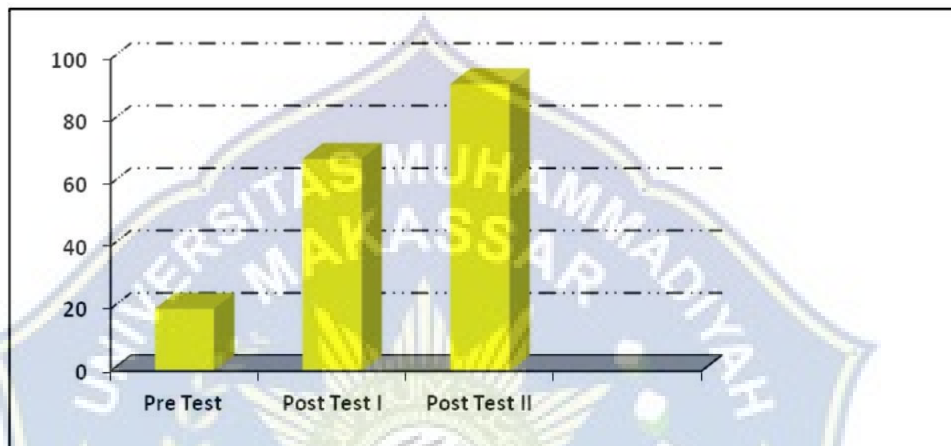
Quantitative data analysis shows that there is an increase in students' reading and learning comprehension abilities through the application of the Total Response Method literature circle. Quantitative data was obtained from the results of research tests given by researchers to students at the end of the meeting.



**Diagram 4.4 Average test scores for students' reading comprehension ability**

Data from the diagram shows an increase average student score in each cycle. Highest average of students The score in the reading comprehension ability test is in the post test cycle II. In the pre-test, the average was 44.4. The minimum completion score was 70, which means the student's score the score is still far from that category. In post test I, the average student score was 72, this increased from the initial test. The last one was the

highest increase in cycle II, the average was 82 From the average student score, it could be It can be seen that there is an increase in students' reading comprehension abilities between pretest, post I, and post test II. Next is the comparison percentage of student scores in all tests:



**Diagram 4.5 percentage of students' reading skill proficiency test scores**

From the diagram above you can see the highest percentage Student scores on cycle II post-test. The initial test showed that 2 students were successful, the percentage was 20%. Students who get 23 students were unsuccessful, the percentage was 80%.

In post test I, 18 students were successful, the percentage was 68%. There were 7 students who did not pass, the percentage is 32%. This data shows that students' mastery of learning comprehension skills is improving from the pre-test.

In post-test II, it was seen that 25 students were successful, namely the percentage is 100%. There were 0 students who did not pass, that is,

the percentage was 0%. From the data above, it shows that the percentage of student scores increased from 20% to 100%.

## **B. Discussion**

The purpose of this research is to determine implementation literary circle Muhammadiyah 3 Bontoala. Based on existing theory, it shows that the use of the method of implementing literature circles can improve students' reading comprehension abilities. The research findings show that the research conducted by researchers using the method of implementing effective literary circles improve students' reading comprehension abilities. Increasing students' reading comprehension abilities can be seen from the results of student scores from the pre-test, post-test I, and post-test II.

Based on quantitative data, it shows that implementation of the method of implementing literature circles can improve students' reading comprehension abilities. It can be increased seen from the student's score in the test. The score increases from each cycle. The results showed that the average score increased from cycle to cycle. The pre-cycle mean was 44.4, the first cycle mean was 62 and the mean cycle II was 8. It can be seen that the average score increased pre-cycle to cycle I, and cycle II got better results than cycle I.

The percentage of student scores also increased. In the pre-test, only 2 students who got a score of  $\geq 70$  (20%). In post-test I, students obtained

a score of  $\geq 70$ , increasing to 18 students (68%). And in post test II there were 25 students who got a score of  $\geq 70$  (100%). Evidently there is improvement

students' learning to read seen from the percentage. Starting from the initial test to post test I the increase was 68%. Post-test II got the highest percentage (100%), and the increase from post-test I was 20%. In conclusion, Students' reading comprehension ability increases from cycle to cycle.

Based on data analysis, there is an increase in students' understanding abilities by implementing Total Physical Response method for one grade students at SMP Mummadiyah 3 Bontoala



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Preliminary studies show that students' mastery of skills is low. Almost all students have limited understanding and this makes it difficult for them to study other topics in English lessons. The total student score on the pre-test was 1,110 and the average was 44.4. There were only 2 students who succeeded in the exam. The percentage of student grades is 20%. This research was conducted to improve students' mastery of understanding, so cycle I was held.

In this cycle, students enjoy and are enthusiastic when learning understanding using the literature circle application method. From the results of students' scores in post test I, it shows that the total score of students in post test I was 1,800 and the average score was 72. The percentage of student scores was 68%, namely 18 students who succeeded in the exam and 7 students who did not pass.

In cycle II the test results showed 100% of students passed the test. There were 25 students who got a score  $\geq 70$  on post test II and 0 students who did not get a score  $\geq 70$ . The total score of students on post test II was 2050 and the average score was 82. This cycle can including success. Based on research findings, it is proven that the method of implementing literature circles can improve students' reading comprehension abilities in first grade students at SMP Muhammadiyah 3 Bontoala.

## **B. Suggestion**

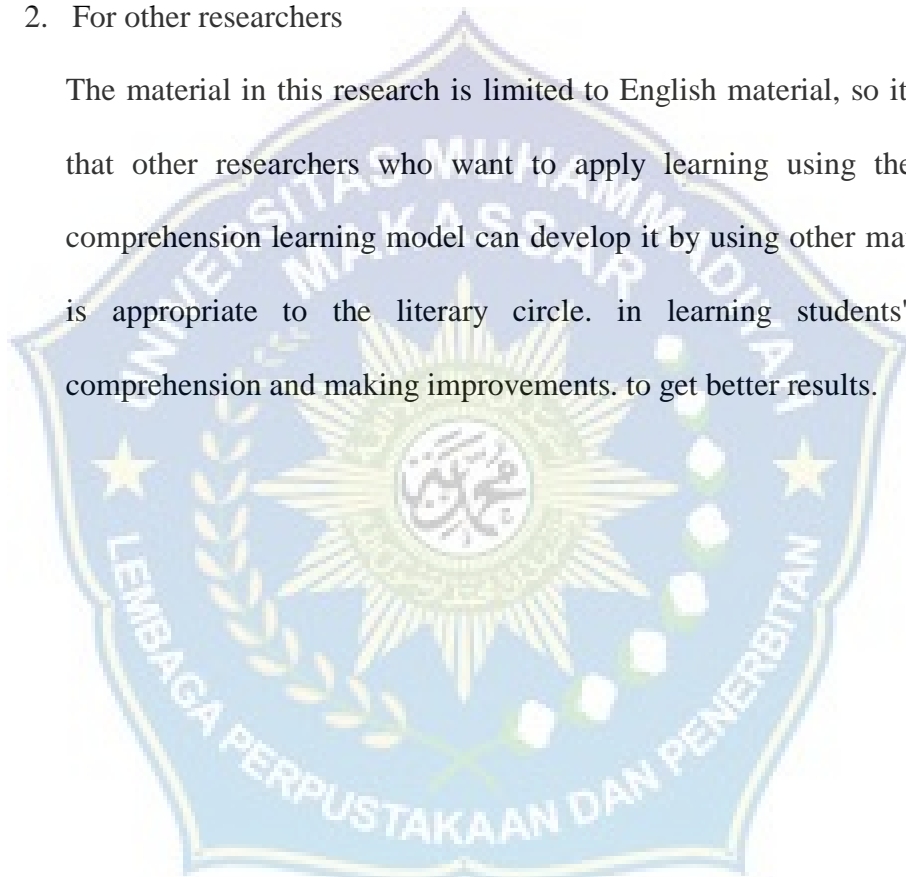
From this research, suggestions that can be given are as follows:

1. For Teachers

Can be used as input for teachers in determining alternative learning models to improve learning outcomes

2. For other researchers

The material in this research is limited to English material, so it is hoped that other researchers who want to apply learning using the reading comprehension learning model can develop it by using other material that is appropriate to the literary circle. in learning students' reading comprehension and making improvements. to get better results.



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## LESSON PLAN

School : SMP Muhammadiyah 3 Bontoala

Subjects : English

Class / Semester : 1

Material Subject : Narrative Text

Time : 3x Meeting

### **A. BASIC COMPETENCIES**

- Capturing the meaning of oral and Reading narrative text

### **B. LEARNING OBJECTIVES**

- Explore information related to the main idea from oral and written narrative text

### **C. LEARNING ACTIVITIES**

<b>INTRODUCTION</b>
<ul style="list-style-type: none"><li>• The teacher enters room class, student give regards and pray</li><li>• Teacher checks presence student and give motivation</li><li>• The teacher conveys objective and benefit learning about the topic of circles literature</li><li>• The teacher conveys line big scope material and step learning</li></ul>

<p><b>Core Activity</b></p>	<ul style="list-style-type: none"> <li>a) Students choose their own reading material.</li> <li>b) Temporary small groups formed based on book selection.</li> <li>c) Different group read different Text</li> <li>d) The group meets on a regular and predictable schedule to discuss the reading.</li> <li>e) Children ask written notes or pictures to guide reading and discussion.</li> <li>f) The topic of discussion comes from students.</li> <li>g) Group meetings aim for open and natural conversations about books; Personal connections, digressions, and open questions are welcome.</li> <li>h) The teacher acts as a facilitator, not as a group member or instructor.</li> <li>i) Evaluation is done by observing the teacher and evaluating the students themselves.</li> <li>j) The spirit of playfulness and fun.</li> <li>k) After the books were finished, the readers shared them with their classmates, and new groups were formed.</li> </ul>
<p>Closing</p>	<p>Teacher and students make conclusion of the learning material</p>

#### **D. APPRAISAL**

Assessment Knowledge : Student worksheet

Assessment Skill : Test



## LESSON PLAN

School : SMP Muhammadiyah 3 Bontoala

Subjects : English

Class / Semester : 1

Material Subject : Narrative Text

Time : 2x Meeting

### **A. BASIC COMPETENCIES**

- Capturing the meaning of oral and reading narrative text

### **B. LEARNING OBJECTIVES**

- Explore information related to the main idea from oral and written narrative text

### **C. LEARNING ACTIVITIES**

<b>INTRODUCTION</b>
<ul style="list-style-type: none"><li>• The teacher enters room class, student give regards and pray</li><li>• Teacher checks presence student and give motivation</li><li>• The teacher conveys objective and benefit learning about the topic of circles literature</li><li>• The teacher conveys line big scope material and step learning</li></ul>

<p><b>Core Activity</b></p>	<ul style="list-style-type: none"> <li>a) Students choose their own reading material.</li> <li>b) Temporary small groups formed based on book selection.</li> <li>c) Different group read different Text</li> <li>d) The group meets on a regular and predictable schedule to discuss the reading.</li> <li>e) Children ask written notes or pictures to guide reading and discussion.</li> <li>f) The topic of discussion comes from students.</li> <li>g) Group meetings aim for open and natural conversations about books; Personal connections, digressions, and open questions are welcome.</li> <li>h) The teacher acts as a facilitator, not as a group member or instructor.</li> <li>i) Evaluation is done by observing the teacher and evaluating the students themselves.</li> <li>j) The spirit of playfulness and fun.</li> <li>k) After the books were finished, the readers shared them with their classmates, and new groups were formed.</li> </ul>
<p>Closing</p>	<p>Teacher and students make conclusion of the learning material</p>

#### **D. APPRAISAL**

Assessment Knowledge : Student worksheet

Assessment Skills : Test



## LESSON PLAN

School : SMP Muhammadiyah 3 Bontoala  
Subjects : English  
Class / Semester : 1  
Material Subject : Narrative Text Time : 3x Meeting

### **A. BASIC COMPETENCIES**

- Capturing the meaning of oral and written narrative text

### **B. LEARNING OBJECTIVES**

- Explore information related to the main idea from oral and written narrative text

### **C. LEARNING ACTIVITIES**

<b>INTRODUCTION</b>
<ul style="list-style-type: none"><li>• The teacher enters room class, student give regards and pray</li><li>• Teacher checks presence student and give motivation</li><li>• The teacher conveys objective and benefit learning about the topic of circles literature</li><li>• The teacher conveys line big scope material and step learning</li></ul>

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<p>Closing</p>	<p>Teacher and students make conclusion of the Iratning material</p>



#### **D. APPRAISAL**

Assessment Knowledge : Student worksheet

Assessment Skill : Test



## **True Friends**

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately, the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures.

After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

## **Fox and A Cat**

One day, a cat and a fox were having a conversation. The fox, who was a 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.

## **The Legend of Surabaya**

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

## **The Legend of Toba Lake**

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake

## Pinocchio

In the past, there was a puppeteer whose name was 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 out 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 the 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.



### **The Lion and The Mouse**

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."



### **The Ant and the Dove**

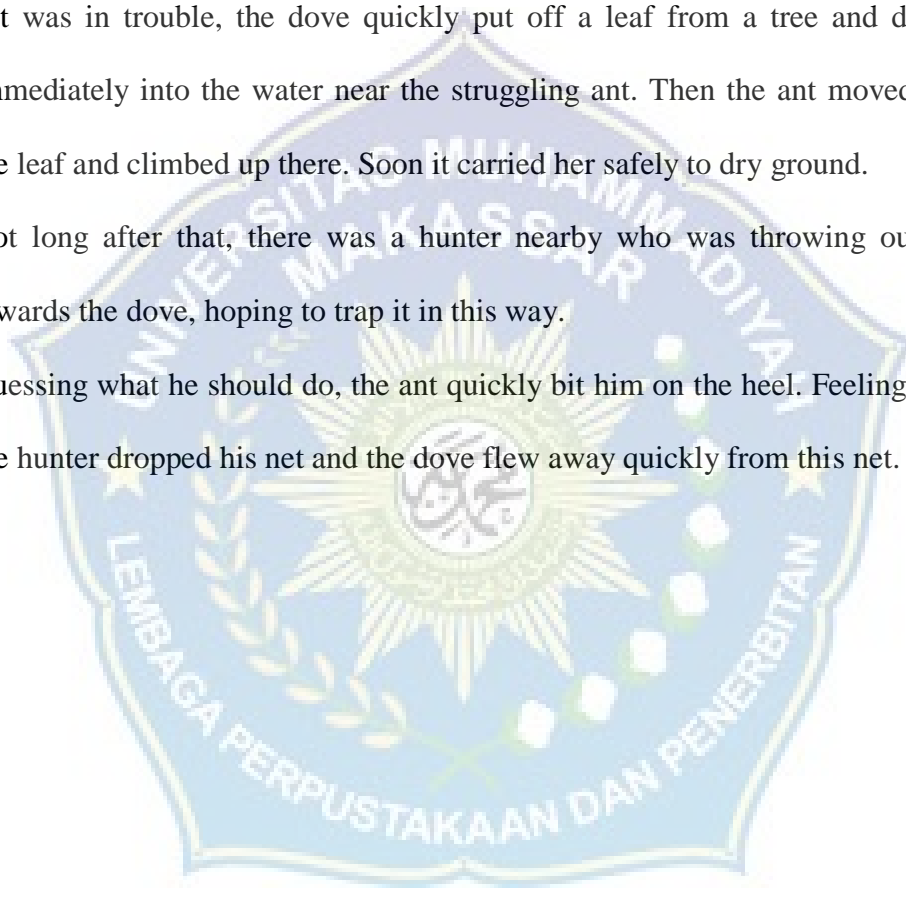
One hot day, an ant was seeking some water. After walking around for a moment, she come to a spring. To reach the spring, she had to climb up a blade of grass.

While making her way up, she slipped and fell unintentionally into the water.

She could have 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 the dove flew away quickly from this net.

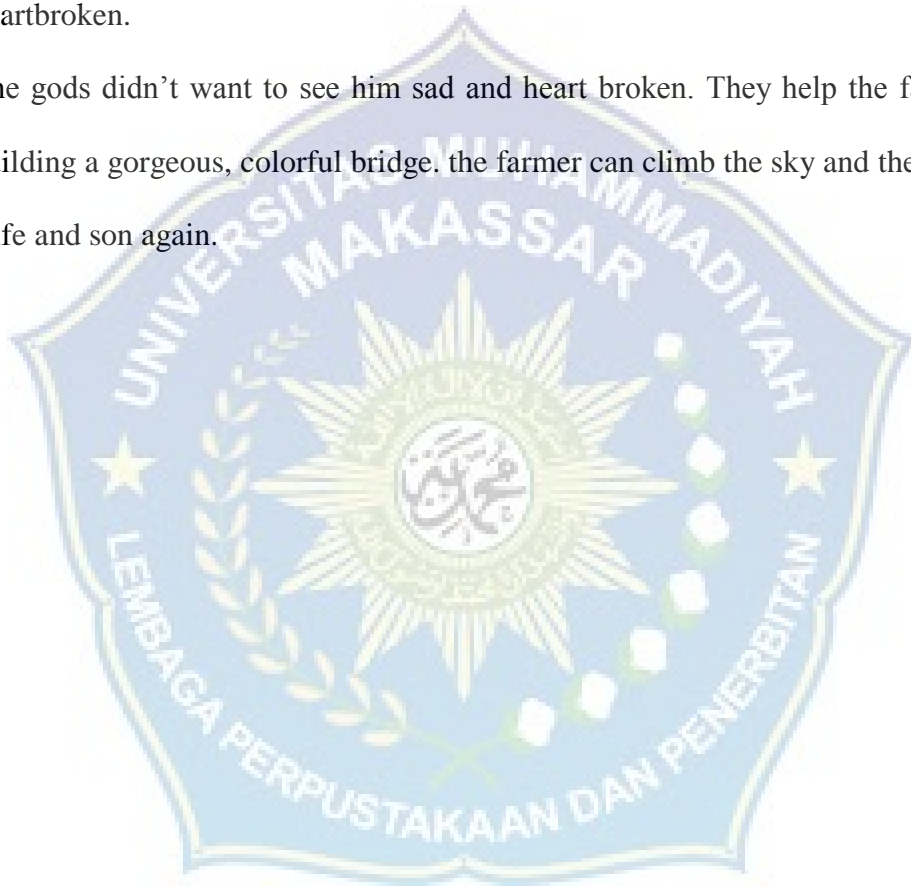


### **The story of a Rainbow**

A very a long time ago, there was a nice farmer named John. He married a beautiful woman and both of them had a beautiful baby boy.

But one day, the wife and son of the farmer got sick. Then the wife wore her wings and she flew with the son next to her, leaving the farmer alone and heartbroken.

The gods didn't want to see him sad and heart broken. They help the farmer by building a gorgeous, colorful bridge. the farmer can climb the sky and then see his wife and son again.



**Pre-test**

**Name :**

**Class :**

The Story of Cinderela

Once upon a time, there was a girl named Cinderella. She lived with her wicked stepmother and stepsisters who treated her very poorly. One day, a fairy godmother helped her attend the royal ball.

1. What is the main idea of the story?
  - a. Cinderella's wicked family.
  - b. Cinderella's fairy godmother.
  - c. Cinderella attending the royal ball.
  - d. Cinderella's life before the ball.

"The legend of King Arthur" in the land of Camelot, there was a legendary king named Arthur who pulled the sword Excalibur from a stone. He was known for his wisdom and bravery.

2. What is the story about?
  - a. The land of Camelot.
  - b. A legendary king.
  - c. Excalibur.
  - d. Wisdom and bravery.

"Alice in Wonderland" – Alice followed a white rabbit down a rabbit hole and found herself in a strange world. She encountered bizarre characters like the Cheshire Cat and the Mad Hatter.

3. What is the story about?
  - a. A white rabbit.
  - b. A rabbit hole.
  - c. A strange world.
  - d. Alice's adventures in Wonderland.

A story From the Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from the on.

4. From the text we know that..
  - a. Only one rooster can rule the roost.
  - b. The roosters are fighting to flap their wings.
  - c. The eagle had watched them all day.
  - d. The farm needs a new king.
5. What is the main idea of paragraph 3?
  - a. An eagle watching the rooster from a distance.
  - b. The loosing rooster came out from its hiding place.
  - c. The eagle tool the winning rooster as its prey.
  - d. The winning rooster celebrates its winning proudly.

6. What can we learn from the story?
- There's always a bigger enemy in this life.
  - Your friend can be your enemy.
  - Always grab an opportunity before you.
  - Don't be cocky when we have achieved our goal.

A long time ago, in a desert lived a tortoise, The the tirtoise had a brown wrinkly body because the sun always beating down on him, without any protection his skin was getting burnt.

One day, the tortois was running a ace with a cheetah; he was running so fast. The cheetah couldn't see him. Suddenly the tortoise tripped and then tumbled down a steep, rocky mountain, later that day, at the bottom of the mountain the tortoise woke up, spinning on his back, something hard andheave on his back. He realized he had a cracked rock on his wrinkle body.

The ceetah came crashing down the mountain to see if the tortois was Ok. He tried to help the tortoise to get up and pull the rock off his back. The tortoise screamed in pain because the rock wouldn't come off. The cheetah said "you look better with the rock and it will protect you from the sun".

7. Why did the tortoise seream pain?
- He crashing down the mountain.
  - He felt all dizzy and in a lot of pain.
  - He looked better with the rock on his back.
  - The cheetah pull the rock off but it wouldn't come off.

8. What is the main idea of the third paragraph?
  - a. The tortoise couldn't get up.
  - b. The tortoise had a lot of pain.
  - c. The tortoise felt something hard on his back.
  - d. The tortoise had a shell to cover its body.
9. What does the text tell us about?
  - a. How the tortoise felt dizzy.
  - b. How tortoise got hi shell.
  - c. How the cheetah became the fastest animal.
  - d. How the cheetah pull the rock off the tortoise' back.
10. What can we learn from the story
  - a. Sometimes a bad situation can give you a good thing
  - b. Don't go for a race in a rocky mountain
  - c. You should help friend when he needs you
  - d. Never give up when something bad happen to you



## Post Test I

**Name :**

**Class :**

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive. Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River. Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

1. What is the main idea of the second paragraph?
  - a. The Rajah of Singapura was impressed with Badang's strength.
  - b. The Rajah of Singapura appointed Wadi to fight with Badang.
  - c. Badang could beat his enemy by lifting a huge rock.
  - d. British colonial government blasted Badang.
2. What can we learn from the story above?
  - a. The weakness will be defeated by the strong one.

- b. Strength will not always give us a good win.
  - c. The strong man will lead the world well.
  - d. Only a strong man can defeat Badang.
3. Why did Badang become a strong man alive?
- a. Because He was a poor fisherman.
  - b. Because a Genie granted Badang's wish.
  - c. Because Rajah of Singapura gave the power to him.
  - d. Because Badang could beat Wadi Wijaya by lifting a huge rock.

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. – After six years of marriage, they had not had *any* children. They prayed. pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happy and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, Raden Kusuma, to be sacrificed to the crater. Raden Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him, Therefore he went to Mount Bromo and sacrificed himself to the crater, The eruption suddenly stopped. After that day, the Tengger people have given offerings to the crater, as Raden Kusuma had sacrificed himself before.




4. What is the text about?
  - a. RoroAnteng
  - b. Mount Bromo
  - c. RoroAnteng and JokoSejer
  - d. JokoSejer and RadenKusumo
5. From the text we know that Roro Anteng and Joko .
  - a. agreed to their son's behavior
  - b. really loved Raden Kusuma
  - c. disliked their youngest son
  - d. let their son kill himself
6. What can we learn from the text?
  - a. parents must not promise to do anything
  - b. keeping our promise is unnecessary
  - c. all parents love their children
  - d. we have to fulfill our promise

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened.

When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch.

"Please don't eat me now", said the mouse deer. "I have something important to do". "Look," said the mouse deer. "That is the king's belt. He asked me to stay

here and watch it while he was away in the forest". The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer. "Oh, all right," said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

- 
7. Where was the tiger sleeping?
    - a. In the middle of the forest.
    - b. Next to the mouse deer's house.
    - c. Near the black snake sleeping under the tree.
    - d. Far away from the place where the mouse deer fell
  8. what is the mean idea of the second paragraph?
    - a. The story of the king's belt
    - b. The trick of the mouse deer
    - c. The mouse deer and the tiger
    - d. The beautiful belt and the tiger
  9. After reading this story, we can learn that....
    - a. we have to behave like the mouse deer
    - b. we have to be careful with the mouse deer
    - c. sleeping black snake was a dangerous animal
    - d. we have to find a way to save ourselves from danger

alice in wonderland, alice followed a white rabbit down a rabbit hole and found herself in a strange world she encountered bizarre characters like the cheshire cat and the mad hatter

10. What is the story about ?

- a. A white rabbit
- b. A rabbit hole
- c. A strange world
- d. Alice's adventures in wonderland



## Post test II

**Name :**

**Class :**

Sand and Stone

Ikhwan and Arif were walking through the desert. During some point of the journey, they had an argument and Ikhwan slapped Arif in the face. Arif was hurt, but he said nothing and wrote in the sand: "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE." They kept on walking and finally found an oasis. They decided to take a bath. Suddenly, Arif slipped on moss, hit his head and started drowning, but Ikhwan saved him. After Arif gained his consciousness, he carved on a stone "TODAY MY BEST FRIEND SAVED MY LIFE." Ikhwan asked Arif, "After I hurt you, you wrote in the sand and now, you carved on a stone, why?" Arif replied, "when someone hurt us, we should write it down in sand where winds of forgiveness would blow it away and when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

1. What is the main idea of the second paragraph?
  - a. They kept on walking until they found an oasis.
  - b. Arif slipped on moss and started drowning.
  - c. They slipped on moss and started drowning.
  - d. They like to write on the stone and sand.
2. What can you learn from the text above?

- a. Forgive people and remember one's kindness
  - b. Learn to carve your benefits in stone
  - c. Learn to write your hurts in the sand
  - d. Do everything well for everyone
3. Why did Arif carve on a stone? Because .....
- a. they have an argument
  - b. his friend had hurt him
  - c. he wanted to forget it
  - d. he wanted to remember it

There was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the fence.

The first day the boy had driven 37 nails into the fence. Over the next few weeks as he learned to control his anger, the number of nails hammered daily, gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence. Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy should pull out one nail for each day that he was able to hold his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said "You have done well, my son, but look at the holes in the fence. The fence

will never be the same. When you say things in anger, they leave a scar just like this one.”

You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there.

4. What is the main idea of paragraph 2?
  - a. The first day the boy had driven 37 nails into the fence.
  - b. The boy did not lose his temper after hammering the fence.
  - c. It was easier to hold temper than to drive the nails.
  - d. The boy did his father's suggestion to control his temper.
5. What can we learn from the story?
  - a. Do not hurt other people's feeling.
  - b. Everyone can get angry, so be careful.
  - c. Do not be angry, because it hurts our heart.
  - d. Making someone angry will hurt you.
6. Why did the boy drive fewer nails into the fence than he did before?
  - a. The number of nails he got was limited.
  - b. He had been able to control his anger.
  - c. He lost his temper when he nailed the fence.
  - d. His father suggested that he pulled out the nails.

For a long time, Indonesian people have had a variety of food sources other than rice. For example, sago is the staple food of the people of Maluku and its surroundings, corn is the staple food of the Madurese people, as well as cassava,

taro and a number of other foodstuffs are staples for certain groups of ethnic groups. Sweet potatoes are a food source for Indonesian people.

7. The main idea of the paragraph is...
  - a. Sago is the main food for the people of Maluku
  - b. Indonesian society has a diversity of food sources.
  - c. Rice is a food source for people who can afford it
  - d. The staple food of the Indonesian people varies depending on the tribe.
8. The previous ruler is now gone. The Indonesian people are deeply saddened. The government recommends raising flags at half-mast. The main thought of the paragraph is...
  - a. Memories of the previous ruler
  - b. Condolences to the nation
  - c. Raise the flag at half mast
  - d. The death of the previous ruler.

Leonardo Da Vinci was born in a small town near Vinci, Italy April 15, 1452. In the 1460s, he settled in Florence with his parents. In this city, he studied painting and music. He is also famous as a sculptor, architect, and even a mechanic. One of his famous works is Monalisa. This work was stolen in 1811. Painting lovers in the world are of course nervous. However, two years later this painting was rediscovered. Otherwise, we will lose a great work forever. The Mona Lisa is considered interesting because art lovers feel that sometimes the painting appears to be smiling. However, viewed from another angle, the face in the painting appears blurry. Most people asked whether he was actually smiling or gloomy.

Apart from the Mona Lisa, Leonardo also has other paintings such as Last Supper, John The Baptist, Madonna Litta, and others. Leonardo died in 1518. However, his work remains alive today and has become an inspiration for many people, especially artists.

9. Main Idea The first paragraph of the reading is...
- Life history of Leonardo Da Vinci
  - The fame of Leonardo Da Vinci's paintings
  - Monalisa is the name of a famous painting
  - Leonardo Da Vinci invented the machine
10. The sentence that corresponds to the contents of the fourth paragraph of the text is...
- Leonardo Da Vinci died due to illness.
  - The Mona Lisa is the only work of art by Leonardo Da Vinci
  - Works of art like the Mona Lisa are very popular with art lovers
  - Leonarda Da Vinci's work remains an inspiration to people today.





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ayu Musyri Rahayu

Nim : 105351113117

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	7 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	5 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan  
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Makassar, 23 Agustus 2024

Mengetahui,

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 Perihal: Pengantar Penelitian

Rebeda Yang Terhormat  
 Ketua LP3M Unismuh Makassar  
 Di:  
 Makassar

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dalam rangka kegiatan pengabdian masyarakat, saya selaku dosen tetap Universitas Muhammadiyah Makassar, menerbitkan pengantar penelitian kepada Bapak/Ibu sebagai berikut:

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Adalah yang bersangkutan yang mengajukan penelitian dan mengabdikan sampai dengan judul "The Impact of the Digital Learning Tools in Teaching Reading in Junior High School".

Demikian pengantar ini kami buat, atas kerahmatannya dituturkan dan dimulahi.

Wassalamu'alaikum  
 Wafarrahmatullahi  
 Wabarakatuh

Makassar, 6 Juni 2024  
 1444 H

Dekan



Erwin Akib, M.Pd., Ph.D.  
 NBM. 860.934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

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Nomor : 4652/05/C.4-VIII/VII/1445/2024  
Lamp : 1 (satu) Rangkap Proposal  
Hal : Permohonan Izin Penelitian

19 July 2024 M  
13 Muharram 1446

Kepada Yth,  
Bapak / Ibu Kepala Sekolah  
SMP Muhammadiyah 3 Bontoala  
di -  
Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16665/FKIP/A.4-II/VII/1446/2024 tanggal 18 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : AYU MUSYRI RAHYU  
No. Stambuk : 10535 1113117  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE IMPLEMENTATION OF LITERATURE CIRCEL IN TEACHING READING AT JUNIOR HIGH SCHOOL"

Yang akan dilaksanakan dari tanggal 24 Juli 2024 s/d 24 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,



Drs. Arief Muhsin, M.Pd.

NBM/1127761



MAJLIS DIKOTIBHANG UPT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Jalan Somba Oene No. 52 Makassar  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ayu Musyri Rahyu  
NIM : 10335113117  
Judul Penelitian : *The Implementation of Literature Circle in Teaching Reading at Junior High School*  
Tanggal Ujian Proposal : 14 Juni 2024  
Tempat/Lokasi Penelitian : SMP Muhammadiyah 3 Bontolale

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	20 Juli 2024	Proposal	Maria Athas S.Pd	↓
2	22 Juli 2024	Pre-Test	Maria Athas S.Pd	↓
3	26 Juli 2024	Assesment	Maria Athas S.Pd	↓
4	30 Juli 2024	Post-Test	Maria Athas S.Pd	↓
5	02 Agustus 2024	Post-Test 2	Maria Athas S.Pd	↓
6	06 Agustus 2024	Assesment	Maria Athas S.Pd	↓



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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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7	03 Agustus 2024	Trenkmen	Nama Abbas, S.Pd	↓
8	12 Agustus 2024	Trenkmen	Nama Abbas, S.Pd	↓
9	15 Agustus 2024	Post-Test 2	Nama Abbas, S.Pd	↓
10				

Makassar, 15 Agustus 2024

Mengetahui,

Ketua Program Studi,  
FKIP Unesa Makassar

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Pimpinan/Kepala sekolah/Instansi

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL LEMBAGA AKREDITASI MANDIRI

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**SURAT KETERANGAN**

Nomor : 0107/IV/AU/D/2024

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Muhammadiyah 3 Bontoala menerangkan bahwa

Nama : Ayu Muthri Rahyu  
 No. Stambuk : 105351113417  
 Fakultas : Ilmu Keguruan dan Ilmu Pendidikan  
 Jurusan : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian pada SMP Muhammadiyah 3 Bontoala dari tanggal 23 Juli 2024 sampai dengan tanggal 13 Agustus 2024, dengan judul Penelitian

**"THE IMPLEMENTATION OF LITERATURE CIRCLE TEACHING READING AT JUNIORHIGH SCHOOL."**

Sesuai surat izin penelitian dari UPM Unismuh Makassar Nomor : 4652/05/C4-VIII/VII/1445/2024, tanggal 19 Juli 2024.

Demikian surat keterangan ini di buat untuk di pergunakan seperlunya.

Makassar, 19 Agustus 2024  
 Kepala Sekolah,

Andi Marliah, S. Pd, M. Pd,  
 NIP. 196691004 2007 01 2 016



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**  
0923/BG-FKIP/LOA/B/VIII/1446/2024

Dear AYU MUSYRI RAHYU

It is our pleasure to inform you that, after reviewing your paper:  
**THE IMPLEMENTATION OF LITERATURE CIRCLE IN TEACHING  
READING AT JUNIOR HIGH SCHOOL**

The manuscript ID: 1599

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [jlta@bg.unismuhmakassar.ac.id](mailto:jlta@bg.unismuhmakassar.ac.id)

Makassar, 26 August 2024 M  
22 Shafar 1446 H

**Head of English Education Department  
Faculty of Teacher Training and Education**



**Dr. Umami Khaerati Svam, S.Pd., M.Pd.**  
NBM. 977 807



Pre-test

Name : Fadhil

Class : V<sup>111</sup>

50

The Story of Cinderella

Once upon a time, there was a girl named Cinderella. She lived with her wicked stepmother and stepsisters who treated her very poorly. One day, a fairy godmother helped her attend the royal ball.

1. What is the main idea of the story?
  - a. Cinderella's wicked family.
  - b. Cinderella's fairy godmother.
  - c. Cinderella attending the royal ball.
  - d. Cinderella's life before the ball.

"The legend of King Arthur" in the land of Camelot, there was a legendary king named Arthur who pulled the sword Excalibur from a stone. He was known for his wisdom and bravery.

2. What is the story about?
  - a. The land of Camelot.
  - b. A legendary king.
  - c. Excalibur.
  - d. Wisdom and bravery.

"Alice in Wonderland" – Alice followed a white rabbit down a rabbit hole and found herself in a strange world. She encountered bizarre characters like the Cheshire Cat and the Mad Hatter.



3. What is the story about?

- a. A white rabbit.
- b. A rabbit hole.
- c. A strange world.
- d. Alice's adventures in Wonderland.

A story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from the on.

4. From the the text we know that...

- a. Only one rooster can rule the roost.
- b. The roosters are fighting to flap their wings.
- c. The eagle had watched them all day.
- d. The farm needs a new king .

5. What is the main idea of paragraph 3?

- a. An eagle watching the rooster from a distance.
- b. The loosing rooster came out from its hiding place.
- c. The eagle tool the winning rooster as its prey.
- d. The winning rooster celebrates its winning proudly.

6. What can we learn from the story?

- a. There's always a bigger enemy in this life .
- b. Your friend can be your enemy.
- c. Always grab an opportunity before you.
- d. Don't be cocky when we have achieved our goal.

A long time ago, in a desert lived a tortoise. The tortoise had a brown wrinkly body because the sun always beating down on him, without any protection his skin was getting burnt.

One day, the tortoise was running a race with a cheetah; he was running so fast. The cheetah couldn't see him. Suddenly the tortoise tripped and then tumbled down a steep, rocky mountain, later that day, at the bottom of the mountain the tortoise woke up, spinning on his back, something hard and heavy on his back. He realized he had a cracked rock on his wrinkly body.

The cheetah came crashing down the mountain to see if the tortoise was Ok. He tried to help the tortoise to get up and pull the rock off his back. The tortoise screamed in pain because the rock wouldn't come off. The cheetah said "you look better with the rock and it will protect you from the sun"

7. Why did the tortoise scream pain?

- a. He crashing down the mountain.
- b. He felt all dizzy and in a lot of pain.
- c. He looked better with the rock on his back.
- d. The cheetah pull the rock off but it wouldn't come off.

8. What is the main idea of the third paragraph?

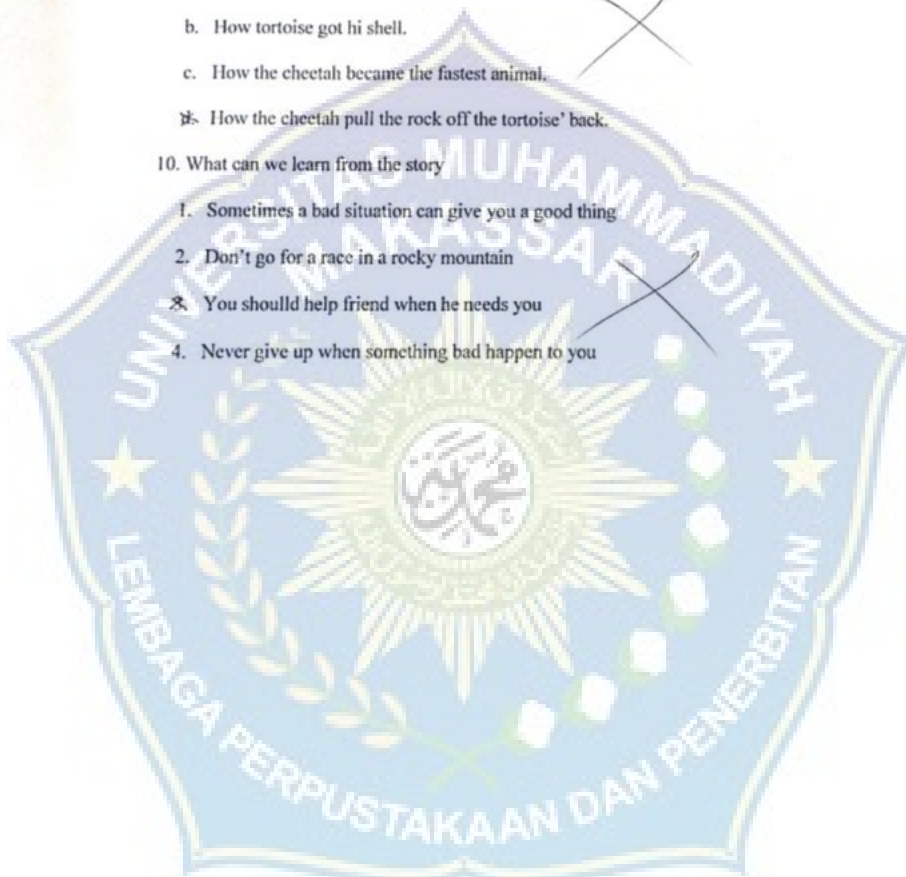
- a. The tortoise couldn't get up.
- b. The tortoise had a lot of pain.
- c. The tortoise felt something hard on his back.
- d. The tortoise had a shell to cover its body.

9. What does the text tell us about?

- a. How the tortoise felt dizzy.
- b. How tortoise got hi shell.
- c. How the cheetah became the fastest animal.
- d. How the cheetah pull the rock off the tortoise' back.

10. What can we learn from the story

- 1. Sometimes a bad situation can give you a good thing
- 2. Don't go for a race in a rocky mountain
- 3. You should help friend when he needs you
- 4. Never give up when something bad happen to you



Post Test I

Name : Fodil  
Class : VIII

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive.

Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

1. What is the main idea of the second paragraph?

- a. The Rajah of Singapura was impressed with Badang's strength.
- b. The Rajah of Singapura appointed Wadi to fight with Badang.
- c. Badang could beat his enemy by lifting a huge rock.
- d. British colonial government blasted Badang.

2. What can we learn from the story above?

- a. The weakness will be defeated by the strong one.
- b. Strength will not always give us a good win.
- c. The strong man will lead the world well.
- d. Only a strong man can defeat Badang.

3. Why did Badang become a strong man alive?

- a. Because He was a poor fisherman.
- b. Because a Genie granted Badang's wish.

- c. Because Rajah of Singapura gave the power to him.
- d. Because Badang could beat Wadi Wijaya by lifting a huge rock.

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. – After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater. After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happy and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, Raden Kusuma, to be sacrificed to the crater. Raden Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped. After that day, the Tengger people have given offerings to the crater, as Raden Kusuma had sacrificed himself before.

4. What is the text about?

- a. Roro Anteng
- b. Mount Bromo
- c. Roro Anteng and Joko Seger
- d. Joko Seger and Raden Kusuma

5. From the text we know that Roro Anteng and Joko .

- a. agreed to their son's behavior
- b. really loved Raden Kusuma
- c. disliked their youngest son
- d. let their son kill himself

6. What can we learn from the text?

- a. parents must not promise to do anything
- b. keeping our promise is unnecessary
- c. all parents love their children
- d. we have to fulfill our promise

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now", said the mouse deer. "I have something important to do". "Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest". The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer. "Oh, all right," said the mouse deer. So he picked up the snake and wined it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

7. Where was the tiger sleeping?

- a. In the middle of the forest.
- b. Next to the mouse deer's house.
- c. Near the black snake sleeping under the tree.
- d. Far away from the place where the mouse deer fell.

8. What is the main idea of the second paragraph?

- a. The story of the king's belt
- b. The trick of the mouse deer
- c. The mouse deer and the tiger
- d. The beautiful belt and the tiger

9. After reading this story, we can learn that...

- a. we have to behave like the mouse deer
- b. we have to be careful with the mouse deer
- c. sleeping black snake was a dangerous animal
- d. we have to find a way to save ourselves from danger

alice in wonderland, alice followed a white rabbit down a rabbit hole and found herself in a strange world she encountered bizarre characters like the cheshire cat and the mad hatter

10. What is the story about ?

- a. A white rabbit
- b. A rabbit hole
- c. A strange world
- d. Alice's adventures in wonderland

Post test II

100

Name : Fauzil  
Class : VIII

### Sand and Stone

Ikhwan and Arif were walking through the desert. During some point of the journey, they had an argument and Ikhwan slapped Arif in the face. Arif was hurt, but he said nothing and wrote in the sand: "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE."

They kept on walking and finally found an oasis. They decided to take a bath. Suddenly, Arif slipped on moss, hit his head and started drowning, but Ikhwan saved him. After Arif gained his consciousness, he carved on a stone: "TODAY MY BEST FRIEND SAVED MY LIFE."

Ikhwan asked Arif, "After I hurt you, you wrote in the sand and now you carved on a stone, why?" Arif replied, "When someone hurt us, we should write it down in sand where winds of forgiveness would blow it away and when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

1. What is the main idea of the second paragraph?

- a. They kept on walking until they found an oasis.
- b. Arif slipped on moss and started drowning.
- c. They slipped on moss and started drowning.
- d. They like to write on the stone and sand. ...

2. What can you learn from the text above?

- a. Forgive people and remember one's kindness
- b. Learn to carve your benefits in stone
- c. Learn to write your hurts in the sand
- d. Do everything well for everyone

3. Why did Arif carve on a stone? Because .....

- a. they have an argument
- b. his friend had hurt him
- c. he wanted to forget it
- d. he wanted to remember it

There was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the fence.

The first day the boy had driven 37 nails into the fence. Over the next few weeks as he learned to control his anger, the number of nails hammered daily, gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence. Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy should pull out one nail for each day that he was able to hold his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one."

You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there.

4. What is the main idea of paragraph 2?

- a. The first day the boy had driven 37 nails into the fence.
- b. The boy did not lose his temper after hammering the fence.
- c. It was easier to hold temper than to drive the nails.
- d. The boy did his father's suggestion to control his temper.

5. What can we learn from the story?

- a. Do not hurt other people's feeling.
- b. Everyone can get angry, so be careful.
- c. Do not be angry, because it hurts our heart.
- d. Making someone angry will hurt you.



appears to be smiling. However, viewed from another angle, the face in the painting appears blurry. Most people asked whether he was actually smiling or gloomy. Apart from the Mona Lisa, Leonardo also has other paintings such as Last Supper, John The Baptist, Madonna Litta, and others. Leonardo died in 1518. However, his work remains alive today and has become an inspiration for many people, especially artists.

9. Main Idea The first paragraph of the reading is...

- a. Life history of Leonardo Da Vinci
- b. The fame of Leonardo Da Vinci's paintings
- c. Monalisa is the name of a famous painting
- d. Leonardo Da Vinci invented the machine

10. The sentence that corresponds to the contents of the fourth paragraph of the text is...

- a. Leonardo Da Vinci died due to illness.
- b. The Mona Lisa is the only work of art by Leonardo Da Vinci
- c. Works of art like the Mona Lisa are very popular with art lovers
- d. Leonardo Da Vinci's work remains an inspiration to people today.











## CURRICULUM VITAE



AYU MUSYRI RAHYU was born in Bima, West Nusa Tenggara, Januari 7, 1999. She is the third child of H. Asikin and Aminah. She started her education in Elementary School at MIS YASIM NIPA in 2005 and graduated in 2010. After finishing her study in Elementary School, she continued her study in Junior High School at SMP NEGERI 1 AMBALAWI and graduated in 2013. Then she continued her study in SMA NEGERI 1 AMBALAWI and graduated in study 2017. In the same year, she continued her study at English Education Department in Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis entitle *“The Implementation of Literature Circle in Teaching Reading at Junior High School”*.

