

The Implementation of Literature Circles on Students' Reading Comprehension of Analytical Exposition Texts

Mainar Fitri^{1*}, *Nurul Fitria*², *Nurzena*³

Faculty of Education and Teacher Training,
State Islamic University of Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

mainarfitri@gmail.com¹, nurulfitria@uin-suska.ac.id², nurzena@uin-suska.ac.id³

ABSTRACT: Literature Circles have been found to have effects on students' reading comprehension. The question is how Literature Circle can affect students' reading comprehension in analytical exposition text. This research aimed to examine whether or not there is a significant difference on reading comprehension of analytical exposition texts between students who were taught by using Literature Circles and without using Literature Circles. The research design used in this research was a quasi-experimental design. The researcher used a two-group pre-test and post-test design. The population of this research were the eleventh-grade students of Madrasah Aliyah Negeri (Islamic Senior High School) Pekanbaru., Riau province, Indonesia. The samples of the research were 37 students taken by using Purposive sampling technique. In collecting the data, researchers used Pre-test and Post-test of reading comprehension of analytical exposition texts in the form of a multiple-choice test. To analyze the data, researchers used an independent sample T-test and eta-squared. The result of the research showed that there was a significant difference on reading comprehension of analytical exposition texts between students taught by using Literature Circles and without using Literature Circles with sigma 2 tailed 0,000. So, it showed that there was an effect of Literature Circles on students' reading comprehension of analytical exposition texts. The effect size was categorized into large effect (0.26). In conclusion, Literature Circles are effective to help students in reading comprehension of analytical exposition texts. So, it is recommended that teachers should use Literature circles in teaching reading comprehension.

KEYWORDS: Literature Circles, Reading Comprehension, Analytical Exposition Texts.

1 INTRODUCTION

Reading comprehension is one of the most crucial academic language abilities. Reading is regarded as the best way to acquire a variety of knowledge sources, laying the groundwork for critical thinking and synthesis abilities Celce-Murcia (2001). According to Lehr (2013), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This means that reading

*Correspondence: mainarfitri@gmail.com

comprehension is an active process, being able to read many different materials and being able to understand them. Kim & Pae (2021) also define reading comprehension is making sense of words, sentences, and connected texts. A reader typically uses background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text. However, now there are still some critical problems that the students face in learning reading. They might not have prior knowledge about the text given. They have a poor interpretation of the text, poor vocabulary, and poor grammatical competence. One of the most critical factors influencing the learning outcome is reading comprehension. According to Astri, Wahab (2018) & Saiful et al (2019), through reading, the students can get a lot of knowledge or ideas to improve their grade point. Therefore, reading is a course offered at schools and universities because it plays an essential role in improving human development.

Based on preliminary research conducted at one of Islamic Senior High School in Pekanbaru, Riau province by interviewing the English teacher. Researchers found that Literature Circles have never been applied to students. The teacher only used sustained silent reading while they read texts. Furthermore, researchers found some students' problems on reading comprehension. The general problems that students faced such as: they lacked of vocabulary while they were reading the text by using sustained silent reading and they were not able to compile written analytical exposition text by using sustained silent reading. The reason why researchers chose this strategy because it has never been applied in this school. Based on previous research the literature circles are good and successful to develop for reading comprehension. So, researchers needed to prove it. Literature Circles are the teaching strategies that can be used in teaching reading to develop students' reading comprehension skill.

Literature Circles provide an opportunity for students to engage with their peers about a selected text, Daniels (2002). According to Rogers and Leochko (2002), a Literature Circle is a forum that provides 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 in students by demonstrating collaboration and communication in groups. Literature Circles invite students to become part of the reading community. Students discuss with other readers with various reading backgrounds and experiences. It is structured as a collaborative small group, and is guided by the principles of reader response. According to Greef (2002), a Literature Circle is used in the classroom in small groups based on students' literature interests. Prepare students to select their first and second choices from the text. Group students according to their choice into groups of four or five members. That is, the Literature Circle Strategy can be seen as a cooperative learning tool to improve students' reading comprehension. According to Dalie (2001), Literature Circle is a students' equivalent in the classroom of an adult book club. The aim is to encourage student-choice and a love of reading in young people. The true intent of literature circles is to allow students to practice and develop the skills and strategies of good readers. Literature circles are small groups of students who gather to discuss a piece of literature in depth. The discussion is guided by students' response to what they have read. Straits (2007) further explains that, students may hear talks about events and characters in the book, the author's craft, or personal experiences related to the story. On the English Foreign Language (EFL) side of the picture, Furr (2004), defines Literature Circles in EFL are magic in that they have the power to transform 'Foreign Language Learners' from passive, rather shy, reticent students into students who eagerly point at their texts in order to support their arguments while sharing their opinions in English. From

explanation above, we can conclude Literature Circle is a strategy to control class activity that students enable to become critical thinkers as they read, share thoughts, ask questions, and respond to reading selections.

Lin (2004) said the advantages of literature circles which some studies have identified include: 1) Produce a stronger reader-text relationship. 2) Improve classroom climates. 3) Increase the degree of equality and understanding of gender. 4) Create learning environment that is more conducive to the needs and abilities of English learners.

Daniels (2002) described about how to teach reading comprehension by using literature circles. There are some steps how to teach reading comprehension by using literature circles. 1) Students choose their own reading materials based on analytical exposition text. Students select reading materials based on analytical exposition texts, increasing their motivation. According to McGee and Richardson (2009), student involvement in selecting reading material encourages a sense of responsibility and interest. 2) The teacher divides students into several groups consisting of 5-6 students and each group has one student who acts as a tutor. Johnson and Johnson (2009) stated that dividing roles in groups can increase collaboration and student involvement. 3) Different groups read different title. Each group read a different title, allowing for diverse perspectives and themes. Cohen (1994) shows that a variety of reading titles enriches student discussion and understanding. 4) Groups meet on a regular and predictable schedule to discuss reading. The group meets regularly and on a scheduled basis to discuss the readings. Marzano (2007) emphasizes the importance of a consistent time structure in increasing learning effectiveness. 5) Children use written or drawn notes to guide reading and discussion. Students use written notes or pictures to guide reading and discussion, which aids comprehension. Hattie (2009) emphasized that notes can improve student retention and reflection. 6) The topic of discussion comes from students. Discussion topics come from the students, giving them the opportunity to express their thoughts. Dewey (1938) argued that autonomy in learning increases student engagement and creativity. 7) Group meetings aim to be open and natural conversations about text; Personal connections, deviations and open-ended questions are welcome. Meetings are aimed at open, natural conversation. Meetings are aimed at open, natural conversations, where personal connections and open-ended questions come first. Duffy and Roehler (1986) stated that open discussions can deepen students' understanding. 8) The teacher acts as a facilitator, not as a group member or instructor. The teacher functions as a facilitator, not an instructor, so that students are freer to express ideas. According to Vygotsky (1978), the teacher's role as a mediator allows students to construct their own knowledge. Evaluation is carried out by teacher observation and student self-evaluation. 9) Spirit of playfulness and fun. A fun, upbeat environment encourages student engagement. Csikszentmihalyi (1990) shows that enjoyable experiences can increase motivation and learning. 10) After the text is finished, readers share it with their classmates, and a new group is formed. Once the text is complete, students share their understanding with classmates, and new groups are formed. Johnson and Johnson (1994) stated that collaboration in learning improves social skills and shared understanding.

There have been some studies that investigated about Literature Circles: Adawiyah (2018), Huljanah (2022), Julianti et al (2019), Khumairok (2020), and others. Those researchers examined whether or not the literature circles can improve students reading comprehension. So researchers used Quasi Experiment Research and Classroom Action Research as research design while this research used Quasi-Experimental Research. Furthermore, then the previous research was addressed to vocational high school (SMK) students, and senior high school students (SMA). Researchers have found little research

conducted in Madrasah Aliyah Negeri (MAN). In this research, researchers examined about literature circles on students' reading comprehension of Madrasah Aliyah Negeri (MAN). Based on the statements above, researchers needed to do this research.

In this research, researchers focused on students' reading comprehension of analytical exposition texts. Refnaldi (2010) states, "Analytical exposition text is the essay which argues that something is the case". Moreover, Priyana et al (2008) state, "analytical exposition text proposes or suggests a certain topic which may only be pro or contra, or both". The topic that will be discussed should be an event that happens recently. Untoro (2016) supports this statement, he states, "the topic should be related to the recent and important problems happen and need to be explored". Furthermore, Kartini and Farikah (2015) state that analytical exposition text presents information, ideas or issues to inform and to persuade the readers or listeners. So, It can be concluded that an analytical exposition text provides the writer's opinion about something that happens in the society.

2 METHODOLOGY

This research employed quantitative research. According to Arikunto (2006), quantitative research is research that uses numbers starting from data collection, interpretation of the data, and appearance of the results. Researchers used a quasi- experimental research design because researchers needed to compare students' reading comprehension between an experimental group who were taught Literature Circles and a control group who were not taught by using Literature Circles. This research was conducted from January until March 2024, at one of Islamic senior high school in Pekanbaru, Riau, Indonesia. The samples of the research were the eleventh-grade students. The samples consisted of 37 students. Researchers used a purposive sampling technique because researchers chose the samples because the samples were taught by the same teacher with the same strategies. To collect the data, researchers gave Pre-test, treatment and post-test to the sample. The pre-test and post- test were given to control and experimental class, while treatments were given only for the experimental class. The subject of the test given were reading comprehension tests of analytical exposition texts in the form of multiple-choice tests. Before giving the pre-test and post-test, researchers did a validity test by giving try-out to the students who did not become the sample of the research. Based on the result of the try-out, all items of the tests were valid. Researchers also used a reliability test. Based on the result of calculation SPSS, it was found that value of Cronbach's Alpha (r observed) was 0.904, r observed $>$ r table ($0.904 > 0.3$). It means that the instrument of the test was reliable. In analyzing the data, researchers also used some other tests. The tests consisted of Normality test, Homogeneity test, and Hypothesis test. A normality test was used to examine whether the data were normally distributed or not. Shapiro-Wilk was used in the normality test. The Homogeneity test is used to decide whether a test is homogeneous or not. It is important because the similarity of both groups influence the result of test. the hypothesis test was used to examine whether there was a significant difference on reading comprehension of analytical exposition texts between students who were taught by using Literature Circles and without using Literature Circles. Researchers used an independent sample t-test to analyze the data because the data were normal and homogenous. The hypothesis test was formulated with H_0 meant there was no significance difference of reading comprehension of analytical exposition texts of students who are taught by and without using Literature Circles. H_a meant there was a significance difference of reading comprehension of analytical exposition texts of students who are taught by and without using Literature Circles. To describe how the effect size of using Literature Circles on Students' reading comprehension of analytical exposition texts, eta-squared formula was used.

3 FINDINGS AND DISCUSSION

The students' Pre-test and Post-test scores of reading comprehension of analytical exposition texts in the control class were described in the following descriptive statistics.

Table 1. Descriptive Statistics of Pre-test and Post-test in Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	37	35	80	61.89	11.077
Post-test	37	50	85	68.92	10.417
Valid N (listwise)	37				

From the table 1 above, the descriptive statistics of the pre-test and post-test in control class can be seen that the mean score in pre-test was 61.89, the standard deviation was 11.077, the minimum score was 35 and the maximum score was 80. Meanwhile, the mean score in post-test was 68.92, the standard deviation was 10.417, the minimum score was 50 and the maximum score was 85.

While the students' scores of reading comprehension in the experimental class are described in the following descriptive statistic table.

Table 2. Descriptive Statistics in Experimental Class of Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	37	45	85	64.46	9.338
Post-test	37	55	95	75.95	9.849
Valid N (listwise)	37				

From the table 3.2 above, the descriptive statistics of the pre-test and post-test in experimental class can be seen that the mean score in the pre-test was 64.46, the standard deviation was 9.338, the minimum score was 45 and the maximum score was 85. Whereas, the mean score in the post-test was 75.95, the standard deviation was 9.849, the minimum score was 55, and the maximum score was 95.

To examine whether there was a significant difference on reading comprehension of analytical exposition texts of students who were taught by and without using literature circles, the researcher used Normality test, Homogeneity test and Testing hypothesis.

In this research, the researchers used Shapiro Wilk formula and the calculation by using SPSS 24 as follow:

Table 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test Experimental	.180	37	.004	.941	37	.051
Post-test Experimental	.200	37	.001	.948	37	.084
Pre-test Control	.138	37	.071	.944	37	.064
Post-test Control	.128	37	.129	.945	37	.066

a. Lilliefors Significance Correction

As illustrated from the table 3.3, it can be seen that the significant level in Shapiro Wilk method of post-test in experimental and control class was ($0.084 > 0.05$) and ($0.066 > 0.05$). It means that both data were normally distributed.

The following is the homogeneity test by using SPSS 24.

Table 4. Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
		Statistic			
Pre-test	Based on Mean	3.837	1	72	.054
	Based on Median	3.404	1	72	.069
	Based on Median and with adjusted df	3.404	1	71.991	.069
	Based on trimmed mean	3.851	1	72	.054
Post-test	Based on Mean	.414	1	72	.522
	Based on Median	.492	1	72	.485
	Based on Median and with adjusted df	.492	1	67.686	.485
	Based on trimmed mean	.416	1	72	.521

From the test carried out, it was obtained that the significance value based on mean in each class was 0.054 and $0.522 > 0.05$, thus, it can be interpreted that the research data were homogeneous. This means that the data compared had the same variance, so it deserved to be tested parametric (T-test).

After testing normality and homogeneity of the data, and it was found that the data were normal and homogenous, the researchers used an independent sample t-test by using SPSS program to find out if there was a significant effect or not. The result of calculation as follows:

Table 5. Independent Sample T-test of Post-test in Control and Experimental Class

		t-test for Equality of Means								
Levene's Test for Equality of Variances		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Result	Equal variances assumed	.773	.382	-5.148	72	.000	-11.486	2.231	-15.934	-7.039
	Equal variances not assumed			-5.148	71.797	.000	-11.486	2.231	-15.935	-7.038

Based on the output table 5, it showed that H_0 was rejected and H_a was accepted because the probability sig. (2-tailed) was 0.000 less than 0.05. In other words, there is a significant difference between students' reading comprehension of analytical exposition texts taught by using literature circles.

To describe the effect of literature circles on students reading comprehension, the researcher used Eta-Squared formula as proposed by Cohen, (2007) by using the following guidelines.

Table 5. Effect Size Guidelines

0.01	Small Effect
0.06	Moderate Effect
0.14	Large Effect

Based on the calculation of Eta-Squared, it showed that Literature Circles gave "**Large Effect**" on students' reading comprehension in analytical exposition text. Then, the percentage of effect size was 26%. It means that Literature Circles contributed 26% for students reading comprehension in analytical exposition text.

DISCUSSION

Based on the result of the research, it shows that there was a large significant difference on reading comprehension of analytical exposition texts between the students who were taught by using Literature Circles and without using Literature Circles. This is in line with the result of the research conducted by Adawiyah, (2018), that described the students who were taught by using Literature Circles were higher scores than the students who were not taught by using Literature Circles. Another research by Huljanah, (2022), that described the effect of Literature Circle Strategy on Students' English Reading Comprehensions at the 11th Grade Students. The result of this research was to find out whether or not there was any effect on students' ability to understand texts between students who were taught using the Literature Circle strategy and were not.

It is also supported by Kurnia et al, (2020), about Literature Circles Learning Strategy in Featured Writing Skills with The Utilization of Google Docs Application Media as a Learning Alternative for Popular Writing Course. It showed that literature circle strategy with the use of google docs application media is very helpful for students and lecturers to interact and discuss. The results also show the literature circle strategy by using the media google docs effectively applied in writing features.

With the assistance of each tutor, Literature Circles could encourage students to participate more actively in the teaching and learning process. Meanwhile, because the usage of literature circles makes the students delighted to participate in the teaching and learning activities, it has helped them improve their English. According to the research's findings, using literature circles can help pupils appear content and enjoy working with their classmates.

4 CONCLUSION

Analysis of data by using SPSS showed the large effect of using Literature Circles with the percentage coefficient effect was 26%. It means that the implementation of Literature Circles had a highly significant difference on students' reading comprehension of analytical exposition texts. It can be concluded that teaching reading analytical exposition text by using Literature Circles is effective to help students in reading comprehension of analytical exposition texts. For further researchers, it is recommended to investigate the effect of Literature Circles on any subjects that involve reading activities to fulfill research gaps that have not yet investigated by previous researchers.

REFERENCES

- Adawiyah, T. (2018). The effect of Literature Circles strategy and content familiarity on students' reading comprehension of analytical exposition text (A quasi-experimental research at the eleventh grade of SMK Negeri 1 Bojong Picung Cianjur) (Master's thesis).
- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: PT. Rineka Cipta.
- Astri, Z., & Wahab, I. (2018). The effect of reading teaching material for different learning styles in improving students' reading comprehension. *Jurnal Bahasa Lingua Scientia*, 10(2), 215– 230. <https://doi.org/https://doi.org/10.21274/ls.v10i2.1251>

- Cameron, S., M. Murray, K. Hull, and J. Cameron. (2012). Engaging fluent readers using Literature Circles. *Literacy learning: The middle years 20* (1): i–viii.
- Celce-M, M. (2001). *Teaching English as a second or foreign language*. USP: Heinle & Heinle.
- Cohen, E. G. (1994). Designing groupwork: Strategies for the heterogeneous classroom. *Teachers College Record*, 96(2), 255-273.
- Csikszentmihalyi, M. (1990). "Flow: The Psychology of optimal experience." *Journal of Leisure Research*, 22(1), 1-14.
- Dalie, S. O. (2001). Students becoming real readers: Literature Circles in high school English classes. *Teaching reading in high school English classes*, 84-100.
- Daniels, H. (2006). What's the next big thing with Literature Circles. *Voices from the middle*, 13(4), 10-15.
- Dewey, J. (1938). Education and experience. *The Educational Forum*, 2(3), 241-252.
- Dewi Kurnia, M., Arfiyanti, R., & Nuryanti, M. (2020). Strategi pembelajaran Literature Circles dalam keterampilan penulis feature dengan pemanfaatan media aplikasi Google Docs sebagai alternatif pembelajaran mata kuliah penulisan populer. *Bahtera Indonesia: Jurnal Penelitian Bahasa dan Sastra Indonesia*, 5(2), 110-118.
- Duffy, G. G., & Roehler, L. R. (1986). Improving reading instruction through teacher change. *The Reading Teacher*, 40(1), 14-21.
- Furr, M. (2004). Literature Circles for the EFL classroom. In *Proceedings of the 2003 TESOL Arabia Conference*. Dubai, United Arab Emirates: TESOL Arabia.
- Greef, E. (2002). The Power and the passion: Igniting the love of reading through literature circle. *International association of school librarianship*. New York. P. 311.
- Hattie, J. (2009). Visible Learning: A Synthesis of Meta-Analyses. *Journal of Educational Psychology*, 101(4), 813-839.
- Huljanah, M. (2022). The effect of using Literature Circle strategy on students' reading comprehension (Quasi-Experimental Research at Eleventh Grade of SMAN 4 Bengkulu in Academic years 2021/2022). (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).
- Julianti, N. F. A. (2019). Using Literature Circles strategy in teaching reading comprehension. *Journal of English Language Learning*, 2(1), 318821.
- Johnson, D. W., & Johnson, R. T. (2009). Cooperative learning and social interdependence theory. In R. Gillette & M. M. Piwovar (Eds.), *Theory and Research on Small Groups* (pp. 141-162).
- Kartini and Farikah. 2015. "Analysis of theme of the analytical exposition texts written by the third semester students of English Department of Tidar University." *International Journal of English and Education*. ISSN:2278- 4012, Volume:4, Issue:3.
- Khumairok, D. (2020). The application of Literature Circles strategy to improve students' reading comprehension at SMAN 1 Prambon (Doctoral dissertation, IAIN Kediri).

- Kim, K. J., & Pae, T.-I. (2021). Examining the simultaneous effects of L1 writing, L2 reading, L2 proficiency, and affective factors on different task types of L2 writing. In *discourse processes: A multidisciplinary Journal* (Vol. 58, Issue 7, pp. 662–680).
- Lin, C. (2004). Literature Circles. *Teacher librarian*, 31, 23-26.
- Lehr, K. (2013). Instruction reading comprehension. Retrieved November 22nd, 2014 from [http://www.specialconnection.ku.edu/?q=instruction/reading comprehension](http://www.specialconnection.ku.edu/?q=instruction/reading+comprehension).
- Marzano, R. J. (2007). A Review of research on classroom management. *American Educational Research Journal*, 44(3), 647-674.
- McGee, L. M., & Richardson, J. (2009). Access to complex texts: Supporting teachers and students. *The reading teacher*, 62(5), 434-444. doi: 10.1598/RT.62.5.4.
- Priyana. (2008). *Interlanguage: English for senior high school students XI science and social study programme*. Pusat perbukuan departemen pendidikan nasional: Jakarta.
- Refnaldi. (2010). *Essay writing a process genre- based approach*. Padang: English Language teaching Study Program: Univeritas Negeri Padang.
- Rogers, W., & Leochko, D. (2002). *Literature Circles: Tools and techniques to inspire reading groups*. Portage & Main Press.
- Saiful, Jabu, B., & Atmowardoyo, H. (2019). The effects of the PORPE method on students' reading comprehension and metacognitive awareness. *Journal of Language Teaching and Research*, 10(3), 569–582. <https://doi.org/http://dx.doi.org/10.17507/jltr.1003.21>
- Straits, W. (2007). A literature Circle approach to understanding science as a human endeavor. *Science scope*, 3(2), 32–36.
- Untoro, B. (2016). “The effect of group investigation and learning style on students’ writing of analytical exposition.” *Indonesian Journal of English Education*. Vol.3, No.1.
- Vygotsky, L. S. (1978). *Interaction between learning and development: Reading on language and learning*, 22-27.