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# A Model for Effective Practice: Literature Circle to Enhancing Student's Critical Reading

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**Abstract:** *Critical reading can be an essential section of the information gathering process that's needed is to create an academically sound assignment. At its most elementary level, critical reading involves not really taking for granted whatever you read. This study examined the effectiveness of using Literature Circle in university student of Ma'arif Nahdlatul Ulama of Kebumen. The research was designed in accordance with tenets of sociocultural theory, dialogic talk, exploratory talk, discourse, and the transactional theory of reading. The findings show that Literature Circle is more effective than Technology Integrated Instructions in teaching Critical Thinking Skill at EFL University Students. The mean score of the students taught using Literature Circle (86.00) is higher than the one of those taught using Technology Integrated Instructions (73.20) and Dialogic Inquiry (71.10).*

**Keywords:** Literature Circle, Reading Skill, Reading Comprehension, Critical Reading Skill, Effective Reading, Text Analysis.

## 1. Introduction

The context of Indonesian English language pedagogy, particularly in university students, most of the English teachers adopt reading comprehension or intensive reading programs (Widodo 2015a, t). I have witnessed the truth that intensive reading classes commonly take the form of rigid question-answer exercises. These exercises are a way to ensure that students have understood particular teacher-assigned or textbook-oriented reading texts. In these mundane exercises, the students are asked to respond to questions following texts without any dialogic discussion. In some cases, intensive reading classes adopt multiple-choice format exercises in which college students are asked to answer reading knowledge questions, and a teacher takes on a part in providing ideal answers to the queries (Widodo 2015b). Such an strenuous reading activity does not differentiate whether learners are learning to go through (language ability) or whether they are taking a Reading Comprehension Test (language skills). This conventional reading comprehension activity will not afford students the opportunity to share what they have read and what vocabulary resources they possess learned from reading text messages. In short, test-like comprehensive reading activities do not create a supportive environment where college students engage in interactive reading jobs and collaborative learning community of reading since a sociable practice. For this reason, novels circles or a small peer-led discussion group is suggested in reading in British as a foreign language (EFL) or English as an additional language (EAL) application. Recent previous studies (y.g., Rowland and Barrs 2013; Shelton-Strong 2012) display that reading circles provide learners with a dialogic space not merely for understanding texts, but also for making sense or meaning of the texts dialogically. Reading as a Socio-cognitive Procedure and Meaning Making

Reading while a multifaceted procedure has been very much researched from different theoretical perspectives (age.g.,

knowledge, linguistics, literacy, social mindset) in the region of second language acquisition. It requires a cognitive or mental process called word decoding. This process can be more challenging when students find out an extra language whose script system differs from that of their indigenous greatly language, such seeing that Thai and British (Country 2009). This word decoding becomes incrementally automated as the students develop their reading ability through practice. The subsequent stages of the reading process embrace spotting how texts (words, phrases, and phrases) are organized and constructed, understanding and interpreting meanings, and utilizing this symbolism communicatively. As college students' reading fluency develops, they concentrate on meaning making, which consists of 3 intertwined carefully components. These consist of text as the manifestation of the article writer, the audience as a meaning maker, and a context while a cultural discourse or practice (see Hedgcock and Ferris 2009). Though learners socially experience the same text message, they cognitively differently procedure the reading. Therefore, Everyday terms teachers need to have to recognize this socio-cognitive complexity. This suggests that reading can be not really the simply capability to decode and understand how language and sentence structure are used in context, but it all is the capability of also producing meaning of just how such vocabulary assets are built pertaining to communicative reasons. Mickan (2013) concludes that reading is a located meaning making activity in which visitors encounter and engage with text messages dialogically.

A Literature Circle is a reading group consisting of 4

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or 5 people in which students who have different academic success amounts and reading abilities voluntarily come together to read literary text messages such as a novel or a tale or expository texts such as essays, articles, or books they like and also to share their reading encounters with one another (Daniels, 2002; Karatay, 2015). The cause why these reading actions are known as novels group activities can be that the purchase of seating is designed either as a total or fifty percent circle which allows all group users to find each other's encounters when they come collectively. If the discussion regarding the text can be transported out just by group people, the order of seating can be a complete after that group (Daniels, 2002). If college students other than the mixed group associates are asked to participate as market in the reading activity, the purchase of seating is arranged while a semi-circle (Karatay, 2015). In literature circles, all known associates in the group read the same text, participate in the discussion about the text, and each has a different reading job for the presentation to be produced at the final end of the debate. Four of these reading tasks are basic (compulsory) and 4 of them are optional

## 2. Objective of the Study

In each stage of the teaching process, text analysis and summarizing techniques are taught to improve the students' knowledge skills. Since the techniques taught at academic institutions to enhance the learners' reading comprehension skills are implemented on short texts, the college students are not equipped with necessary abilities and also are not really experienced enough to understand and analyze extended and compound text messages. As most of the students have difficulty in focusing on long texts, even though they are prospective teachers, their interests and desires for reading are not at the reasonable level (Demir Atalay, 2009; Batur, Gülveren & Bek, 2010). Furthermore, it cannot become true that those who acquired the habit of reading at an early age have got an interest in reading and that those who have an curiosity do not have adequate experience and skills to cope with traditional novels classes and to comprehend and analyze a literary text. Prospective educators, actually in their final calendar year of study, still cannot acquire sufficient experience and skills to comprehend the main theme and idea in long and structure texts (Karatay, 2007). In this study, the effect of reading sectors on the students' ability to analyze text messages, their reading desires, and interests in reading was studied though literature circles have been well understood in the EFL context; the implementation of this instructional method in the EFL framework remains under-explored.

To conduct this research, this article report's findings drawing on an ethnographic classroom research project about the adoption of reading circles in English department of Ma'arif Nahdlatul Ulama of Kebumen voluntarily student participated in the research.

Therefore, this research aimed to answer the following questions.

- 1) Are Literature Circles effective on improving the students' ability to analyze texts reading?
- 2) Are Literature Circles effective on increasing the students' critical in reading?

## 3. Research Site and Design

A. The study was designed as experimental research. The study was planned in three stages: In the first stage, Reading Comprehension Test was used to determine the students' text evaluation skills of locating the theme, primary idea, and keywords (Karatay, 2013, p. 246). In the next stage, for 12 weeks, 1 hour of each 4 hour traditional reading a class was reserved pertaining to literature circles reading actions. In the 3rd stage, Reading Comprehension Test was used at the end of the again term to gauge the improvement in the students' text analysis skills. Also, to obtain comprehensive data about the students' book reading encounters and their views about the standard of implementation, the students' sights were obtained. To that end, the training students were asked two open-ended questions that have been, "What did you prefer and didn't like about Literature Circle reading activities?" and "What recommendations is it possible to make to enhance the implementation of literature circles?" As response to these open-ended questions, the learning students mentioned their views in written form. Thus, by using both qualitative and quantitative research strategies together, methodological triangulation was done to look for the after-effect of Literature Circle reading actions on the students' text message analysis abilities, their desire to have independent reading, and their interests in reading.

The study group of the research consisted of a total of 32 students of English department of Ma'arif Nahdlatul Ulama of Kebumen University. The participants in the sample were selected using homogenous sampling. Etikan, Musa, Elkassim (2016, p. 3) define homogenous sampling as a form of sampling that "focuses on candidates who share similar traits or specific characteristics. For example, participants in Homogenous Sampling would be similar with regards to ages, cultures, jobs or life experiences. The idea is to focus on this specific similarity and how it relates to the topic being researched." In the sampling process, all students who were taking the training course were included in the sample

## 4. Data Analysis

In the analysis of the data obtained through the Reading Comprehension Test, mean, regular change, repetitive measurements, and t-test were used. The replies the learning learners provided to solution the open-ended questions had been examined through content analysis technique which can be used in qualitative research studies commonly. Each student's answers to the open-ended questions on the subject of

the implementation were examined, and the similar, very similar, and different opinions were coded below sub-themes and main-themes. This code method is normally described as an innovative and systematic technique in which some phrases in a text are summarized under smaller articles categories (Büyükoztürk et al., 2011). Hence, the students' sights about the execution were private into primary themes and sub-themes, and each student's response was coded seeing that Participant1 (henceforth, G1), P2, G3. In this procedure, when it all was not crystal clear to apparently determine under which theme or sub-theme the college students' views would end up being categorized, the opinions of an professional in the field were sought. The data attained from the individuals about the implementation through content material evaluation were transformed into tables then, using their frequencies and percentages to express the learners' views in numerical type.

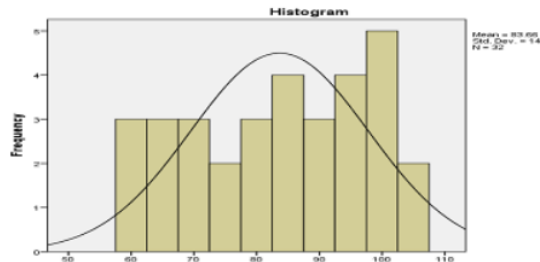
**5. Findings**

In this section, the change in the students' text analysis skills at the end of the 12-week literature circles reading activities and the articles analysis of the learners' opinions on materials groups are presented. The First problem: In the analysis of this problem, the arithmetic averages of the pre-test and post-test scores of the answers the students provided to the questions about the topic, main idea, and keywords in Reading Comprehension Test which were implemented just before and after materials circles reading actions were used. The data about these are given in table 1.

**Table 1: Result of Literature Circles Model**

N	Valid	32
	Missing	0
Mean		83.66
Median		84.50
Mode		60
Std. Deviation		14.191
Variance		201.394
Range		45
Minimum		60
Maximum		105
Sum		2677

The data shows that 32 students who is as sampled of this research by using Literature Circles obtained mean score is 83.66, median is 84.50, mode is 60, standard deviation is 14.191, variance is 201.394, range is 45, minimum is 60, maximum is 105 and sum is 2677. By using output SPSS chart the data Technology Integrated Instruction shows as follows:

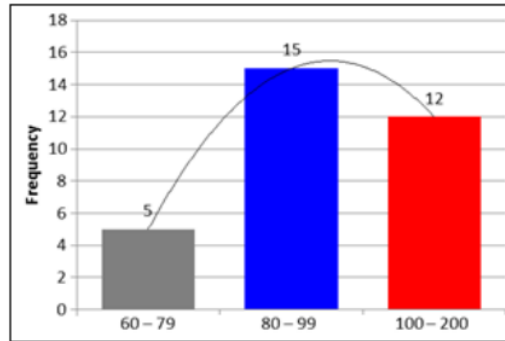


**Figure 1: Histogram Literature Circles Model Data**

Based on table 4.5 and figure 4.4 above can be arranged a frequency distribution as follows

**Table 2: Distribution Literature Circles Model Data**

Class Limit	Frequency	Percentage	Category	Mean
60 – 79	5	9.03	Low	71.62
80 – 99	15	68.86	Medium	90.64
100 – 200	12	22.92	High	105.03
Total	32	100.00		



**Figure 3: Distribution Technology Integrated InstructionData**

Based on table and picture above shows the distributions of the data Technology Integrated Instruction have the highest ranking in the medium category 15 students (68.86%).

When table 1 was analyzed, this was seen that the students' post-test results (83, 66) in acquiring "the theme in the text" were larger than their pre-test scores (60, 09). It was noticed that there was a significant difference in favor of the post-test between the scores of the pre-test and post-test in the university students' ability to discover the theme in the text message in critical reading. It can become said that literature circles are effective in improving the learners' ability to find discover the theme in the text message in critical reading.. Likewise, the students' post-test scores (83,50) in finding "the main idea in the text" had been higher than their pre-test scores (62,50). It was seen that there was a significant difference in favor of the post-test between the ratings of pre-test and post-test

**6. Conclusion**

Three important instructional implications can be drawn from the findings of the study. First, those are the contribution of literature circles to the college students' text analysis skills. It was determined that literature circles were effective in improving the students' text analysis skills such as finding the theme, main idea, and keywords in a text. The mean score of the students taught using Literature Circle (86.00) is higher than the one of those taught using Technology Integrated Instructions (73.20) and Dialogic Inquiry (71.10). It means that teaching Critical Reading Skill using Literature Circle in the EFL University

Students is more effective than the Technology Integrated Instructions and Dialogic Inquiry. The data show that reading strategies which were taught through traditional reading education could be realized in a more entertaining and attractive social learning atmosphere through literature circles. Second, Critical reading sectors can be integrated into strenuous reading programs that focus on both knowledge building and language awareness. The results suggest that the use of this instructional method engages students in reading while meaning making and dialogic activity that helps university students develop their reading ability and language repertoire. To optimize this meaning-making task, reading instructors can assign and rotate assignments that learners can play. Third, contribution of literature circles to college students is their effect on improving the college students' ability to read texts critically. The views of the students such as "Literature Circle provided us with an opportunity to read and assess many books from different perspectives"; "in Literature Circle, we read and reviewed the books of authors who had different world views than us"; and "what was told in the books read in literature circles helped us overcome our prejudices against some historical numbers" support this..

## 7. Acknowledgments

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### Author Profile



**Djoko Sutrisno** received the S.Pd. and M.Pd. degrees in Muhammadiyah University of Surakarta and SebalasMaret University of Surakarta in 2010 and 2012, respectively. During 2013-2018, he become the Dean of Education Faculty of Ma:arif Nahdlatul Ulama of Kebumen University.

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