



EFL Students' Perception In Learning Reading Comprehension Through Literature Circle

Nabila Kamalia¹, Nina Puspitaloka², Muhammad Reza Pahlevi³

^{1,2,3} Universitas Singaperbangsa Karawang

Abstract

Received: 06 Oktober 2024

Revised : 12 Oktober 2024

Accepted: 18 Oktober 2024

The aimed of this research is to find out students' perception regarding literature circle in learning reading comprehension. This research used a descriptive case study method with a qualitative approach. Observation and interview are used as data collection. Data analysis proposed by Miles & Huberman was used in this research. 8th grade of junior high school students at one of the schools in Karawang were participants in this research. The findings of this research indicate that students' perception provide a positive response in learning reading comprehension using LC. Students feel motivated to learn during discussions, it can help them improve their ability to understand text and vocabulary, besides that their learning process becomes more enjoyable. In conclusion, LC can be a learning method that can help students improve their reading comprehension skills.

Keywords: *Literature circle, reading comprehension, students' perception*

(*) Corresponding Author: 1910631060034@student.unsika.ac.id

How to Cite: Kamalia, N., Puspitaloka, N., & Pahlevi, M. R. (2024). EFL Students' Perception In Learning Reading Comprehension Through Literature Circle. <https://doi.org/10.5281/zenodo.14425219>

INTRODUCTION

Learning to read is important for students, this is in line with Wahyuningsih (2021) which stated that reading is a crucial skill for students to acquire when studying English, because students can begin by reading and expand on the material. In learning to read, there is something called reading comprehension, namely a person's understanding of the content of the reading they read. Reading comprehension is also important in learning in class, because as quoted from Nunan et al., (2003) that comprehension is the goal of reading in the first place.

However, the reality is that students still don't like reading, because they don't understand the content of the text and their lack of English vocabulary. According to Wahyuningsih, (2021) one of the factor to students' dislike of reading is their poor reading comprehension, particularly when it comes to comprehension of the text. Even though reading comprehension is a crucial component of the reading process, there are situations when students find it difficult to comprehend what they reading. on the other hand Elleman & Oslund (2019) claimed that students' reading comprehension is greatly influenced by their vocabulary.

Therefore, teacher have big challenges, teachers are required to be more creative in teaching English, especially in learning to read, because of students' lack of interest in learning to (Hidayat & Musthafa, 2020). One of learning method that teachers can consider when teaching reading is literature circle. the literature circle itself has a goal, namely a reading method that makes the class more enjoyable for (Novitasari et al., 2021). In addition, literature circle not only increase the enjoyment of learning, but also foster collaboration among students as stated by Allan et al., (2005), LC itself encourage reading activities as active social

interactions among students rather than individual activities, they do this by utilizing the social networks of students' peers.

There have been several previous studies that have been carried out, the first being from Novitasari et al., (2021) stated that LC makes students active to participating in reading class and they give positive perceptions on this activity. In Mirantika et al., (2021) showed that LC as a reading method can improve students' motivation, especially in sharing stories with other groups and comprehension of their reading. Beside that, based on the research of Qin (2022) stated that literature circle have an impact on experimental group of students' reading abilities, and students' view about reading become positive. Hidayat & Musthafa (2020) showed that the teaching and learning process using LC in reading classes has experienced some progress, and has encouraged teachers to overcome difficulties in teaching reading. (Karatay, 2017) stated that the result of her research showed that LC were effective in assisting students in honing their search skills for keywords, main ideas, and themes in the text, and students also demonstrated how using this strategy can increase their enthusiasm and motivation to interact with friends.

Indeed, there has been a lot of research conducted on literature circle, but only few have discussed how students perceive learning using LC as their learning method. Therefore, this research aims to determine students' perceptions in learning reading comprehension through literature circle.

METHODS

This research used qualitative approach with descriptive case study. Qualitative is an approach for looking and understanding the significance that different individuals or groups gave to a social issue or human concern (Creswell, 2014). According to Yin (2018) a case study that aims to explain phenomena (the "case") in its true context is known as a descriptive case study. This research aimed to know how the students' perceptions in learning reading comprehension through literature circle. In this research, the participants were the students from eighth grade at one of junior high school in Karawang, and there were six students as a sample in this research.

Observation and interview were used as a data collection in this research. The instrument is used observation sheet which adapted from Appleton et al., (2008) and the interview guideline whose list of the questions was adapted from Novitasari et al., (2021). After collecting the data, researcher analyzed it using data analysis proposed by (Miles & Huberman, 1994), which they divided into three stages of analysis, namely data reduction, data display, and conclusion drawing and verification.

RESULTS & DISCUSSION

Results

Students' enthusiasm in learning through LC

During learning, students showed a positive response to learning. They showed their enthusiasm in learning to use LC. Students become motivated in learning to read with literature circle. The following are the results of researcher's interviews with students regarding learning through LC:

Students 5: Yes, I'm motivated, because I know more about what it means and it's easier because of the discussion (*Iya jadi termotivasi, karena aku lebih tahu tentang maksudnya dan jadi lebih gampang karena diskusi*).

Students 6: Yes, I feel motivated and feel better because I can exchange ideas with friends (*Iya, aku meraksa termotivasi dan leih enak karena bisa saling tukar pikrian dengan teman*)

Based on the result of these interview, students gave positive perceptions of learning using LC. They said LC made them motivated to learn reading because they could discuss or exchange ideas with their friends.

Another finding is that students felt happy while studying because they can discuss with their group so that they enjoy learning to read. The following are the results of the researcher's interviews with students regarding their perceptions:

Student 1: Yes, I like it. It's fun and I enjoy it more when I'm with my friends. Because if there's something difficult, I can discuss it with my friends, so it's quick (*Iya suka. Jadi lebih enjoy atau senang aja gitu sama temen. Soalnya kalau ada yang susah bisa diskusi sama temen, jadi cepet aja gitu.*)

Students 3: Yes, it's fun and I enjoy it more, and it's also better to with friends than alone because we can help each other and give input to each other (*Iya senang dan jadi lebih enjoy, juga lebih enak bareng-bareng sama temen dari pada sendiri, karena bisa saling membantu dan kasih masukan*)

Based on the students' above, they felt happy because they can discuss, help each other and provide input with their group friend so that they enjoy to leaning.

Students' increase their skill through LC

Based on researcher's interview with students, they stated that LC can help them to improve their reading comprehension skills. The result of the interview can be seen below:

Students 2: Yes, it can improve because we can help each other in our group if there's someone who doesn't understand (*Ya bisa meningkat, karena bisa saling membantu antar temen sekelompok kalau ada yang kurang mengerti*)

Students 4: Yes, it can improve because I can be told by my group friends about the contents of the text if I don't understand (*Ya bisa meningkat, karena bisa diberitahu teman sekelompok tentang isi teks jika tidak mengerti*)

Based on result of these interview, can be concluded that students can improve their reading comprehension. They stated that with LC, they can understand the content of the text with the help with their group friends and can help each other or discuss it.

Apart from that, based on other findings through interviews, students said that their vocabulary had increase, this can be seen from the results of the interview transcript with students in below:

Students 3: Yes, it can, if I don't know the vocabulary, a friend who knows can help me (*Iya bisa, jika aku tidak tahu kosa katanya bisa dibantu temen yang tau*)

Students 6: Yes, I can crease my vocabulary, because my vocabulary is lacking and in my group there are friends who good in English, so it's like I didn't know before, now I know (*Iya bisa nambah kosa kata aku, karena kan kosa kata kau kurang, terus dikelompok aku ada temen yang emang bisa Bahasa Inggris, jadi kayak yang tadinya aku gat ahu sekarang jadi tau*)

From the students' answers above, it can be concluded that their vocabulary skills improved through LC because these students received help from their group friends who already understood or knew about that vocabulary.

Discussion

The findings show that students gave a positive response to learning using LC. Students felt enthusiastic, motivated and happy during reading lessons with LC as their method, because they can discuss or exchange ideas or thoughts with their group friends. The results of this research are also in line with Qin (2022) who stated that LC can make students happy and enjoy reading, because students read in groups and are given the chance to share their ideas with others, because normally students read alone. This is also reinforced by the statement by Mercer & Dornyei (2020) which stated that students will enjoy and be motivated in learning when they actively involved in the learning. Based on Allan et al., (2005) which said that LC enhance among students as an active social activity as opposed to solitary pursuits, and they additionally encourage enjoyable reading activities.

Based on other findings, students can improve their reading comprehension and vocabulary skills, based on the results of the findings, by discussing with their group friends they get help to find out the meaning of the reading they read. Qin (2022) also stated in the results of his research, he stated that literature circle had a positive influence and contributed to the development of students' reading comprehension, apart from providing benefits for students to increase their strong involvement in being active in group discussions.

Apart from that, with discussions, students also get to find out the meaning of the vocabulary from friends who already understand. This finding is also in line with Karatay (2017) who said that apart from improving their reading skills, LC can increase the vocabulary of students who take part in discussion sessions with their group of friends, that can overcome the obstacles they encounter during the process of learning to read.

CONCLUSION

Based on the findings above, it can be concluded that students' perceptions regarding learning reading comprehension using LC provide positive results. In this case, during discussion process, students feel motivated to learn, improve their skills in comprehending text, increase their knowledge of vocabulary, and make the learning process enjoyable. Therefore, this learning method can be a way to improve students' reading comprehension skills.

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