

Students' Perception on the Implementation of Literature Circle Activities in Extensive Reading Class

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Abstract

This research aimed to find out the students' perception on the implementation of Literature Circle in Extensive Reading (ER) class. The design of this research was qualitative design research. This research was designed based on the problems identified and arranged to adjust the main purpose of the research so that the researcher employed a descriptive method. The researcher took 10 students as the sample of this research. The instruments of this study were observation and questionnaire. The researcher used questionnaire forms consisted of fifteen numbers of questions included in aspects of perception. Another instrument was an observation rubric. The findings of this research were; (1) the principles of ER have not been fully implemented in the Extensive reading class (2) Student's Perception of the implementation of the literature circle activity in ER Class has good benefits for students such as high interest and motivation in Extensive reading; (a) cognitive aspects, the Literature circle helps the Students to improve their reading skills and give them the freedom to choose books for pleasure, 77,8 %; (b) Literature Circle is an effective approach for the Extensive Reading class, 55,6 %; (d) affective aspects increased student engagement, the utilization of Literature Circle methods fostered greater student involvement in the learning process, 77,8 % , and conative aspects implementing the Literature Circle strategy actively involves students in reading while fostering their independence. Literature Circles serve as a cooperative learning tool that encourages students to take ownership of their reading choices and promote autonomy in engaging with personally selected texts, 66,7 %.

Keywords: Perception, Extensive Reading, Literature Circle

A. Introduction

Reading for pleasure requires a wide selection of books that students can choose from according to their level. Extensive reading is an approach where students have to read a variety of relatively long texts that contain a variety of material and general knowledge (Day & Bamford, 2004). Extensive Reading (ER) offers many benefits for students aiming to enhance their language skills. For instance, ER can enhance attitude and motivation towards reading (Grabe, 2009), improve reading rate (Stoller, 2015), enhance reading fluency (Belgar and Hunt, 2014), increase vocabulary acquisition (Suk, 2016), and develop writing abilities (Mermelstein, 2015).

In addition, Day and Bamford (2002), stated that there are ten principles of ER, reading material is easy, a variety of reading material on a wide range of topics must be available, learners choose what they want to read, learners read as much as possible, the purpose of reading is usually related to pleasure, information, and general understanding, reading is its own reward, reading speed

is usually faster rather than slower, reading is individual and silent, teachers orient and guide their students, and teacher is a role model for a reader. It aims to enrich students through reading, motivating them to read more books and transform it into a personal activity or hobby. Therefore, educators need strategies that can encourage interest in reading that minimize reading boredom. The most important basic principle of extensive reading should be simple materials and reading material from various topics for language learning.

Literature Circles is a reading approach based on the following principles: Students read a self-selected book from a variety of texts that link and expand topics, allowing them to become more interested in reading and motivated while also increasing their vocabulary; sharing their thoughts in small groups, and then sharing their responses with the entire class. Literature circles, in this view, are a type of autonomous reading that is organized into small groups and guided by reader response principles. Literature circles are a cooperative learning technique wherein students discuss their selected reading materials in small group discussions (Day, 2002). Through Literature Circle, students can share their understanding of reading material, ask questions, and actively participate in the learning process. The application of appropriate learning strategies can be used to improve learning outcomes according to Brown (2002), one of which is the strategy literature circle. The literature circle activities are very suitable to be applied in learning that aims to improve students' reading literacy. Literature circles, assist students in better understanding literature by enhancing their motivation to read.

However, based on the observation of students in Extensive Reading class, some students talked with other students to allow discuss nonacademic matters. In addition, they did not focus on the learning process and the ER principles have not been fully carried out, therefore students do not get texts that are in accordance with the ER principles. The previous study conducted extensively discussed the benefits of incorporating literature circles within the classroom setting. According to various studies (Fredricks & McColsky, 2012; Lubis, 2018; Moen, 2004; Nurjati, 2013; Widodo, 2015), the implementation of literature circles has proven to aid students in developing their reading comprehension skills. Additionally, it has been noted that literature circles contribute to the improvement of writing skills, specifically in terms of enhancing cohesion and coherence usage (Lubis, 2018), as well as meaning-making skills (Widodo, 2015). Furthermore, students can acquire crucial soft skills through literature circles, such as collaborative strategies (Lubis, 2018; Lubis & Rahmawati, 2019; Moen, 2004; Sheltonstrong, 2012; Widodo, 2015), critical thinking abilities (Fredricks & McColskey, 2012; Lubis, 2019; Lubis & Rahmawati, 2019; Maher, 2013).

Tosun & Doğan (2020) focused on the impact of literature circles on reading abilities and found that it had a beneficial effect on students' reading rates for narrative and instructional texts. Similarly, Haeroni & Gailea (2018) researched "Improving Student Motivation and Reading Skills by Using Literature Circles," and the results showed that literature circles can enhance students'

motivation and reading skills. Another study by Anugerahwati et al. (2021) titled "Maximizing Students' Critical Reading through Virtual Literature Circle" found that the Literature Circle Strategy (LCS) positively influenced students' reading and critical thinking abilities, and it was highly valued by teachers. Su et al. (2019) investigated the application of literature circles in a wiki-based setting and found a favourable attitude toward learning through a wiki-based literature circle, as evidenced by perceived effectiveness, self-efficacy, affection, and actions. Ferdiansyah et al. (2020) also conducted a study on using literature circles as an online medium for learning English and found that online literature circles were helpful for students in completing their reading assignments in a classroom setting with a substantial amount of reading. In summary, previous studies have shown that literature circles contribute to improving reading comprehension, reading fluency, and the utilization of media in conducting these activities. Although the implementation of the literature circle has been examined quite extensively, little attention is devoted to explore the student's perception on the implementation of literature circles activities in the students' reading motivation.

Although the implementation of the literature circle has been examined quite extensively, little attention is devoted to explore the student's perception on the implementation of literature circles activities in the students' reading motivation. Specifically, this study addressed students' perception on the implementation of literature circles activities in ER class. Moreover, to know how were the ER principles implemented in ER class. The title of this research is Student's Perception on The Implementation of Literature Circle Activities in ER Class.

B. Research Methodology

The design of this research was qualitative design research. Qualitative design is used in this research because qualitative research tends to obtain meaning, perception, explanation, and sensation as stated in Fegasanti (2020). It is also supported by Denzin & Lincoln (2008) in Fegasanti (2020), which stated that in qualitative research, an interpretive and naturalistic approach is used to examine events in their natural surroundings while attempting to make sense of or interpret them in light of the meanings that different people attach to them. The population of this study was 10 students at Extensive reading class.

The instruments that were used to collect the data in this study were observation and questionnaire. Observation is aimed to provide a better understanding and enrich our knowledge of current events or phenomena. Another instrument was questionnaire. The questionnaire was arranged based on the theory of perception by Baron and Byrne (2008) that consist of cognitive, affective, and conative aspects to reconfirm the result of the implementation of literature circle activities in ER class about the student's perception. Each student was given a questionnaire through Google form media to facilitate filling. The data was achieved through a questionnaire and analyzer by describing students' perception on the implementation of the Literature circle activity in the Extensive Reading class.

The data of this research were collected by following steps; (1) Doing observation in Extensive reading class,(2), Interpreting data finding from observation results,(3) Connecting with concepts or theories used in the research, (4) Implementing Literature circle activity,(5)Designing instruments to be used in research, and (6) Conclude from research results. The researcher used the theory from Baron & Bryen (2008) in taking the sample of the questionnaire. The researcher used a questionnaire of fifteen numbers of questions included in the perception aspect published by Baron & Bryen (see appendix).To know the type of student's perception on the implementation of literature circle activity in ER class, there are five option choices (1) Strongly disagree, (2) Disagree,(3) Neutral,(4)Agree, (5) Strongly agree. The researcher gave scores of 1,2,3,4,5 for each choice.

C. Results and Discussion

1. Results

The research aims to students' perception of the implementation literature circle activity in ER class. Literature circles are a cooperative learning technique where students discuss their selected reading materials in small group discussions. The findings of this research are presented and organized contextually based on the information collected from classroom observation and questionnaire analysis. The Questionnaire was used as evidence to illustrate the implementation of literature circles in ER Class. There are three aspects included in the questionnaire, cognitive, affective, and conative. These findings are reported in a descriptive form with discussions.

a. Observation

Based on the principles of ER, the material should be easy, based on the observation the researcher found that students used their smartphones as a tool when reading. They use the dictionary on their smartphone to look up the meaning of words or terms they don't understand this happens because their vocabulary skills are still limited. In implementing ER the reading materials should be varied, based on the observation the reading materials provided by the teacher was not limited. Students choose what they want to read, based on the observation students take advantage of the reading material provided by the teacher and did not chosen by the students. Students read as much as possible, based on the observation Students read material with a large number of pages that have been prepared by the teacher. In addition, in ER principles read for pleasure, and to gain information and understanding. Based on the observation, after students have finished reading, the teacher gives an evaluation that involves students' understanding of the text they read. The evaluation is in the form of group discussions, questions, and answers, or quizzes related to the content of the reading. The teacher uses evaluation to check students' understanding of the text and assess their ability to respond, analyze, and conclude information obtained from reading. Reading is own reward based on the observation after reading the teacher asks students about the contents of the reading. Students generally read quickly and not slowly, based on the observation there are differences in the reading speed of students in ER class, most students reading speed is very slow. Silent and individual reading, based on the observation students are given special time to read together in class. When reading together, students tend to focus on their own reading. Educators guide students, based on the observation students required to make a group and present the result of their discussions about the

contents of the reading, The educator's model becomes a reader based on the observation the teacher asks students to repeat and read together.

Table 1 Rubric Observation

No	10 Principles of Extensive Reading	Observation result
1.	The reading material is easy	Students used their smartphones as a tool when reading. They use the dictionary on their smartphone to look up the meaning of words or terms they don't understand this happens because their vocabulary skills are still limited.
2	Various reading materials on various topics are available	Reading materials are provided by the teacher in pdf.
3	Students choose what they want to read	Students take advantage of the reading material provided by the teacher and use it as an opportunity to broaden their reading knowledge.
4	Students read as much as possible.	Students read material with a certain number of pages that have been prepared by the lecturer.
5	Read for pleasure, and to gain information and understanding	After students have finished reading, the teacher gives an evaluation that involves students' understanding of the text they read. The evaluation is in the form of group discussions, questions, and answers, or quizzes related to the content of the reading. The teacher used evaluation to check students' understanding of the text and assess their ability to respond, analyze, and conclude information obtained from reading.
6	Reading is a gift	After reading the teacher asks students about the contents of the reading.
7	Students generally read quickly and not slowly	There are differences in the reading speed of students in ER class.
8	Silent and individual reading	Students are given special time to read together in class. When reading together, students tend to focus on their own reading.
9	Educators guide students	Students ask to make a group and present the result of their discussions about the contents of the reading.
10	The educator's model becomes a reader.	The teacher asks students to repeat and read together.

b. Questionnaire

Besides the observation, the researcher also used questionnaire as the instrument of this research to find out student's perception on the implementation of literature circle activities in ER class and the data about the type of student's perception on the implementation of literature circle activity in ER class. The questionnaire was arranged based on the theory of perception from Baron and Bryan (2008).

Table 1 Cognitive aspect

No	Statement	Ket	1	2	3	4	5
1	Literature circle offers the possibility of efficiently manage students time in Extensive Reading class.	F %	- -	- -	4 44,4	4 44,4	1 11,1
2	Literature circle helps the Students to improve their reading skills and give them the freedom to choose books for pleasure.	F %	- -	- -	1 11,1	7 77,8	1 11,1
3	A literature circle is a learning method which effective in Extensive Reading class	F %	- -	1 11,1	1 11,1	5 55,6	2 22,2
4	Literature circle assures students to be mastering a lot of English vocabulary	F %	- -	1 11,1	2 11,1	5 55,6	1 22,2
5	Literature circle eases the students to know the grammar content.	F %	- -	1 11,1	5 55,6	2 22,2	1 11,1

Around 44,4 % of the students agreed that Literature Circle offers the possibility of efficiently managing students' time in Extensive Reading classes. Most of the students, 77,8 % voted that Literature Circle helps the Students to improve their reading skills and give them the freedom to choose books for pleasure. In addition, 55,6 % of students 21 voted agreed a literature circle is a learning method which effective in Extensive Reading class.

Table 2 Affective aspect

No	Statement	Ket	1	2	3	4	5
6	Use of Literature circle methods make students more active in learning process	F %	- -	- -	3 33,3	6 66,7	- -
7	By using the Literature circle in Extensive Reading class, students are focused on the reading materials.	F %	- -	2 22,2	- -	7 77,8	- -
8	The use of a Literature Circle increases students' knowledge about the content of reading.	F %	- -	1 11,1	1 11,1	7 77,8	- -
9	A literature circle is seen as a self-paced learning method in Extensive reading.	F %	- -	- -	4 44,4	5 55,6	- -
10	By implementing a literature circle students can express their idea with their friends	F %	- -	1 11,1	- -	6 66,7	2 22,2

Around 66,7 % of the students agreed that the use of Literature circle methods makes students more active in the learning process. Most of the students, 77,8 % voted that by using the literature circle in Extensive Reading classes, students are focused on the reading materials. In addition, 77,8 % of students voted the use of a Literature Circle increases students' knowledge. 55,6 % of students voted agreed a literature circle is seen as a self-paced learning method in Extensive reading and 66,7 % of students voted agreed by implementing a literature circle students can express their idea with their friends.

Table 3 Conative aspect

No	Statement	Ket	1	2	3	4	5
11	After reading materials, Students use their time to practice the wheels of the game of the literature circle activity.	F	-	-	3	6	-
		%	-	-	33,3	66,7	-
12	Students enjoy the learning process by the wheel of the game about the content of reading of the literature circle activity.	F	1	-	2	6	-
		%	11,1	-	22,2	66,7	-
13	Students love the way learning method with the Literature circle because it was easy to understand.	F	1	1	2	5	-
		%	11,1	11,1	22,2	55,6	-
14	Students like to reading fiction and narrative text	F	-	-	3	6	-
		%	-	-	33,3	66,7	-
15	Students took time to repeat and read the reading books given to their friends during the literature circle activity.	F	-	1	-	6	2
		%	-	11,1	-	66,7	22,2

Most of the students 66,7 % of the students agreed that after reading materials, Students use their time to practice the wheels of the game of the literature circle activity. In addition, 66,7 % voted that students enjoy the learning process by the wheel of the game about the content of reading of the literature circle activity. And 55,6 % of students agreed that students love the way learning method with the Literature circle because it was easy to understand.

2. Discussion

How ER Principles are Implemented in ER Class

Extensive reading is a valuable approach to promoting effective language learning, as observed through various aspects. Firstly, the use of easy materials is crucial to ensure students' success in extensive reading. When faced with challenging texts, students may struggle to comprehend and may not fully benefit from the experience. Secondly, the incorporation of diverse reading materials fosters a flexible reading approach, catering to different purposes such as gaining information or reading for pleasure. An essential aspect of extensive reading is self-selection, where students have the freedom to choose what they want to read. This empowers them and creates a sense of enjoyment as they can explore topics of personal interest. Moreover, the focus is on encouraging

students to read as much as possible within a defined time frame, which enhances language learning opportunities.

In extensive reading, the goal is not just comprehensive understanding; rather, it aims to develop the joy of reading itself. While students generally read quickly due to the accessible materials, they are discouraged from relying too much on dictionaries, as it hampers fluency. Instead, they are encouraged to infer meanings from context, aiding in improving their overall reading abilities. Silent and individual reading is a fundamental component of extensive reading. Students are given the freedom to read at their own pace, both in class and as part of their homework. Educators play a pivotal role in guiding students throughout this process. Before implementation, teachers introduce the purpose and benefits of extensive reading and subsequently monitor students' progress, provide support, and ensure a rewarding reading experience. Furthermore, teachers also act as reading role models, engaging in reading themselves during silent reading periods, sharing their own reading experiences, and offering personalized recommendations. This fosters an informal reading community, allowing both teachers and students to collectively cherish the joy of reading and the wealth of knowledge found in written words. By combining these elements, extensive reading proves to be a highly effective and enjoyable language-learning method.

The researcher used the theory of Extensive reading by Day & Bamford (2004) as an approach that involved reading materials appropriate to the level of proficiency to gain understanding and acquire information for pleasure purposed.

The finding of this research, the principles of ER have not been fully implemented in the Extensive reading class there are (1)the observation the researcher found was that students used their smartphones as a tool when reading. They used the dictionary on their smartphone to look up the meaning of words or terms they don't understand this happens because their vocabulary skills are still limited(2) the reading materials provided by the teacher was not limited(3)students take advantage of the reading material provided by the teacher and did not choose by the students, (4) The teacher still gave a test.

The Student's Perceptions of the Implementation Literature Circle in ER Class

The research aims to know students' perceptions on the implementation of the literature circle activities in ER class. There are three aspects of perception according to Baron and Byrne (2008). Firstly, the cognitive aspect focuses on the students' views, knowledge, and beliefs about the Literature circle activity in the ER class. It delves into how the students perceive this approach, what they know about it, and what beliefs they hold regarding its effectiveness in enhancing their reading and learning experiences.

Secondly, the affective aspect revolves around the individual emotions and feelings of the students regarding the Literature circle implementation. It seeks to understand whether the students

feel happy, satisfied, and engaged with this approach, or if they experience any negative emotions, such as boredom or disinterest, during the Literature circle activities in the ER class.

Lastly, the conative aspect pertains to the students' attitudes and inclinations towards the Literature circle implementation. It explores how the perception of this activity influences the students' attitudes, leading to either active participation and enthusiasm or reluctance and disengagement in the ER class. By examining these three interconnected aspects, researchers can gain a comprehensive insight into the student's overall experience and receptiveness to the Literature Circle approach, allowing for informed decisions to optimize its effectiveness and impact on the student's language learning journey. This theory is used to measure the problems that occur when implementing literature circle activities in ER class.

The finding of this research, the researcher found that Student's Perception of the implementation of the literature circle activity in ER Class has good benefits for students such as high interest and motivation in Extensive reading. The findings revealed three significant results, firstly in cognitive aspects, the Literature circle helps the students to improve their reading skills and give them the freedom to choose books for pleasure, 77,8 % of students voted agreed. The study demonstrated that Literature Circle is an effective approach for the Extensive Reading class, 55,6 % of students voted agreed about that.

Secondly, in affective aspects increased student engagement. The utilization of literature Circle methods fostered greater student involvement in the learning process. Most of the students 77,8 % voted agreed that by using the Literature circle in Extensive Reading class, students are focused on the reading materials. Students enjoyed the activities related to the content of the reading and found the learning method with Literature Circle easy to understand. Additionally, the use of Literature Circle in Extensive Reading classes led to improved focus on reading materials and enhanced students' knowledge of the content, facilitating their ability to express ideas to their peers.

Thirdly, in conative aspects promoting student independence, the research findings supported the argument that implementing the Literature Circle strategy actively involves students in reading while fostering their independence. Literature Circles serve as a cooperative learning tool that encourages students to take ownership of their reading choices and promote autonomy in engaging with personally selected texts. Around 66,7% After reading materials, students use their time to practice the wheels of the game of the literature circle activity.

D. Conclusion and Suggestion

Based on findings of observation and questionnaire, the researcher found that ER principles has not fully Extensive reading class, After the implementation of Literature circle activities in ER class, it's known Students' Perception of the implementation of Literature circle has good benefits for students such as high interest and motivation in Extensive reading. Students' perception according to

various aspects firstly in cognitive aspects, the Literature circle helps the students to improve their reading skills and give them the freedom to choose books for pleasure. Secondly, in affective aspects increased student engagement. The utilization of Literature Circle methods fostered greater student involvement in the learning process. Students enjoyed the activities related to the content of the reading and found the learning method with Literature Circle easy to understand. Additionally, the use of Literature Circle in Extensive Reading classes led to improved focus on reading materials and enhanced students' knowledge of the content, facilitating their ability to express ideas to their peers. Thirdly, in conative aspects promoting student independence, the research findings supported the argument that implementing the Literature Circle strategy actively involves students in reading while fostering their independence.

Based on the findings and conclusions above, there were some suggestions which might be useful for teaching and learning activities in extensive reading. It is suggested for the students to used the learning method be a fun method to used in ER class such as literature circle, and the teacher can use of Literature Circle can be a valuable tool to promote enthusiasm and active engagement among students in Extensive Reading class.

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