Impact of literature circle on students' reading comprehension

Uci Supriadi
MTs Mathlaul Anwar Sukabakti

Article Info	ABSTRACT
	The purpose of this research is to find out the effectiveness of literature circle in teaching reading comprehension in one of senior high school in Pandeglang. A Quasi Experimental with pretest-posttest control group design is employed. In the data collection process, reading test is deployed as research instruments. This test is in the form of multiple choice which contains 10 questions. The results show that literature circle is effective in teaching reading. It is seen from the result of t-test. T count is -16.048 and t table is -1.729. In addition, the implementation of literature circle has effect on students' reading comprehension. It is seen from the result of the average score of reading comprehension test. The average score of experimental class is higher that that of the control class. The mean of experimental class is 6.55 while the mean of control class 4.31. Thus, it is suggested for the teachers that they should implement literature circle to help students in comprehending English text.

1. INTRODUCTION

As one of English skills, reading, is significant skill to be mastered by students. In addition, reading comprehension is core to academic progress because it underpins content-area learning in all subject since it involves the interaction between the skill and cognitive process of the reader and the linguistic characteristic of the text (Smith et al., 2021). Additionally, Hjetland et al., (2020) said that reading comprehension is the product of word recognition (decoding) and linguistic (language) comprehension (Hjetland et al., 2020). Reading comprehension is the skill to understand what you read. However, in reading sometimes you have difficulty in understanding what the author conveys from the text it has compiled (Smith et al., 2021).

Although reading plays important role and students are demanded to achieve adequate reading skill, the report from UNESCO showed that Indonesia is the second country in terms of under literacy in the world. That means that reading interest or motivation to read in this country is very low. From data obtained by UNESCO, interest in reading or motivation to read in Indonesia is very concerning, only around 0.001%. That is, out of 1000 people there is only 1 person who reads a lot. Therefore, motivate students to read and to have interest in reading are the important things to be developed.

Apart from that, based on the experience of researchers during the PPLK program (teaching practice) there are also problems that underlie students' low interest in reading, including students who are not used to reading, little vocabulary mastered, do not understand the meaning of sentences, do not understand grammar, lack of confidence when asked to read in in front of his friends, feel embarrassed if they make mistakes in reading text, do not understand deep articulation English reading comprehension. In addition, students prefer to watch rather than read books. In addition, students are lazy to read and the literature circle strategy has never been implemented. Based on these facts, a solution is needed to increase reading interest, one of which is by utilizing literature circles.

Literature circles are small groups of students gathering together to discuss a piece of literature in depth (Rahman, 2022). The discussion is guided by students' responses to what they have read. You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story (Rahman, 2022). Literature circles are small peer-led discussion groups whose members choose (or are assigned) to read the same story or book, make notes to summarize information, and meet regularly to share interpretations of what they have read (Chou, 2021). LCs are small, peer-led discussion groups and its participants will read a shared story, poem, article, or book together, using role sheets to understand text in a new viewpoint (Qin, 2022). According to the explanations from some of the researchers above, literature circles are an interesting method to use as an attraction to increase reading interest. Many studies have been conducted to increase interest in reading at the university level, this time the author will examine how literature circles are implemented in schools, and finally we will find out whether literature circles are effective as material to increase reading interest or not.

2.   METHOD

A quantitative approach was conducted in this research. The researcher employed the quasi-experimental design research method. According to Gopalan (et al., 2020) Quasi-experimental research designs are used to investigate causal relationships between variables, but do not fully meet the criteria of a true experimental design. The population of this research is students of class XI Science and Social of SMAN 18 Pandeglang. The research sample consisted of 2 classes, class XI Science and Social with a total sample of 39 students. Science class was as the experimental group and social class was as the control group. The procedures of experiment in this study consisted of pre-test, treatment and post-test. SPSS 29 was utilized in analyzing data.

3.   RESULTS AND DISCUSSION

Reading comprehension score

After the the students were taught using literature circle, their reading comprehension score improved. For the experimental class, the data showed that in pre test, mean value is 2.85, the median value is 3, the mode value is 3, then the minimum value is 1 and the maximum value is 4. For the post test data, the mean value is 6.55, the median value is 6.5, the mode value is 6, then the minimum value is 5 and the maximum value is 8. For the control class, the data in pre test revealed that mean value is 2,578947, the median value is 2, the mode value is 2, then the minimum value is 1 and the maximum value is 5. For the post test data, the mean value is 4,315789, the median value is 5, the mode value is 5, then the minimum value is 2 and the maximum value is 7.

To measure normality data, Skewness and Kurtosis is utilized. The results showed that both pre test and post test data were normally distributed. In the experimental class, the standard error of skewness was -0.208/0.512 = -0.406 and the standard error of kurtosis in pre test was -0.633/0.992 = -0.638. Whereas, the standard error of skewness or 0.084/0.512 = 0.164 and the standard error of kurtosis in post test was -0.526/0.992 = -0.530. Similarly, data from control class were normally distributed. It is seen from the standard error of skewness 0.682/0.524 = 1.301 and the standard error of kurtosis was -0.020/1.014 = -0.019. In addition, the standard error of skewness was 0.056/0.524 = 0.106 and the standard error of kurtosis or -0.977/1.014 = -0.963. those results were considered normal since the value of this ratio is between -2 to 2.

To measure the impact of the implementation of literature circle on the tsudents' reading comprehension, T-test was employed. The result can be seen on the following table.

Table 1 Result of T-test

		Paired Differences					t	df	Sig	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre & Postest Experiment	-3.70000	1.03110	.23056	-4.18257	-3.21743	-16.048	19	<.001	<.001
Pair 2	Pretest & Postest_Control	-1.73684	.99119	.22739	-2.21458	-1.25910	-7.638	18	<.001	<.001

The table 1 showed that with the significance 0.05, the value of t count of experimental class is -16.048 and t table is -1.729. Thus, -t count < -t table. It means that Ho is rejected or literature circle is effective in teaching reading. Similarly, the value of -t count of control class is -7, 638 and t table is -1, 734. It is clear that -t count < -t table. It means that Ho is rejected. Although the result of t test in experimental class and control class reveal that Ha is accepted, the use of literature circle in teaching reading has significant effect on students' reading comprehension score. It can be seen from the improvement of the average score of pre and post test either in experimental or control class.

Based on the obtained data, literature circle was effective to be applied in reading class. It is in line with the research that has been done by Avci (2018). It was reported that the use of circle literature clearly helped students to understand better literature by increasing their desire to read. In addition, students' laziness towards reading turned positive after using the literature circle. Additionally, other study that have been conducted by Aytan (2018) revealed that the literature circle method is preferred because it can be beneficial in several ways such as in terms of cooperation, solidarity, getting different perspectives, revealing hidden talents, developing self-confidence, aesthetic pleasure, enriching vocabulary and catch details. Furthermore, Soleha (2022) reported that there was a significant difference in student achievement in reading comprehension taught using the titerature circle strategy.

4. CONCLUSION

The results of this study demonstrate that the implementation of literature circles has a significant positive impact on students' reading comprehension since it provides a student-centered alternative to conventional reading instruction by encouraging active participation, peer interaction, and shared responsibility for constructing meaning. Therefore, it is suggested that teachers are encouraged to integrate literature circles into reading instruction and provide explicit guidance on roles, discussion procedures, and text exploration. Despite its positive outcomes, this study is limited by its sample size, short intervention period, and reliance on quantitative data. Further studies incorporating qualitative methods may yield richer insights into how students experience and benefit from literature circle activities.

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