

Applying Literature Circle to teaching Critical Reading in the EFL University Student

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Abstract—This study explores and designed in accordance the effect of Literature Circle on EFL students critical reading skill. Thirty students out of a private university in Semarang, Indonesia, were involved in the study and it having been decided on based on their English talents of at least advanced level. These students were required to complete a studying in reading text analysis by using Watson Glaser in measuring score and questionnaires was also applied in labeling of critical language awareness. The findings of this study show that there is relationship effect between LC seeing as the main independent variable and CLA as moderator variables, this implies that the EFL University students with higher CLA comprehend texts better than those with lower CLA. Beside, 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 89 is higher than the one of those taught using Technology Integrated Instructions 72.

Keywords—literature circle; critical language awareness; critical reading skill; critical thinking; text analysis

I. INTRODUCTION

The context of Indonesian English language pedagogy, particularly in university students, most of the English teachers adopt reading comprehension or intensive reading programs [1]. I have observed the truth that intensive reading classes commonly take the form of rigorous question-answer exercises. These exercises are a way to assure that students have understood certain teacher-assigned or textbook-oriented reading texts. In these exercises, the students are asked to respond to questions appropriate texts without any dialogic discussion. In some circumstances, intensive reading classes adopt multiple-choice format exercises in which university students are asked to answer reading knowledge questions, and a teacher takes on a part in providing ideal answers to the queries [1]. Such an intense reading activity does not distinguish 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. Briefly, test-like comprehensive reading tasks do not make a

supportive environment where college students engage in interactive reading jobs and collaborative learning community of reading since a friendly practice. For this reason, novels circles or a small peer-led discussion group is recommended in reading in English as a foreign language (EFL) or English as an additional language (EAL) application. Reading is one of the most essential skills in English and a variety of other languages to assist the university student to interact and communicate effectively with the other cultures. And it helps people throughout the world to understand what is happening around. Additionally, reading skill is an essential undertaking not only as an essential skill that should be learned but it is furthermore crucial in engaged with information of technology, (IT) computers, internet and academic research, dealing with tourists and developing one's self in a variety of ways. The objective of reading is to have accessibility to the literature written in a language so we can state that reading is an activity with an objective. Besides reading to get well informed we can read for pleasure as well. When we read in a foreign language we furthermore try to enhance knowledge of that particular language. Reading is while a multifaceted procedure has been very much explored from different theoretical perspectives (age, knowledge, linguistics, literacy, social mindset) in the region of second language acquisition. It requires a cognitive or process that is mental word decryption. This word decoding becomes gradually automated as the students develop their reading ability through application. The succeeding 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 focus 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 [2]. Though learners socially experience the same text message, they cognitively diversely procedure the reading. Consequently, Everyday terms teachers need to have to understand this complexity that is socio-cognitive. Reading is a meaningful activity. A person may read with the purpose to gain details or assess existing knowledge, or with the purpose to critique a writer's ideas or writing style. A person may also read for pleasure, or to enhance knowledge of the language

being read. The purpose(s) for reading guide the reader's choice of texts. The reason for reading also determines the appropriate approach to reading comprehension [3].

This suggests that reading can be not really the simply capability to decode and understand how language and sentence structure are applied 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 concludes that reading is a located meaning making activity in which kind of visitors discover and engage with text messages dialogically [4]. Critical reading refers to an awareness of the reality that all texts are constructed objects, written by individual with particular dispositions or orientations to the information, irrespective of how factual or neutral the products may attempt to be [4]. While reading comprehension and preservation include remembering and understanding the main concepts, critical reading starts the procedure of taking action. You aren't diffusing the info merely; rather, you are interpreting, categorizing, questioning, and weighing the worthiness of that given information. A Literature Circle is a reading group that consist of 4 or 5 people in which students who have different academic success levels and reading skills voluntarily arrived collectively to read literary text information such as a novel or a story or expository texts such as essays, articles, or books they like and also to discuss their reading activities with one another [6]. The reason why these reading activities are known as novels group activities can be that the choose of seating is created either as an absolute or fifty percent circle which permits all group people to find each other's activities when they arrived together. Definitely, teachers many often choose reading skills texts that present efficient enduring or general attract material of a protected nature and the main reading tasks are analyzing linguistic structure or new vocabulary items. During discussion with such texts readers decide on a rather subordinate position. Critical reading method is trying to adjust this situation by providing students clues how to become more assertive and more confident readers [7]. Literature circles are also described as "student-led book groups" or groups in which students assume responsibility for their own learning [8]. Reading group reading activities are created to become applied in four phases.

Planning: In this phase the launch of reading tasks are making literature circles, and selecting the book/text respectively are carried out. To start, the introduction of reading tasks to the training students is applied. The students are notified individually in what they shall predicate on the task while reading the book. Secondly, reading circles are created among students who would like to work collectively voluntarily. If those who arrived have different interests collectively, skills, and academic accomplishment levels, this intensifies the quality of the learning atmosphere and in-class discussion. In the 3rd place, the training students must choose among the books/texts offered or among their selecting. **Specific reading:** In this phase, time is guided at the learning students to learn the book/text to complete their specific reading jobs. In specific reading actions, the learning students must comprehend this content of the text, take notes, and make a presentation to create insight pertaining to the reading task. For instance, a student who takes over the Illustrator task could

be expected to extract the sequence of events and those in the story.

Conversation: In this phase, the university student who gets manage the Questioner job provides his/her friends with a discussion period for 20-30 minutes to talk regarding their behavior and thoughts regarding the topic of the book, main idea, other text messages provided in the written book, the writer's use of vocabulary, and the writer's create of managing this issue. The student also controls the program in ways for all students to engage in in the conversation to a significant level.

Posting: In this phase, everyone offers their presentations with their close friends regarding the tasks they did. For instance, the Literary luminary/Passage understand offers the areas likes in the book/text; the vocabulary enricher/word wizard offers the keywords the writer emphasized and the expressed words used with new and various meanings; the Illustrator offers the visuals s/he ready regarding the characters and concept plan of the occasions with the group users [9].

II. RESEARCH METHOD

A. Method

The study was designed as experimental research. The study group of the research consisted of a total of 30 students of English department of PGRI University of Semarang Indonesia.

B. Population and Sample

The population in this study was 30 students of English department of PGRI University of Semarang Indonesia. The participants in the sample were selected using homogenous sampling.

C. Instrument of the Study

The instrument used in this study a questionnaire that provided by the researchers to generate students' feedback after the treatment. The questionnaire contained different questions based on independent variable. The questionnaire furthermore provided information about both effect of teaching Technology Integrated Instructions (TII), Literature Circles (LC) on students' opinions about the requirement of any increase in Critical thinking skills, such as reasoning, analyzing, problem solving, and decision making.

D. Test of Validation and Reliability

Before applied the instruments is firstly tested by using the validity and reliability test. To test the reliability is by using uses the Kuder Richadson procedures in order to get the reliability of the test. While the validity test uses a split half technique which is analyzed by the Spearman Broun formula.

E. Technique for Data Analysis

To conduct an experimental research, the researcher planed experimental design. Fraenkel and Wallen state that an experimental design is a preconceived plan for conducting an experiment [10]. In this case the research had used factorial design in which all levels of each independent variable are

taken in combination with the levels of the other independent variable.

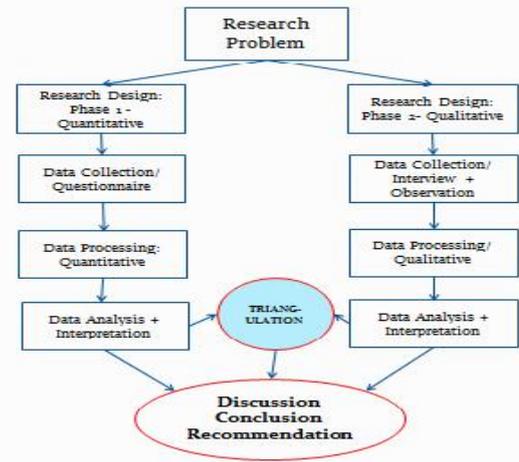


Fig. 1. Research design.

III. RESULT

Based on the answers to the questionnaire obtained from the teacher as a research sample could be seen in the following table:

TABLE I. THE STUDENTS 'SCORE OF CRITICAL LANGUAGE AWARENESS

Resp	Questioner CLA																				Method	Pre-test	Post-test	Gain	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					Sum
1	6	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	100	TII/LC	67	94	27
2	6	5	5	5	5	5	6	5	5	5	5	4	5	5	5	5	5	5	5	5	101	TII/LC	52	89	37
3	5	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	5	101	TII/LC	62	92	30
4	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	102	TII/LC	52	70	18
5	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	5	6	102	TII/LC	61	62	1
6	6	6	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	103	TII/LC	51	93	42
7	6	6	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	5	5	103	TII/LC	65	67	2
8	5	5	5	5	5	5	5	6	5	5	5	4	5	6	5	6	5	5	6	6	104	TII/LC	69	73	4
9	6	5	6	5	6	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	104	TII/LC	56	79	23
10	6	6	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	5	106	TII/LC	58	90	32
11	6	5	6	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	106	TII/LC	55	64	9
12	6	6	5	5	5	5	5	6	5	5	5	5	5	5	5	6	6	6	6	6	107	TII/LC	57	87	30
13	6	6	6	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	107	TII/LC	53	91	38
14	6	6	6	6	6	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	108	TII/LC	66	54	-12
15	6	6	6	6	5	5	6	5	5	5	5	5	5	5	5	5	6	6	6	6	108	TII/LC	61	63	2
16	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	98	TII/LC	45	63	18
17	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	98	TII/LC	59	66	7
18	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	99	TII/LC	49	69	20
19	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	99	TII/LC	68	67	-1
20	6	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	95	TII/LC	60	58	-2
21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80	TII/LC	60	86	26
22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80	TII/LC	63	69	6
23	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	81	TII/LC	59	83	24
24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	81	TII/LC	64	71	7
25	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81	TII/LC	63	75	12
26	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	82	TII/LC	62	70	8
27	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	82	TII/LC	53	73	20
28	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	82	TII/LC	58	72	14
29	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	83	TII/LC	63	87	24
30	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	83	TII/LC	60	92	32

As shown in table 1 the level of students 'score of Critical Language Awareness which was taught by Literature Circle (LC) in Posttest was more effective than taught by Technology Integrated Instruction (TII) in pretest. When table 1 was

analyzed, this was seen that the students' post-test results (90) in acquiring "the theme in the text" were larger than their pre-test scores (59). 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.

TABLE II. LITERATURE CIRCLES DATA

Mean	21,20
Median	21
Mode	15
Std. Deviation	8,11
Variance	65,80
Range	41
Minimum	1
Maximum	42
Sum	2035

The data shows that 30 students who is as sampled of this research by using Literature Circles obtained mean score is 21,20, median is 21, mode is 15, standard deviation is 8,11, variance is 65,80, range is 41, minimum is 1, maximum is 41 and sum is 2035.

TABLE III. DISTRIBUTION LITERATURE CIRCLES DATA

Class Limit	Frequency	Percentage	Category	Mean
1 – 14	18	18,75	Low	10,17
15 – 28	60	62,5	Medium	20,87
29 – 42	18	18,75	High	33,33
Total	96	100		

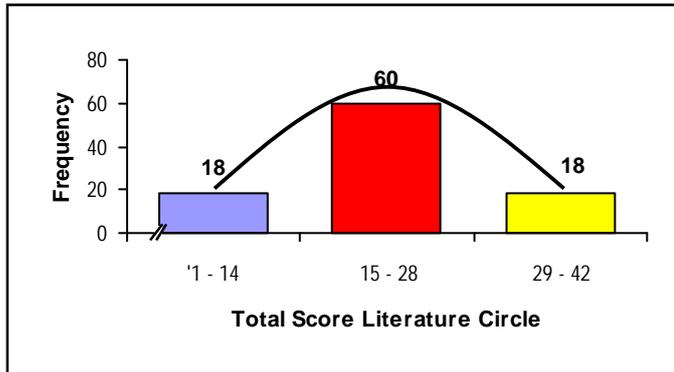


Fig. 2. Distribution literature circles data.

TABLE IV. TECHNOLOGY INTEGRATED INSTRUCTION

Mean	4,41
Median	4
Mode	2
Std. Deviation	6,86
Variance	47,02
Range	35
Minimum	-12
Maximum	23
Sum	423

The data shows that 30 students who is as sampled of this research by using Technology Integrated Instruction obtained mean score is 4,41, median is 4, mode is 2, standard deviation is 6,86, variance is 47,02, range is 35, minimum is -12, maximum is 23 and sum is 423.

TABLE V. DISTRIBUTION TECHNOLOGY INTEGRATED INSTRUCTION DATA

Class Limit	Frequency	Percentage	Category	Mean
-12 – 1	32	33,33	Low	-2,56
2 – 15	58	60,42	Medium	6,67
16 – 29	6	6,25	High	19,67
Total	96	100		

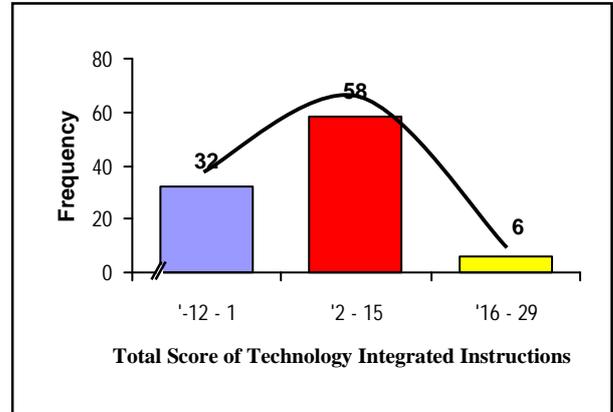


Fig. 3. Distribution technology integrated instruction data.

Based on table and picture above shows the distributions of the data Technology Integrated Instruction have the highest ranking in the Medium category 30 students (60.42%).

IV. DISCUSSION

Based on the finding in this study, the writer interprets that the use of Literature Circle was effective in teaching critical thinking skill in EFL University, It was assumed that the students' ability in learning Critical Reading Skill before being taught by using Literature Circle was in the enough level and after being taught through Literature Circle was in the good level. After the treatment, the students' achievement in critical thinking skill improved. This condition means that teaching critical reading skill through Literature Circle could improve their Critical Reading Skill. The following is the elaboration discussions of the research findings. Literature Circle is more effective than Technology Integrated Instructions in teaching Critical Reading Skill. The following is the result of testing of the data of each variable;

(1) The first Hypothesis Test is to test the difference between Literature Circle and Technology Integrated Instructions to the only students who have high Critical Language Awareness which obtained F_0 is 71,262 bigger than F table 3, 09. It is viewed from the average of the difference in critical reading skills before and after the treatment by using Literature Circle method and obtained the highest average is 25,94, while the Technology Integrated Instructions method grain value is 11.34.

(2) The second Hypothesis Test is to test the difference between Literature Circle and Technology Integrated Instructions to the only students who have Medium Critical Language Awareness which obtained F_0 is 47,279 bigger than F table 3, 09. It is viewed from the average of the difference in

critical reading skills before and after the treatment by using Literature Circle method and obtained the highest average is 21,31 and the Technology Integrated Instructions is 5,03.

(3) The Third Hypothesis Test is to test the difference between Literature Circle and Technology Integrated Instructions to the only students who have Low Critical Language Awareness which obtained F_o is 19,86 bigger than F table 3, 09. It is viewed from the average of the difference in critical reading skills before and after the treatment by using Literature Circle method and obtained the highest average is 16, 34 while Technology Integrated Instructions is 4,84.

Based on the findings of the study, the researcher draws a conclusion that the implementation of Literature Circle is effective to help in generating and organizing the ideas for Critical Reading Skill. The concept of critical thinking can be traced back to the work of John Dewey who first discussed reflective thinking in his book "How We Think" [10]. The students' critical thinking abilities were assessed at the end of a fourteen-week course. Glaser considered three characteristics to be definitive of critical thinking: "(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences; (2) knowledge of the methods of logical inquiry and reasoning; and (3) some skill in applying those methods" (p. 5-6).

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