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## EFL STUDENTS' ENGAGEMENT IN READING THROUGH LITERATURE CIRCLE

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### ABSTRACT

The aim of this study to investigate utilized literature circle method in learning recount text, in using literature circle method on learning recount text, the students expect Engage in learning process. This study used narrative inquiry. This paper is present by words and explanation. This research has conducted in one of the school at Karawang. Subject of this research are a students of XI class, consists of twelve. The data acquire from observation, interview and documentation. The result of this study explain that there are three phase do students engage learning to read in literature circle and students reaction about literature circle. The first, students are facilitated to choose the reading topic. The second, students are encouraged to have discussion session. The last, students are motivated to share their story to group. Learning reading use literature circle method increase students' motivation, especially for sharing the story to other group and reading comprehension.

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## INTRODUCTION

According (Cunningham & Stanovich, 1998; Smith et al. 2000). Achievement in reading literacy is not only a foundation for an achievement in other subject areas within the educational system, but also a prerequisite for successful participation, as we know that learning English is not far from four aspects. There are reading, speaking, listening, writing, these aspects cannot be separated because they will be interrelated. Everything is important, including reading, but in this globalization era the reading literacy of students is getting lower, the lack of interest in reading will have an effect in English learning, the lack of interest in reading will also reduce the knowledge gained.

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In this study, the problem that is often found by students are only focused on answering questions after finishing reading or students are only introduced to translate the reading text. Students can be said to be able to read when he is able to answer questions or questions raised by his teacher. The teacher did not facilitate the students how to learn correctly in reading. Even though, the step that the teacher must do in reading learning in the teacher must know in advance how students learn to understand the reading.

The activity of learning to read in class conducted by teachers is something monotonous which makes students feel saturated and bored quickly. Teachers in school rarely teach how to understand reading well. Students are only served with long text without knowing the meaning contained in the text. So that in the end they are less interested in learning English. A method that makes reading learning become more interactive and communicative, one of which is the literature circle method.

Literature circle is a reading group of 4 or 5 people who have a different reading ability. The students can choose the book they want to read as novel or storybook. In the literature circle, all members read the same textbook but differently with other groups (Daniel;2002). In this method, it is very clear that students are asked to read books according to what they want, they will be eager to read the book.

In the literature circle method students are given the opportunity to be active and communicative in the classroom, students learn to compare with other students because it is a group method. It will make more interactive learning process where teacher is not only a facilitator. However, there are some difficulties that may be experienced by students such as lack of vocabulary so the reading cannot be understood, feeling insecure when speaking English or even interest in learning English at all.

In Indonesia, there are several schools that use literature circle method. This method is suitable to be used in Indonesian schools. There are many schools that have not developed using technology, because there is no media in the school that supports the learning process in classroom.

Those previous studies above used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the researcher this time.

In the first previous study (Ulbrich :2019) "The impact of literature circle on the comprehension and motivation to read of sixth-grade students in a middle school reading classroom" Use this method to engage students' reading material more interactive class and make the class more comfortable and enjoy.

In the second previous research of Karatay (2017) with the title "Effect of Literature Circle on text Analysis and reading desire" The objectives of this study examined do literature circles effective on improving the students' ability to find the topic, main idea, and keywords in a text, and are literature circles effective on increasing the students' desire for independent reading and interest of reading.

The result of this study are the first of those is the contribution literature circle to students' text analysis skills. The second contribution of literature circles is their providing students with a social learning atmosphere. The last contribution of literature circles to students' is their effect on improving the students' ability to read text critically.

In the last previous research is conducted by Shelton-Strong (2011) with the title is "Literature Circle in ELT". The aims of this study is to provide an introduction to the overall structure and process inherent in Literature Circle (LCs) and put forward and premise that they offer a pedagogically sound platform for language acquisition to

develop in the ELT context appears to be only feasible but also largely compatible with establish practice.

This method has been widely investigation by previous research. Previous research examined writing, speaking determine the main ideas in the reading using literature circle. In Indonesia, the literature circle method is rarely use learning to read because school libraries rarely provide English books, so students' lack of reference to read English books.

In this study the researcher focus on identifying the student ways will engage students to learn reading using literature circle and the student's perception on literature circle in engage their reading comprehension. Literature Circles is an effective literacy strategy that combines the principles of cooperative learning, independent reading and group discussion. The purpose of Literature Circles is to promote reading and to teach their collaboration with their group. The strategy is based on the model of text book discussion group." (Judith Langer, 2002).

The effectively support student learning based on her recent five-year study of classes in 25 urban and suburban schools (Excellence in English project from the National Research Center on English Learning and Achievement). The literature circles strategy and its components are identified as effective literacy instruction throughout the book. (Judith Langer, 2002)

Based on the limitation of the problem mention above, the problem of the research can be formulated as a follow:

In what ways do literature circles engage students in reading?

How are the students' perception on reading through Literature Circle?

## **DISCUSSION**

### **In what ways literature circle engage student in reading?**

In the literature circle method, there are 12 methods, the first is choosing text reading material, the second is grouped according to their choice book, which is regular meeting according to schedule, the fourth is writing notes when discussing, the sixth is the discussion about the text, the seventh is to walk naturally according to the rules, the eight rules of discussion rotate, the nine teachers as supervisors, the ten evaluations are carried out simultaneously, the eleven feel comfortable in the classroom, the twelfth when the discussion is complete the first group shares the full text to the group another, from the results of the analysis of the process of observation and interviews carried out there is a match of data between interviews and observations that can be concluded that. There are three-phase do students engage learn to read in Literature Circle

From the results of observations and interviews conducted, students appear to be active in that phase because it is proven that they can give opinions to exchange information that they get from other groups, and look excited when choosing the title of the text provided by the teacher.

### **Students are facilitated to choose the reading topic**

In this process, the students are facilitated to choose the reading topic by the teacher. The teacher prepares five of reading that is interested in students and part of the story that prepared by teacher taken on the internet like A Trip to Tanjung Setia Beach, A trip to Borobudur Temple, My Vocation with my Beloved Friend, My Busy Holiday, My First time in Jogja, and the last is Traveling Abroad. Because it is a short story that makes them more comfortable and enjoys online traveling to waste their time more helpful. Previously the teacher makes a list of topics of reading that students want.

And then the students choose one topic that they want to read. Each group read different texts from another group. Afterward, the students make a group based on what they choose. The results show that most students engage when they are choosing the text material then feel enjoy and interest to discuss about the material because they want to know more about the text. We can see from the interview. according to Student1 she feels comfortable and enjoys when choosing a topic based on what they want, for example, student2 they can get information from what they like that will be discussed with friends, so they will not have difficulty discussing it, the text also can be useful for them as seen on students3 she said she wanted to know the ins and outs of Jogja because she felt like knowing more about Jogja. after they choose the text they interest and want, it explaints the process of learning reading is good. The teacher explaint recount text to students. Then the teacher writes dwon the littles of stories as many as five tittles for select students according to what students wanted to read. After that, teacher made the group fit the title of the story. The picture demonstrate the students say on the interview.

Base on data observation, at the discussion session, most students appreciate cooperating with their group in completing reading and preparing for anything they will share with other groups. And some students have difficulty confusing discussions in the network essays they use are unstable which results in students becoming confused and lack understanding of the discussion. At first, the teacher divides the class into 3 groups but in the end, it is only the following 2 groups, and the 2 groups run according to the rules that have been set. Although were students had difficulties at the time or retelling what they had read before but at this session help student more confidence to deliver their ideas in front of the discussion. The discussion of the result shows that the students engage and more interactive when they discussed with their friends and most of them give an opinion about the text until they can conclude the text that will share with other groups.

The interview data demonstrate how did enjoyment of students learning to read using the literature circle method. According to students1 said that she was actively involved when discussing with her friends and they were able to exchange ideas and opinions, it would be easier for them to discuss the text they chose as in the student2 saying that when he identified about the structure of the text she shared her opinions to cross-check whether she agreed with what she shared, as well as with student3 said that when discussing the text, ask an agreement are very important and must be supported with other group members so that the discussion runs smoothly. From the result of interview, it explains that the employing of the literature circle method encourages students to discuss with group member. At this point teacher becomes facilitator and give direction to students who feel confuse about the reading text. After students discuss the text they chose with their group members, they are actively involved when sharing the text with other group members.

The discussion session demonstate about the studnts say from the data of interview .

### **Students are motivate to share their stories to other group**

Based on data observation, students play an active role at a time when each group shares the stories it reads. Each student is motivated to convey the contents of the story that students read earlier with their group. Although some students had difficulties at the time or retelling what they had before. But at this session, it helps students more confidence to deliver their idea and could dig up information from other

groups that had been read by asking and answered questions. So each group not only gets information from what they read but also gets information from what other groups read. The interview shows that the students interactive in discussed with another group.

Students actively involved in discussion session with other group, according to the student1, studen2, and student3 they can get as much as the information about the text from other group, also can asking question and giving information by explaining the result of the text discussed to other group via video record.

The interview above, it explains that students motived when they discussed with others and get the information as much as they want to know. The discussion session demonstate about the studnts say from the data of interview.

### **Students' Perspective**

#### **Learning reading using literature circle make easier and pleasure, so students more interactive in clasroom**

Some view points of students towards learning to read by using the literature circle look good and give a positive influence on them can be seen from the results of interviews conducted by researchers against students.

According student1 argues that learning by using a literature circle is very fun because she was given the freedom to choose topics to be discussed and given a more structured stage, such as discussion and evaluation. each stage has enough time and makes the discussion run smoothly, making it more comfortable and interesting when learning to use the literature circle as in the student2 said that they are happy when learning to use the literature circle and can get more information, as well as what is felt by student3 she feels enjoy in expressing her opinion when discussing with other groups or members of the group, but she has any struggle when she use her phone suddenly she lost the internet connection for a little time, but is has no cut their spirit when they learning reading suing literature circle thereby making the discussion. The three opinions generated from the interview above show that learning to read by using literature circles makes students more pleasant, and more pleasant process more active and encouraging them to be able to dig more information from what they read.

From the results of the interview above researcher can conclude that students feel happy and comfortable when learning to read using the literature circle but any students has a struggle when discussing because the discussion only runs by using WhatsApp groups.

This research has general patterns that consist students' are facilitated to choose the reading topic, teacher encourage the students to discuss with member of their group, teacher motivate students' to share the result of their group discussion in classroom via video. Student' become more active, interactive and confident at the time and reading using literature circle methods.

### **CONCLUSION**

Base on the on the finding discussion, the researcher made conclusion from the research question above

#### **The phase students engage learn to read in literature circle**

There are three-phase do students engage to read in the literature circle. First, students are facilitated to choose the reading topic. Students choose their reading material as they want to read, it makes students feel enjoy for reading that story. Second, students are encouraged to have a discussion session with their group. in this session, most students appreciated cooperating with their group in completing reading and

preparing for anything they will share with other groups. The last, students are motivated to share their stories with other groups. In this phase, students play an active role at the time when each group shares the stories. In this session, students can dig up as much information from other groups, so students not only get knowledge from what they discuss with their groups but from those discussed by other groups as well.

### **Learning reading using literature circle make easier and pleasure, so students more interactive in clasroom**

From some of the students' perceptions collected shows that students feel comfortable and motivated when learning to use literature circles, learning to read using literature circles makes students more interactive when discussing with group members or other groups. and students feel excited when they choose their reading material that they will discuss.

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