

**ENACTING LITERATURE CIRCLES  
IN INTENSIVE READING CLASSROOM:  
A CASE STUDY OF VOCABULARY LEARNING  
IN A SECONDARY SCHOOL SETTING**

**THESIS**



By:  
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2022**

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Submitted to State Islamic University Kiai Haji Achmad Siddiq  
Jember in Partial Fulfillment of the requirements for Bachelor Degree  
of Education (S.Pd)  
English Education Department  
Faculty of Tarbiyah and Teacher Training



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**THESIS**

It has been examined and approved by the board of examiners in fulfillment of  
The requirements for the bachelor degree of education (S.Pd)  
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English Education Department

Day : Friday

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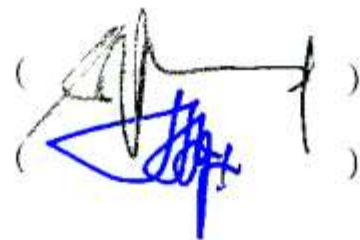
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## MOTTO

لَهُ مُعَقِّبَتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ تَحْفَظُونَهُ مِّنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا  
بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُم مِّنْ

دُونِهِ مِنْ وَالٍ ﴿١١﴾

“For each one are successive (angels) before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron.”

(Q.S. Ar Ra'd: 11) <sup>1</sup>



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<sup>1</sup> Quran Kemenag. Online version. Access from <https://quran.kemenag.go.id/surah/13/11> (accessed on 02 November 2022, 18.20 pm).

## DEDICATION

I am pleased to dedicate this thesis for:

1. Mrs. Sulasmi, my mother who loves me so well, who always works really hard for me, who always takes good care of me, who always supports and motivates me to finish my thesis, who can be a mother and best friend to me, you mean a lot in my life and I love you so much. The late Mr. Sundri, my beloved father who passed away since three years ago, who always saw my struggles even though we could only meet in dreams and I missed you so much.
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3. Shofa Alfia S., and Adnil Nektah Laudhia H. S., my best friends who support, help, and accompany me to gather the data of completing my thesis. Thank you for your time and wish luck on your future.

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Hopefully, Allah will reward all of the wonderful actions that people did help me in completing this thesis.

Jember, 02 November 2022

Researcher



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## ABSTRACT

**Silfia Dwi Andriati, 2022:** Enacting Literature Circles in Intensive Reading Classroom: A Case Study of Vocabulary Learning in a Secondary School Setting

**Keywords:** *Vocabulary learning, literature circles, and intensive reading classroom.*

Using the literature circles strategy to teach vocabulary is necessary for English as foreign language (EFL) students in reading classroom because the vocabulary is basic knowledge before learning new languages. Also, literature circles were expected to help students build their vocabulary. The current study aims to investigate how the literature circles can promote and fostering students' vocabulary acquisition in a secondary school setting. Furthermore, this research focused on the one topic of questions about how literature circles can engage the secondary school students in fostering their vocabulary acquisition.

The researcher employed qualitative approach and case study as a research design. This research project was conducted in the one of middle school located at Jember. The participants were taken from students at the 8<sup>th</sup> grades and their age range of 13 and 14 years old. The data collected gathered from three stages include classroom observation through capture photos of the students' learning activity, document analysis through students' learning artifact such as mini poster task, and semi-structured interview through audio recording. For data analysis, the researcher use a thematic analysis and transcribing the data adapting steps from Widodo (2014).

There are three findings of this study includes differentiating learning tasks through assigning roles, fostering students' vocabulary acquisition, and promoting students' vocabulary learning motivation. Additionally, the results found out that from the different roles in literature circles make students to manage their responsibility and build their communication skills. Also, the results of fostering students' vocabulary acquisition showed that literature circles can enhance their basic knowledge of vocabulary. For the last finding, it reports that literature circles can boost of students' vocabulary learning motivation.

Drawing on the premises, the use of literature circles in vocabulary learning has a positive implication for students and teacher. The theoretical implication gives good impact for students such as it can encourage them to improve their making meaning skills, enrich their vocabulary, and build their reading comprehension. Additionally, the practical implication also has benefits for teacher includes build their pedagogic ability to achieve professional competence in teaching and learning process, help them to develop the learning strategies for teaching activity and encourages their teaching competence to obtain the learning goals. Hence, this study suggest that use the literature circles as a learning strategy is necessary for students to develop their vocabulary acquisition.



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## CHAPTER I

### INTRODUCTION

This chapter contains a variety of topics related to the current research including background of the study, research questions, research objectives, research significances, and definition of key terms. The explanations about them as follow.

#### A. Research Background

Reading in second language learning has focused generally on developing students' meaning making skills through intensive reading. Therefore, intensive reading has crucial roles to enable students to gain fluency as readers, improve vocabulary and the knowledge how to use it in context, and increase detailed comprehension<sup>2</sup>. Furthermore, intensive reading provides four benefits: (1) students get new knowledge on language include vocabulary and grammar, (2) they can achieve specific on main topics and meaning of the story, (3) they focus on new skills such as guessing and identifying main issues on story, and (4) they can notice on genre and theme of the story<sup>3</sup>. Through the detailed analysis in reading materials through intensive reading tasks, it allows students to master what they have read. Also, intensive reading helps students to be more analytical<sup>4</sup>. Drawing on

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<sup>2</sup> Nasser, R., & Marjan, P., (2011), "The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth", *Journal of Language Teaching and Research*, Vol. 2(2), DOI: 10.4304/jltr.2.2.471-482.

<sup>3</sup> John, M., (2014), "Today's Teaching Tomorrow's Text: Exploring the Teaching of Reading", *English Language Teaching Journal*, Vol 65(2), DOI: 10.1093/elt/ccq023.

<sup>4</sup> Insuaty, C., & Andres, (2020), "Enhancing Reading Comprehension through an Intensive Reading Approach", *HOW Journal*, Vol. 27(1), DOI: 10.19183/how.27.1.518

these premises, teachers can design activities that can promote the development of students' reading skills.

Nowadays, several strategies in teaching reading have been used by English teachers to build student's reading comprehension skill. For examples instructional reading strategies, directed thinking reading activity (DRTA), vocabulary self-selection strategy (VSS), story maps reading strategy, and literature circles<sup>5</sup>. Additionally, in instructional reading activities include reading aloud, group guided reading, independent reading activities, and shared reading<sup>6</sup>. In direct thinking reading activity, the teacher plays a role to guide students in interpreting and adapting their ideas related to the story<sup>7</sup>. Next, vocabulary self-selection strategy engaged students to focus on developing words knowledge through instructional reading group discussion guided by teachers<sup>8</sup>. After that, story maps has similarities with graphic organizers in visual learning model that build students' creativity to make concepts of important schema based on the story like the structure, main idea, setting of story, and conclusions<sup>9</sup>. Finally, teachers can also consider literature circles as an alternative strategy in reading teaching which focuses

<sup>5</sup> Insuaty, C., & Andres, (2020), "Enhancing Reading Comprehension through an Intensive Reading Approach", *HOW Journal*, Vol. 27(1), DOI: 10.19183/how.27.1.518.

<sup>6</sup> Ndileleni, P. M., (2014), "Research-based Instructional Reading Strategies to Enhance Reading Ability in Learners: A Compelling Case", *International Journal of Educational Sciences*, Vol. 7(3), DOI: 10.1080/09751122.2014.11890204.

<sup>7</sup> Mohammad, M. Y., & Mojtaba, M., (2015), "The Explicit Instruction of Reading Strategies: Directed Reading Thinking Activity vs. Guided Reading Strategies", *International Journal of Applied Linguistics & English Literature*, Vol. 4(3).

<sup>8</sup> Golfam, M., (2017), "The Effect of Vocabulary Self-Selection Strategy and Input Enhancement Strategy on the Vocabulary Knowledge of Iranian EFL Learners", *English Language Teaching*, Vol. 10(8).

<sup>9</sup> Mathias, G., et.al, (2013), "Analyzing the Effects of Story Mapping on the Reading Comprehension of Children with Low Intellectual Abilities", *Learning Disabilities: A Contemporary Journal*, Vol. 11(2).

not only on developing students' reading comprehension but also their social relations such as their team work<sup>10</sup>.

Literature circles has been defined as small reading group discussions activity aims to engage students who read the same book or texts in one group and share what they have read<sup>11</sup>. To apply the literature circle strategy, teacher can use any reading materials such as articles, poems, chapter in textbook, short story, and novels<sup>12</sup>. In English as a foreign language (EFL) context, literature circles is a flexible strategy used in teaching reading either online or offline classroom settings. Many literature circles are conducted in face-to-face classroom where students gather together to share and discuss about the literature they have read in small group<sup>13</sup>. However, online literature circle class is also feasible to be conducted similar to offline or face-to-face classroom. Teachers can make use of online learning platforms such as Moodle, Google Classroom, Whatsapp, HelloTalk, and Messenger to mediate students' discussion<sup>14</sup>. Additionally, online literature circles facilitate not only students' discussion of the assigned reading materials but also

<sup>10</sup> Elena, V., (2019), "We Listened to Each Other: Socioemotional Growth in Literature Circles". *The Reading Teacher*, Vol. 8(2), DOI: 10.1002/trtr.1822.

<sup>11</sup> Harvey, D., (2002), "*Literature circles: voice and choice in book clubs and reading groups*". Ontario: Pembroke Publishers.

<sup>12</sup> Handoyo, P. W., (2015), "Engaging Students in Literature Circles: Vocational English Reading Programs", *The Asia-Pacific Education Researcher*, Vol. 25, DOI: 10.1007/s40299-015-0269-7.

<sup>13</sup> Mu Hsuan, C., (2021), "Using Literature Circles to Teach Graded Readers in English: An Investigation Into Reading Performance And Strategy Use", *Innovation in Language Learning and Teaching*, Vol. 5(2), DOI: 10.1080/17501229.2021.1885412.

<sup>14</sup> Deanne, D., & Sally, K., (2015), "Online Literature Circles Rock! Organizing Online Literature Circles in a Middle School Classroom", *Middle School Journal*, 42(2), DOI: 10.1080/00940771.2010.11461753.

technology literacy development<sup>15</sup>. By that means, the literature circle strategy can use in teaching for reading either offline or online settings, also for the reading materials teacher can use genre of fiction and nonfiction.

In regards to group discussion, each group member has their own tasks during the literature circles. The roles of the members include word enricher, literary luminary, summarizer, and illustrator<sup>16</sup>. In details, word enricher can be assigned to make notes of new words or vocabulary definition. Next, literary luminary job is to find the passage or quotes in book the students read. And then, summarizer is responsible for making notes or oral summary about the story. Finally, illustrator is assigned to make something that represents an element related to the story<sup>17</sup>. From the different roles in each group member, they must perform a good team work to achieve the success of literature circles. In addition, when students discuss about the literature, automatically they act as a team with one another to build their communication skill and literacy<sup>18</sup>. On the other hand, these roles enable students to practice to be good listeners and critical thinkers. For instance, they discuss the literature each other in depth, find the meaning of new words, share ideas through conversations, and build mutual understanding with each

<sup>15</sup> Sandy, F., et.al, (2020), "Online literature circles during the covid-19 pandemic: engaging undergraduate students in Indonesia". *Tesol Journal*, Vol. 11(3), DOI: 10.1002/tesj.544.

<sup>16</sup> Harvey, D., & Nancy, S., (2004), "*Mini lessons for literature circles*", Portsmouth, NH: Heinemann.

<sup>17</sup> Scott, S, S., (2012), "Literature Circles in ELT", *ELT Journal*, Vol. 66(2), DOI: 10.1093/elt/ccr049.

<sup>18</sup> Elena, V., (2019), "We Listened to Each Other: Socioemotional Growth in Literature Circles". *The Reading Teacher*, Vol. 8(2), DOI: 10.1002/trtr.1822.

other<sup>19</sup>. The previous studies indicate that students' role in literature circles can build their responsibility and respect each other in classroom interaction.

Furthermore, in implementing literature circle, teachers also play a crucial role in students' discussion. The teachers in the literature circle play roles as facilitator, mediator, and active listener<sup>20</sup>. They guide students to concentrate to make meaning of the text. In teaching and learning process, teachers usually become motivators in classroom such as giving the positive attitude and affirmation for students to focus on their discussion<sup>21</sup>. On the other words, if the discussion has started, teacher may swift the role as an observer. To add, the teacher also observes the quality of each group member performance deeply towards the language use, the main topic of discussion, the team work, the individuals' responsibility, and interactions each other<sup>22</sup>. For that reason teacher's role in literature circle varies from becoming facilitator, mediator, active listener, and observer in students' discussion.

In English learning and teaching process, the literature circle also engages students' vocabulary. Thus, vocabulary is such a crucial component in reading comprehension. To add, vocabulary learning defined as a learning

<sup>19</sup> Mary, N., & Castro, (2021), "Literature Circle: A Strategy in Improving Critical Thinking Skills", *International Journal of English Language Studies (IJELS)*, Vol. 3(2), DOI: 10.32996/ijels.2021.3.2.9.

<sup>20</sup> Chasae, Y., & Kathleen, M., (2017), "Exploring Factors that Influence Quality Literature Circles", *Literacy Research and Instruction*, Vol. 3(5), DOI: 10.1080/19388071.2017.1366606.

<sup>21</sup> Fatih, C., & Abdurrahman, B., T., (2019), "A different Analysis with the Literature Circles: Teacher Candidates' Perspectives on the Profession", *International Journal of Education & Literacy Studies*, Vol. 7(4), DOI: 10.7575/aiac.ijels.v.7n.4p.8.

<sup>22</sup> Scott, S, S., (2012), "Literature Circles in ELT", *ELT Journal*, Vol. 66(2), DOI: 10.1093/elt/ccr049.

package of sub-items about unfamiliar words with use varies strategy<sup>23</sup>. However, in literature circle strategy vocabulary learning can applies in students' role as word enricher. In these roles, students have more responsibility to find the unknown words and meaning use dictionaries. Then, through the literature circles students can build their reading skills and vocabulary. In addition, vocabulary learning through reading gives students to explore new words and deep knowledge of words<sup>24</sup>. Hence, teaching vocabulary learning through reading is a general combination and makes students more comprehensive in various words.

Most EFL secondary students face difficulty in mastering vocabulary. The general difficulty in the students' vocabulary indicated on their limited words knowledge and they do not know use the learning strategies to build the vocabulary. Sometimes, the vocabulary problems are found in expressing foreign words either on speaking or writing<sup>25</sup>. Then, in the literature circles setting, vocabulary learning is learned by group discussion and makes a new situation that students can interact with each other. But, the challenges in this case such as differences students toward the communication styles, the personalities, the viewpoints, and the potentials in English study. It is related to the teachers' role as mediator that they must be responsibility to keep

<sup>23</sup> Ramin, R., & Kiana, S., (2012), "An Investigation of the Effectiveness of Vocabulary Learning Strategies on Iranian EFL Learners' Vocabulary Test Score", *International Education Studies*, Vol. 5( 5), DOI: 10.5539/ies.v5n5p141.

<sup>24</sup> Yanxue, F., & Stuart, W., (2020), "Learning Vocabulary through Reading, Listening, and Viewing Which Mode of Input is Most Effective". *Studies in Second Language Acquisition*, Vol. 42(1), DOI: 10.1017/S0272263119000494

<sup>25</sup> Rezvan, G., et.al, (2020), "Vocabulary Learning Strategies: A Comparative Study of EFL learners", *Cogent Psychology*, Vol. 7(1), DOI: 10.1080/23311908.2020.1824306.



student's interaction in discussion. Therefore the general challenges of students' vocabulary through literature circle lay upon the differences characteristic and learning styles in each group.

Drawing from the arguments, it can be seen that literature circle strategy can be used to teach students to improve their reading skill and enrich their vocabulary. Although many research have been conducted to explore the use of literature circle strategy to teach students' reading comprehension, few studies have focused on how literature circle engages students' vocabulary learning of English as a foreign language (EFL). Against these backdrops, the present study will engage students in intensive reading classroom through literature circles. Additionally, it will look into the implementation of literature circle to build secondary school students to learn vocabulary.

#### **B. Research Questions**

Following the previous discussion, this study will examine how the literature circle is used to teach vocabulary. To guide the study, the research questions are formulated as follow: How can literature circles engage secondary school students to foster vocabulary acquisition in reading classroom?

#### **C. Research Objectives**

Based on the previous research questions, the objectives of this study as follow: To engage secondary school students to foster vocabulary acquisition in reading classroom.

#### **D. Research Significances**

The result from this study is expected to be beneficial both theoretically and practically. The significances of the study are explained as follow:

##### **1. Theoretically**

The result of this research is expected to support the previous theories dealing with use literature circles on vocabulary learning in secondary school students. On the other words, this study hopefully can add knowledge about English learning and teaching strategies.

##### **2. Practically**

###### **a. Pre-service and in-service English teachers**

The result of this research hopefully can be beneficial to pre-service and in-service English teacher as an alternative strategy for teaching vocabulary learning through literature circles. It is expected that students can build their English vocabulary in learning process.

###### **b. Further researchers**

The result of this research is expected to serve as a reference for further researchers interested in conducting future research dealing with literature circles in building students' vocabulary. Furthermore, the result from this study may be used as a comparison in conducted the similar research.

## **E. Definition of Key Terms**

### **1. Literature circle**

Literature circle is a small group discussion includes four students in reading club activities through the same literature. In this activity, students have their responsibility in each group member such as word enricher, literary luminary, summarizer, and illustrator. Then, students must be sharing the literature what they have read in groups. For the literature, it is depends on students' interest reading in what or teachers can give the literature still related with the reading material.

### **2. Vocabulary learning**

Vocabulary learning refers to learning activities in new words. For instance, learn about verbs, adjectives, adverbs, and nouns. This learning specifically aims to build the students' vocabulary either through media or strategies in English learning and teaching. In addition, students were allowed to open dictionaries when they do not know the words meaning.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses two points namely previous research and theoretical framework. The point of previous research describes about the several previous studies which dealing with the current study. Meanwhile, the theoretical framework explains about various theories to support the current study. The discussion on this part presents in the below.

#### **A. Previous Research**

In the previous research contexts, there are several research topics that related to the current research as follow:

First of all, Maher (2018) wrote an article “Not losing the EFL plot: language learners engagement through literature (reading circles) and producing short stories (creative writing circles)” which stipulates the use of literature circle strategy engagement the students’ reading circle and producing short stories in the middle school students<sup>26</sup>. The researcher pinpoints that implementing literature circle in reading activity makes students have high reading levels and viewpoints. Meanwhile, in the writing activity, the literature circle strategy build their writing knowledge such as how to write a good topic sentence, supporting sentence, generic statement, etc. Last, the result of this study is through literature circle in teaching reading skills and writing skills may extend to improve the students’ comprehension and also to producing short stories.

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<sup>26</sup> Kevin M. M., (2018), “Not Losing the EFL Plot: L2 Engagement through Literature (Reading Circles) and Producing Short Stories (Creative Writing Circles)”, *International Journal of Applied Linguistics & English Literature*, Vol. 7(5).

Second, Tuson and Dogan (2020) wrote “The effect of literature circles on reading fluency, reading comprehension, and reading responses: a mixed method study” reported that literature circle has positive effects for students’ reading comprehension in the informative and narrative texts<sup>27</sup>. The researcher also mention that use an informative text in literature circle support students to get the new knowledge about genres of book or text. The research participant in this study is sixth grades. Finally, the results of this study suggest that literature circle strategy can enhance the students’ reading comprehension.

Third, an article journal is written by Chou (2021) “Using literature circles to teach graded readers in English: an investigation into reading performance and strategy use” investigates the effects of graded readers on students’ reading performance through the literature circle strategy<sup>28</sup>. Additionally, graded readers can help English language learners to develop their reading ability. The research participant in this study gathered thirty students from Taiwan University voluntarily. Furthermore, this research adopted a quasi experimental design. The results of this study concluded that students in day by day start to be interested and desire in the reading classroom activity through literature circle strategy.

<sup>27</sup> Dudu, K. T., & Birsan, D., (2020), “The Effects of Literature Circles on Reading Fluency, Reading Comprehension and Reader Responses: A Mixed Method Study”, *Education and Science*, Vol. 45, DOI: 10.15390/EB.2020.8716.

<sup>28</sup> Mu Hsuan, C., (2021),” Using Literature Circles to Teach Graded Readers in English: An Investigation Into Reading Performance And Strategy Use”, *Innovation in Language Learning and Teaching*, Vol. 5(2), DOI: 10.1080/17501229.2021.1885412.

Fourth, an article journal written by Nerissa and Castro (2021) “Literature circle: a strategy in improving critical thinking skills” which shows the literature circles strategy<sup>29</sup>. The researcher points out that though literature circles activity help students to build their critical thinking in reading skills. Additionally, the participants gathered from Students College the University of Cebu, Phillipines. This study uses a quasi experimental method. Therefore, this study concludes that uses a literature circle strategy is effective to build the students’ reading ability and enhancing their critical thinking in reading skills. The table in the below briefly describes some previous studies that were narration in the previous statement.

The last one, Kassem (2022) wrote an article journal “Developing English majors’ comprehension of literary texts and online self-regulated language learning skills via literature circles 2.0” states that literature circles helped students to build their self-regulated learning and develop their English comprehension through literary texts<sup>30</sup>. Furthermore, the researcher also pinpoints to achieve the purpose of that study, it is use two tools including test of literary reading comprehension skills and online self-regulated language learning questionnaire. For the reseach methodology, this study uses a quasi experimental design. Additionally, the research participants on this study were sixty students from the Department of English and College

<sup>29</sup> Mary, N., & Castro, (2021), “Literature Circle: A Strategy in Improving Critical Thinking Skills”, *International Journal of English Language Studies (IJELS)*, Vol. 3(2), DOI: 10.32996/ijels.2021.3.2.9.

<sup>30</sup> Mohamed A. M. K., (2022), “Developing English Majors’ Comprehension of Literary Texts and Online Self-Regulated Language Learning Skills via Literature Circles 2.0”, *Education Research International*, 20(22), DOI: 10.1155/2022/3371288.

of Science and Humanities, Abdulaziz University. Therefore, the results of this study indicate that literature circles 2.0 give the positive impact for students to developing their comprehension and attitude through literary texts.

**Table 1**  
**The similarities and differences**  
**Previous research and researcher's study**

No	Researcher's name and title	Similarities	Differences
1.	An article journal written by Maher Kevin (2018) "Not losing the EFL plot: language learners engagement through literature (reading circles) and producing short stories (creative writing circles)"	Both of research investigated the students middle school engagement in the reading activity through literature circles	<ul style="list-style-type: none"> <li>Research focus The previous study focus on the students' producing short stories and the current study focus on vocabulary acquisition</li> </ul>
2.	An article journal written by Tosun Dudu and Dogan Birsen (2020) "The effect of literature circles on reading fluency, reading comprehension, and reading responses: a mixed method study"	Both of research investigated the use of literature circle in the reading classroom	<ul style="list-style-type: none"> <li>Research focus The previous study focus on students' differences in reading classroom and the present study focus on students' vocabulary</li> <li>Research design</li> <li>The previous study use a mixed methodology resrach design and the current research use a case study</li> </ul>
3.	An article journal written by Chou Mu Hsuan (2021) "Using literature circles to teach graded readers in English: an investigation into reading performance and strategy use"	Both of research investigated the implementation of literature circles to build the students' reading ability and reading strategy use	<ul style="list-style-type: none"> <li>Research participant</li> <li>Research focus The previous study focus on students' reading comprehension and the present study focus on students' vocabulary</li> <li>Research design The previous study use a quasi experimental design and the present study use case study</li> </ul>

4.	An article journal written by Nerissa Mary and Castro (2021) “Literature Circle: A Strategy in Improving Critical Thinking Skills”	Both of research investigated the implementation of literature circles to build the students’ reading ability	<ul style="list-style-type: none"> <li>• Research participant</li> <li>• Research focus The previous study focus on literature circles to enhance the students’ critical thinking skills in reading and the present study focus on students’ vocabulary</li> <li>• Type of research design, the previous study use a quasi experimental method and the present study use a case study</li> </ul>
5.	An article journal written by Kassem Mohamed (2022) “Developing English majors’ comprehension of literary texts and online self-regulated language learning skills via literature circles 2.0”	Both of research investigated the exploring of literature circle through literary texts	<ul style="list-style-type: none"> <li>• Research participant</li> <li>• Research focus The previous study focus on use literature circles in reading classroom through informational text and the present study focus on students’ vocabulary</li> <li>• Research design The previous study use a quasi experimental design and the current study use a case study research design</li> </ul>

From these previous studies, it could be seen that even though numerous studies focus on students’ reading comprehension through literature circle strategy in English learning and teaching context, a few studies focus on vocabulary learning through literature circles. With this in mind, the researcher would like to present how the literature circle strategy is applied for teaching vocabulary in the reading activity for secondary school students in EFL context.



## B. Theoretical Framework

### 1. Literature circles in language learning

In language learning context, the term of literature circles can be regarded as a collaborative strategy because it involves peer or group discussion. Additionally, literature circle is an activity that engages students through interaction and text-mediated discussion in a small group<sup>31</sup>. For instance, students come together in one classroom and make a group discussion which includes four students talking or sharing each other about the literature they have to read and discuss it in their small groups. Moreover, in the literature circle also needs a critical conversation. To add, Elhess and Egbert (2015) postulate that literature circles activity involves students creating questions related to the text, drawing events related to the text, and summarizing the text<sup>32</sup>. By that means, literature circle has a complete learning process related to the texts. Likewise with the teachers' role in the implementation of literature circles, they should be stabilized the discussion and acts as a good guide in the intensive reading classroom.

When teachers try to practice the literature circle strategy in their classroom and certainly they need to know about the principle of using a literature circle. Additionally, there are some criteria to achieve the existence of literature circles, as follow; (1) students can select their

<sup>31</sup> Harvey, D., (2002), "*Literature circles: voice and choice in book clubs and reading groups*". Ontario: Pembroke Publishers.

<sup>32</sup> Mohamed, J., & Joy, E., (2015), "Literature Circles as Support for Language Development", *English Teaching Forum*, Vol. 53(3).

books, (2) every group reads different books, (3) groups decide an appropriate time to discuss their reading, (4) teachers serve as a facilitator while the discussion is led by students, (5) discussion topics are suggested by students that related to the story, and (6) last step is evaluation of the activities in which done by teacher and students<sup>33</sup>. Meanwhile, the other factors may influence the existence of literature circles in differences which include students' reading habits, students' gender, and students' characteristics<sup>34</sup>. Consequently, between teacher and each group member should be prepared to exist in good communication when implementing the literature circles.

On the other side, Fredricks (2012) proposes some benefits of using literature circles in language learning make students develop their comprehension skills, build their responsibility, and enhance their reading motivation<sup>35</sup>. As a result of that previous statement, literature circles not only giving positive impacts on students' learning process, but also it provides on students' personalities.

## 2. Enactment of literature circles in reading classroom

For the time being, reading can also be categorized according to the purposes in ELT context. By that statement, Macalister (2011)

<sup>33</sup> Harvey, D., (2002), *"Literature circles: voice and choice in book clubs and reading groups"*. Ontario: Pembroke Publishers.

<sup>34</sup> Chasae, Y., & Kathleen, M., (2017), "Exploring Factors that Influence Quality Literature Circles", *Literacy Research and Instruction*, Vol. 3(5), DOI: 10.1080/19388071.2017.1366606.

<sup>35</sup> Lori, F., (2012), "The Benefits and Challenges of Culturally Responsive EFL Critical Literature Circles", *Journal of Adolescent & Adult Literacy*, Vol. 55(6), DOI: 10.1002/JAAL.00059.

mentions the types of reading called extensive reading and intensive reading<sup>36</sup>. The differences between both of them are about the detailed reading of texts or not. In addition to Harmer (2004) emphasizes the reading principles between extensive and intensive, as follow; (1) teacher inspire students to read as much as possible, (2) students should be interest in what they have to read, (3) students prediction activity is an important thing of reading to suggest the meaning, and (4) students match the task related to the topic of reading<sup>37</sup>. To get the existence of those reading principles, a teacher can use learning strategies to teach reading. The learning strategies consists of two various are metacognitive and cognitive. For metacognitive strategies refers to the activity includes for concentrate on plan, explore the information, organize the information, and evaluate the process of information or knowledge, meanwhile the cognitive strategies which goal in transform the knowledge processing<sup>38</sup>. Therefore, literature circle can be utilized as one of the strategies to engage students to activate their metacognitive and cognitive domains. Through literature circle, students not only try to comprehend the text, but also try to stabilize the interaction of each member in reading classroom.

In implementing literature circle, students must know their assignment in group discussion. Shelton-Strong (2012, p.215) mentions

<sup>36</sup> John, M., (2014), "Today's Teaching Tomorrow's Text: Exploring the Teaching of Reading", *English Language Teaching Journal*, Vol 65(2), DOI: 10.1093/elt/ccq023.

<sup>37</sup> Jeremy, H., (2004), *How to Teach English: An Introduction to The Practice of English Language Teaching*, Harlow: Pearson Longman.

<sup>38</sup> Mu Hsuan, C., (2013), "Strategy Use for Reading English for General and Specific Academic Purposes in Testing and Nontesting Contexts", *Reading Research Quarterly*, Vol. 48(2), DOI: 10.1002/rrq.42.

that students' role play discussion includes "leader, summarizer, word master, passage person, connector, cultural collector, and artistic adventurer"<sup>39</sup>. So, it can be seen that literature circle also build on students' responsibility in reading classroom. On the other hand, when the literature circles used in reading classroom automatically it should be balanced of both literature circle and reading program. Additionally, Daniels (2002) argues some aspects that be balanced of used to teach reading through literature circles, in details as follow; literature discussion, reading aloud, shared reading through visible texts, enrich vocabulary, and interactive writing<sup>40</sup>. Therefore, the literature circle in the reading program can be called as one of the flexible learning strategies to teach reading skills.

### 3. Opportunities and challenges of implementing literature circles

The application of literature circles in English language teaching and learning process has a positive impact on students learning English as a foreign language. Additionally, the students' opportunities in use the literature circle strategy such as, they can enhance their comprehension skills in reading habit, they can build their writing skills, they can explore the new words, they can build their critical thinking, and also they can develop the deep conversation with each group member<sup>41</sup>. Therefore,

<sup>39</sup> Scott, S. S., (2012), "Literature Circles in ELT", *ELT Journal*, Vol. 66(2), DOI: 10.1093/elt/ccr049.

<sup>40</sup> Harvey, D., (2002), "*Literature circles: voice and choice in book clubs and reading groups*". Ontario: Pembroke Publishers.

<sup>41</sup> Jeff, W., (2014), "Reading Motivation: A Study of Literature Circles", *Academic Exchange Quarterly*, Vol. 18(2).

students in use of literature circles have that opportunity to get a lot of knowledge in English learning process.

Currently, the challenges of implementing a literature circle sometimes lie on differences of students' reading habits. For instance, each member has an advantage in reading activities as well as a weakness in the reading activity. Furthermore, Elhess and Egbert (2015) argue that the literature circle strategy shape students' viewpoint to solving their reading challenges with cooperative learning activities<sup>42</sup>. Then, in processing implement the literature circle strategy, the others challenges lie on students' characteristics. However, when each student try as a participant in literature circle discussion section automatically they charged to be respects the opinions of other all through discussions<sup>43</sup>. Certainly, that assign for teachers as a mediator that handle students to stabilize the situation during discussions. After that, these challenges also depending on students felt emotionally when read the texts they feel bored, excited, happy, or sad<sup>44</sup>. Sometimes, the students' emotion like that makes teacher feel challenge or want to try of implementing the literature circle in reading classroom.

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<sup>42</sup> Mohamed, J., & Joy, E., (2015), "Literature Circles as Support for Language Development", *English Teaching Forum*, Vol. 53(3).

<sup>43</sup> Birsan, D., & Dudu, K, T., (2020), "An Effective Method in Improving Social Skills: Literature Circles", *International Journal of Educational Methodology*, Vol. 6(1), DOI: 10.12973/ijem.6.1.199.

<sup>44</sup> Lori, F., (2012), "The Benefits and Challenges of Culturally Responsive EFL Critical Literature Circles", *Journal of Adolescent & Adult Literacy*, Vol. 55(6), DOI: 10.1002/JAAL.00059.

#### 4. Vocabulary learning in EFL contexts

Vocabulary has become an important component in English language skills because it is a basic knowledge to learn a foreign language. For some EFL students, they may find vocabulary a difficult thing to learn. Sometimes, students are difficult to understand the word meaning, but they can handle those problems by using the dictionary independently.

In other words, Nation (2000) postulates that teacher can use vocabulary knowledge to teach in reading comprehension before students start to learn reading skills<sup>45</sup>. Therefore, before starting the reading class, usually teacher instructs students to learn the vocabulary items which related to the reading materials.

To teach vocabulary effectively, sometimes students should be introduced to the strategy used to learn vocabulary. Likewise, language teachers should be able to use the strategies in teaching vocabulary. As Rahimy & Shams (2012, p.142) stipulate those strategies include “metacognitive regulation, dictionaries strategies, note-taking strategies, memory strategies, vocabulary self-correction strategies, and guessing strategies”<sup>46</sup>. From the previous statement, it means that function of using the learning strategies in language teaching makes students know the types of strategy can used to learn vocabulary. Hence, in the English

<sup>45</sup> Nation, (2000), “*Learning Vocabulary in Another Language*”, Cambridge University Press.

<sup>46</sup> Nasser, R., & Marjan, P., (2011), “The Effect of Extensive and Intensive Reading on Iranian EFL Learners’ Vocabulary Size and Depth”, *Journal of Language Teaching and Research*, Vol. 2(2), DOI: 10.4304/jltr.2.2.471-482.

learning process, teachers' role of use the learning strategies in teaching vocabulary also has a significant impact for the students to develop their language skills.

##### 5. Vocabulary learning through literature circles

Pedagogically speaking, literature circle can be used not only to teach reading, but also vocabulary. Students can learn vocabulary by assigning them who play a role as word master in literature circle to introduce new words to other group members. Daniels (2002) pinpoints that student playing a role as word master is responsible to find the difficult words on the story or texts<sup>47</sup>. It means that the strategy can also be used to enrich students' vocabulary and learn new words. Furthermore, learning vocabulary through the literature circles strategy can develop the students' vocabulary effectively because it is done in groups. They can share each other about the vocabulary related to the texts. Aside from that, Chou (2021) postulates that literature circle can be used to build the size of learners' vocabulary and widen knowledge of literacy<sup>48</sup>.

When students implement the literature circle strategy to learn vocabulary, they also try to practice the writing skills. As Li et.al (2021) pinpoint that vocabulary learning through literature discussion has several positive impacts for EFL students such as expanding their vocabulary range, developing their writing skills, building their reading desire, and

<sup>47</sup> Harvey, D., (2002), "*Literature circles: voice and choice in book clubs and reading groups*". Ontario: Pembroke Publishers.

<sup>48</sup> Mu Hsuan, C., (2021)," Using Literature Circles to Teach Graded Readers in English: An Investigation Into Reading Performance And Strategy Use", *Innovation in Language Learning and Teaching*, Vol. 5(2), DOI: 10.1080/17501229.2021.1885412.

enhancing their reading ability to use the new words<sup>49</sup>. Besides that, literature circle also has one role of an artistic adventurer whose task is to represent the information through pictures media created creatively by students<sup>50</sup> (Shelton-Strong, 2012). By that means, students who play a role as an artistic adventurer definitely finding the foreign words contained in the texts before they start to write the information by pictures. Therefore, using literature circle to teach vocabulary activity can be done in a collaborative learning way because in addition to learning the vocabulary, students can practice in writing and reading comprehension.

Although literature circle topic research has been conducted by use a research methodology of experimental study, only some studies use case study design. By that reason, the researcher would like to represent the use of literature circle in teaching vocabulary learning at secondary school students which use qualitative approach a case study design.

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<sup>49</sup> Yanyan, L., et.al., (2021), "Do social regulation strategies predict learning engagement and learning outcomes? A study of English language learners in wiki-supported literature circles activities", *Education Technology Research Development*, Vol. 69(1), DOI: 10.1007/s11423-020-09934-7.

<sup>50</sup> Scott, S, S., (2012), "Literature Circles in ELT", *ELT Journal*, Vol. 66(2), DOI: 10.1093/elt/ccr049.



### CHAPTER III

#### RESEARCH METHOD

This chapter illustrate the process of conducted the research project. Next, the chapter consists of several parts namely research design, research setting and participants, instructional procedures, data collected, data analysis, and trustworthiness. The descriptions on this part as follow.

##### A. Research Design

The present study is informed by qualitative methodology with a case study research design. Ary et.al (2010) define case study as a type of qualitative research study focuses on groups or individual with detailed description of the case<sup>51</sup>. It means that case study can be employed as research design which aims to investigate a particular issue or phenomenon with deep analysis and description.

Additionally, Coimbra and Martins (2013, p.392) argue that “case study can be exploratory if the purpose is to obtain preliminary information about descriptive the object of study, when the aims to describe analytical, it can be develop a new theory and comparing it with already existing ones”<sup>52</sup>. With this in mind, the purposes of case study research depend on how a researcher conducts explores, analyzes, or investigates the phenomenon or case of study. Grounded in the previous statements, the present study aims to investigate how literature circles can promote and engage secondary school

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<sup>51</sup> Donald, A., et.al, (2010), *Introduction to research in education*. Wadsworth: Cengage Learning.

<sup>52</sup> Maria De, C., & Alcina, M., (2013), “Case Studying Educational Research: A Way of Looking at Reality”, *American Journal of Educational Research*, Vol. 1(9), DOI: 10.12691/education-1-9-7.

students' vocabulary acquisition. It is also actually conducted to build the students' English vocabulary acquisition through literature circles at a secondary school setting.

## **B. Research Setting and Participants**

This research conducted at one of the Islamic Secondary Schools located in Jember, East Java. Wiles (2012) postulates about pseudonyms can use to protect the participants' privacy from the accidental breach of privacy<sup>53</sup>. The school was purposively chosen for several reasons including: (1) the school has good accreditation, (2) the school has specific facilities to support the learning activities such as lab computer, library and LCD projector; (3) the school not only has an achievement in the field of religion but also in the field of language such as speech contest and storytelling, (4) last, the principal and teachers at that school are kind and willing to cooperate with researcher during conducted the research project. Hence, the researcher wants to conduct this research at the school, because it is not only finding the phenomenon or problems in the learning process but also the researcher hopes to learn a lot about English learning at the school.

At the outset, I started the research by visiting the school and meeting the English teacher. This meeting aimed to gain access for my fieldwork. From the meeting, I was allowed to communicate with her further via instant messaging application. The following day, I decided to text the English teacher to discuss my research project. Through the texting, the English

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<sup>53</sup> Rose, W., (2012), *What are qualitative research ethics?*, Bloomsbury Publishing.

teacher suggested that I should provide a letter of permission or informed-consent written by the university authority. It is done as a form of ethics before the research is carried out. After that, I asked the administration staff at the campus to get an informed-consent used to get permission before conducting the research at the school.

The next day, I went to the school to send the letter, and at that time I was allowed by the vice-principal of the curriculum section to meet formally with the English teacher. At the same time, I informed her about the research that I will conduct at the school which is related to the use of literature circles in teaching vocabulary to students. In response, the English teacher agreed with my research topic and permitted me to conduct research at the school. The English teacher gives me advice to do research in class 9 because she thinks that reading materials in 9<sup>th</sup> grade were related to my research, but I negotiate to conduct the research in 8<sup>th</sup> grade. In my opinion, 9<sup>th</sup> grade is the class that has most of the exam activities at the end semester and the time was limited. Following negotiations with the English teacher, we agreed to conduct the research in 8<sup>th</sup> grade. In the class 8, there are 32 students and their age ranging from 13 to 14 years old.

Before the covid-19 pandemic, the English teacher said to me that the school follows curriculum 2013 in the learning activities. During the covid-19 pandemic, the school follows the educational government rules to use an emergency curriculum. The implementation of this curriculum refers to the curriculum 2013, but the difference lies on the simplification of the

achievement of basic competences to makes easier for teacher or students in determining classes and graduation during the covid-19 pandemic. In addition, the normal time allotment of English lesson at the school was 40 minutes as informed by the curriculum before the covid-19 pandemic.

Nowadays in during the covid-19 pandemic, the English teacher also said that lesson hours changed into 30 minutes because it adapts to the current situation of pandemic. Based on change of time allotment in English lesson, sometimes the impact lies on students that learning process does not run effectively especially in vocabulary learning. Accordingly, the researcher would like to promote the students' vocabulary acquisition through literature circles.

### C. Instructional Procedures

Before implementing the literature circles towards students' vocabulary learning, the researcher makes some procedures in the learning activities. Anchored in task-based language teaching<sup>54</sup> (Ellis, 2003), these learning tasks are designed as follow.

First, pre-literature circle activities are designed to give information to students with detail explanations about the literature circles such as the activities, the roles, and the simple practices. In this learning phase, the researcher introduce and giving an explanation from literature circle definition to students' role in literature circle. The literature circle would be implemented based on the students' roles in every meeting. Table 1 shows the

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<sup>54</sup> Rod, E., (2003), "*Task – Base Language Learning and Teaching*", Oxford University Press.

instructional procedure of literature circles project orientation. It looks into how the students implemented the literature circle activities during vocabulary learning through reading material resources. The reading resources based on the students' reading materials at the school. The activities also design to build the students' comprehension skills and collaboration skills.

**Table 1**  
**Literature circles project table**

Stages	Goals	Activities
Pre-literature circle activities	<ul style="list-style-type: none"> <li>• To introduce the students with literature circle and group member roles</li> </ul>	1. Introducing students with the literature circles project roles, and the reading materials
	<ul style="list-style-type: none"> <li>• To build the students' responsibility and collaboration skills</li> </ul>	2. Forming groups that one group consists of four members with their roles include word enricher, literary luminary, summarizer, illustrator
While-literature circle activities	<ul style="list-style-type: none"> <li>• To help the students build their vocabulary and get a new words by texts</li> <li>• To encourage the students' interests to open the dictionary</li> </ul>	1. Assigning students with word enricher role to find minimal five difficult words and the meaning in each group. In this section, they are allowed to open dictionaries
	<ul style="list-style-type: none"> <li>• To help the students know the morality which presents in the texts</li> <li>• To help students gain the meaning in context</li> </ul>	2. Assigning students with literary luminary responsible for finding the message of the stories selected.
	<ul style="list-style-type: none"> <li>• To help the students build their English writing skills</li> <li>• To help the students' comprehension of the texts</li> </ul>	3. Assigning students with summarizer to write a summary related to the texts or stories.
	<ul style="list-style-type: none"> <li>• To practice the students creatively in summary the content of texts</li> <li>• To help the students build their creative writing</li> </ul>	4. Assigning students with illustrator responsible for making an explanation related to the texts or stories by drawing mini-poster creatively.

Post-literature circle activities	<ul style="list-style-type: none"> <li>• To help the students build their communication skills</li> <li>• To build the students for open minded and respect each group member in different viewpoint</li> <li>• To build the students' comprehension skills in the reading activity</li> </ul>	<ol style="list-style-type: none"> <li>1. Assigning students in each group to represents their result of mini-poster by oral in discussion session.</li> <li>2. Assigning students to makes reading log related to the transactional text of expressing capability and willingness they have read.</li> </ol>
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The researcher begins the class by building the students' knowledge about literature circle strategy; helping them to build their collaboration or comprehension skills, and engaging them through peer interaction. The researcher asks students to form groups which consist of four members. They were also asked to select one of the roles they were interested in, including word enricher, literary luminary, summarizer, and illustrator. Due to the different roles in group members, the students were encouraged to share responsibility toward completing the learning outcome of literature circle activities. The researcher hopes that students can make a mini-poster creatively related to the texts they have read as the learning outcome.

In while-literature circle activities, the students are asked to choose one of the different reading resources in each group. The genre of reading resources selected is a transactional text such as a dialogue of expressing capability and willingness. The texts are taken from the internet. Then, students are assigned to read the texts they have chosen in groups. One student reads one paragraph in turn with an interval of five minutes. Also, students can switch roles every time they finish reading one paragraph. After each group finishes their reading activity, one of the students who play a role as a

summarizer comes to the other groups for sharing and giving an easy explanation about the text they have read with an internal ten minutes. The other members who are assigned as illustrator, word enricher, and literary luminary are requested to make notes of what summarizer's explained, write the difficult of vocabulary lists related to the text include verbs, and pay attention to it. Furthermore, the teacher guided and observed the groups during the discussing session to make sure that all members participated in the literature circle activities. Through the literature circle practice, students were expected to build their reading comprehension intensively and engage their communication skills.

The last activity of literature circle focuses on asking students to make a learning outcome of mini poster. This activity will be done by the illustrator. For this session, the illustrator was allowed to bring some media such as crayons, color markers, paper, and rules to make a mini-poster. At the literature circle stage, these activities build not only the students' comprehension but also their creativity to produce a mini-poster. While other members like summarizer, literary luminary, and word enricher are responsible for helping and preparing the presentation.

Then in the post-activity, each group presents their result of mini-poster. During the presentation, other members can ask questions related to the text they have read. After finishing all of the literature circle activities, the teacher requested students to makes a reading log related to the biography recount text they done read. Reading log templates created by researcher itself include

date, minutes read, title of texts, genre, and summary. This section was expected to build the students' reading comprehension and vocabulary.

#### **D. Data Collection**

To conduct empirical studies, researcher needs to collect the data by using several stages. These data were collected through three stages includes observations, document analysis, and interviews. First, observation is employed as one of techniques to collect the data in qualitative research by observing the phenomenon include students' activities and learning process in the classroom. To add, Neuman (2014, p.51) argues "while observing, researchers constantly consider what they observed and refine ideas about its significance"<sup>55</sup>. Through observing the phenomenon directly, the researcher analyzed what was happening at the research location.

By that premises, me as the researcher made an observation by looking at students' participation directly in learning proses while they were implementing the literature circles. At the same time, researcher also arranged the observation by taking a cellphone camera to capture the students' activity while in the learning and teaching process. Therefore, by making observations through taking a picture of student activities in the classroom during implementing the literature circles towards vocabulary learning, it can make easier for researcher to analyze the data by looking back at the pictures that have been taken.

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<sup>55</sup> Lawrence, N., (2014), "*Social research methods: qualitative and quantitative approaches*", Pearson Education Limited.



Second, researcher uses document analysis technique to collect the data. Document analysis was useful in qualitative case studies. Additionally, Bowen (2009) postulates those document analyses which are focused research technique on produce detailed explanation of phenomenon or events either by magazines, field notes, transcription, etc<sup>56</sup>. Anchored in the previous statement, in the present study of document analysis involves the students' learning artifact of produce a mini poster during applying the literature circles in vocabulary learning. Hence, the document analysis can help researcher to strengthen and support the previous data collection.

Last stage, researcher use interview the participants to collect the data. Interview defined as a primary technique of data collection. Interview session of data collection technique can be used in a variety of situations to gather information on a specific topic in qualitative research<sup>57</sup>. In the present study, researcher uses the semi-structured interviews. Before starting the semi-structured interviews, researcher determines the topic and made a list of questions to get information from the participants. This form of semi-structured interview focuses on students' response and opinion when they learn the vocabulary by using literature circles. The interviews data were conducted by audio recording. By the tools, Widodo (2015) mentions that

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<sup>56</sup> Glenn A B., (2009), "Document Analysis as a Qualitative Research Method", *Qualitative Research Journal*, Vol. 9(2), DOI: 10.3316/QRJ0902027.

<sup>57</sup> Karina K., et.al., (2012), "Introduction to Qualitative Research Methodology: A Training Manual", Write-Arm.

using audio recorded can playing back anytime to get a valid data<sup>58</sup>. Interviewing participants is conducted individually and voluntarily by students in the eighth grade who want to be interviewed towards their opinion of using the literature circles in vocabulary learning. Judging from that reason, the researcher does not want there to be forced opinions from the participants themselves, thus the researcher prefer to the participants who are willing to be interviewed and also the researcher hopes they can answer the questions freely and without forced.

#### **E. Data Analysis**

After collecting the data either through observation, document analysis, and interview in the research project, the next step was analyzing the data. In the qualitative research context, data analysis activity involves organizing, integrating, and examining data in a systematic manner<sup>59</sup>. Ample on that previous statement, from analysis activity enables researcher to gain a deep understanding about the research topics also learn to broaden the theory and knowledge. Thus, to analyze the data, researcher used some techniques include transcription and thematic analysis.

Moreover, for the present study, researcher adapted from Widodo (2014, p.101) "to transcription the data interview by transcribing includes five steps; (1) listening to talking data, (2) shaping talking data, (3) communicating

<sup>58</sup> Handoyo, P., W., (2015), "Engaging students in literature circles: Vocational English reading programs", *The Asia-Pacific Education Researcher*, Vol. 25, DOI: 10.1007/s40299-015-0269-7.

<sup>59</sup> Lawrence, N., (2014), "*Social research methods: qualitative and quantitative approaches*", Pearson Education Limited.

talking data with an interpretive intent, (4) reproducing talking data, and (5) building data credibility”<sup>60</sup>. To add, Creswell (2012) mentions that transcription can use for processing and converting the data collection either audio recording or field notes into a descriptive data<sup>61</sup>. Therefore, transcription processing already carried out after the researcher collects the data interview through audio recording conducted with eighth grade students. Then, the researcher would playback the audio recorder to be analyzed and converted to written data. From analyzing transcription data, this can make easier for researcher to process and organize the research data.

In addition, the other techniques of analyze the data using thematic analysis. As qualitative methodology, thematic analysis is one of techniques use to analyze the research data in the field of education. Yukhymenko et al. (2014) define that thematic analysis is a tools of analyzing the patterns of theme through reading the data set such as transcript from interview both audio or video recording and focus groups<sup>62</sup>. According to the previous statement, thematic analysis in the present study was carried out based on the research questions. To add, Xu and Zammit (2020, p. 2) emphasize of “six steps to build the thematic analysis by problem statement; (1) familiarizing data, (2) generating initial codes, (3) searching for themes, (4) reviewing

<sup>60</sup> Handoyo, P., W., (2014), “Methodological Considerations in Interview Data Transcriptions”, *International Journal of Innovation in English Language Teaching and Research*, Vol. 3(1).

<sup>61</sup> John W. C., (2012), “*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4<sup>th</sup> edition)*”. New Jersey: Pearson-Merrill Prentice Hall.

<sup>62</sup> Mariya A. Y., et.al., (2014), “Thematic Analysis of Teacher Instructional Practices and Student Responses in Middle School Classrooms with Problem-Based Learning Environment”, *Global Education Review*, Vol. 1(3).

themes, (5) defining and naming themes, last (6) producing the report”<sup>63</sup>. Also, the theme in this study would be found in the participants’ answer during interview. By using thematic analysis, researcher hopes that this technique can use to analyze the research data with clear and results detail.

## F. Trustworthiness

In an empirical study, trustworthiness means there is a truth the data in the report of research findings. As Elo et al. (2014, p.2) postulate that “trustworthiness in the qualitative research using criteria terms such as dependability, conformability, transferability, credibility, and authenticity”<sup>64</sup>. By that previous statement, Shenton (2004) mentions dependability refers to the consistency of datasets process through various situations of the triangulation data resources<sup>65</sup>. It means researcher can acquire dependability by ensuring that the research process was indeed rational, legible, and well documented<sup>66</sup>.

To achieve dependability in terms of trustworthiness, in the current study, the researcher tried to describe all the processes of data collection. In detail, data collection was carried out through classroom observation with the use of a tool cellphone camera to see the process of both teacher and students while implementing literature circles in vocabulary learning. In the second

<sup>63</sup> Wen, X., & Katina, Z., (2020), “Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research”, *International Journal of Qualitative Methods*, Vol. 19(1), DOI: 10.1177/1609406920918810.

<sup>64</sup> Satu E., et.al., (2014), “Qualitative Content Analysis: A Focus on Trustworthiness”, *Research in Nursing and Health*, Vol. 2(5), DOI: 10.1177/2158244014522633.

<sup>65</sup> Andrew K. S., (2004), “Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, Vol. 22(1), DOI: 10.3233/EFI-2004-22201.

<sup>66</sup> Lorelli S. N., et.al., (2017), “Thematic Analysis: Striving to Meet the Trustworthiness Criteria”, *International Journal of Qualitative Methods*, Vol.16, DOI: 10.1177/1609406917733847.

stage process of data collection, the researcher used document analysis through learning artifacts of students' product as a mini poster task in the literature circle practices. In another stages, the researcher used a tool audio recording to record the interview with participants voluntarily to get answers that we're honest, more open, and without coercion. After getting the several triangulation data from data collection in the previous statement, the researcher tried to interpret all the data collection processes with a clear explanation and detail.

For the criteria of credibility, Stahl and King (2020) defined credibility refers to the processing of triangulation data resources<sup>67</sup>. Additionally, Elo et al. (2014) postulate that researchers should be ensure that all participants which take part in the research project are correctly identified and described<sup>68</sup>. To the previous statement, in the current study, the researcher conducted a research project in one of the Islamic middle schools in Jember. The participants were taken from the 8<sup>th</sup> grade and involve 36 students. The students' ages range from 13 to 14 years old. Then, the researcher also gathered the data from data collection techniques including classroom observations, document analysis, and interviews. To analyze the data, researcher tried to organize the data using transcriptions and thematic analysis. From those triangulation data resources either data collection or data analysis, the researcher will ensure deep descriptions and interpretations of all research

<sup>67</sup> Norman A. S., & King, (2020), "Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research", *Journal of Developmental Education*, Vol. 44(1).

<sup>68</sup> Satu E., et.al., (2014), "Qualitative Content Analysis: A Focus on Trustworthiness", *Research in Nursing and Health*, Vol. 2(5), DOI: 10.1177/2158244014522633.

processes during practices the research projects to get the trustworthiness in this current research.

Hence, the trustworthiness in the present study included triangulation data resources through data collection and data analysis. The data collection taken from several techniques involves observations, interviews, and document analysis. For the observation, researcher not only looking the students' activity but also use a cellphone to capture the students' participated during literature circle activities. Also for the interviews, researcher used the audio recording to record the answer from participants. It makes it easier the researcher to playback the audio while analyzing the data. Then, for document analysis represent the students' learning artifacts such as mini-poster products during enacting the literature circle practices. Next stage, researcher using transcription and thematic analysis techniques to processing and organizing of analyze the data. Therefore, researcher would to present the data formulated from researcher itself and participants' experience during participation in the literature circle practices.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents two points related to the results of research project namely, research findings and discussion. The following information about the findings and discussion of research is presented as follows.

#### A. Research Findings

The present study aims to investigate students' learning experience through literature circle strategy as an approach to engage them to learn vocabulary. The findings of this research are presented and organized contextually based on the information collected from classroom observation, document analysis, and semi-structured interviews. The interview transcripts were used as evidence to illustrate the implementation of literature circles. Three major finding themes identified include; (1) differentiating learning tasks through assigning roles, (2) fostering student's vocabulary acquisition, and (3) promoting student's vocabulary learning motivation. These findings are reported in a descriptive form with discussions.

##### 1. *Differentiating learning tasks through assigning roles*

The students who took part in this project had never participated in a literature circle before. Thus, the researcher introduced them to the literature circle strategy and how it was implemented. To reach this purpose, the teacher briefly explained the activities of the literature circle and students' roles in each group such as word enricher, literary luminary, summarizer, and illustrator. This is expected to support them to

accomplish a specific learning task based on the selected roles. Additionally, students were nurtured to become responsible for negotiating which roles they performed in the literature circle practices during role assignments. They chose independently what roles they wanted to play in the reading section of literature circles. Meanwhile, the researcher in this activity became the facilitator to see how each member exercised their responsibility and the observer to ensure that each group performs their roles well.

As seen in figure 1, one of the students as a summarizer was demonstrating the text in English, whereas the other visiting members were paying close attention to the summarizer's presentation. Furthermore, the summarizer was also assigned to write a summary of the English text. This activity namely a poster presentation does by oral in each group member. When students explain the reading summaries through poster presentation activities train them to build their communication skills. These encourage students to manage their learning activities or self-regulated learning according to the tasks they have in each group. On the other hand, visiting students can interact with the presenter to explore the reading experience, comprehend another text, and build new vocabulary. While the teacher was observing how well the summarizer presented the text and make sure that visiting members also functioning well. Another role as an illustrator was responsible for making a mini-poster related to the text as shown below in figure 2. Next as word enrichers, they were



responsible for finding some difficult words in the text and searching what the meaning of words. Also as a literary luminary, they were assigned to find the message or content of the text.



Figure 1. The summarizer demonstrating the text to another member

The following vignette shows interview data along with the students' responses toward role assignments. This interview was done with students in eight grades. However, this interview was done in Indonesian and translated into English as follows.

- Teacher : How does the literature circle help you with a different assigned role?
- Student 1 : In my opinion, using this strategy was quite interesting, because in one group each member has their role and discusses the same literature, starting from finding difficult vocabulary, interpreting the text, looking for the contents of the text, and making conclusions from the text.
- Teacher : What is your role in the literature circle and how it helps you learn?
- Student 1 : During implementing the strategy, I act as a word enricher, wherein in one group I have the task of finding difficult vocabulary with unknown meanings. If I do not know it, I am allowed to open the English - Indonesian dictionary. It makes me feel that literature circle can improve my vocabulary (In-depth interview, Dinda VIII-G, August 2022).

From the excerpt, it can be seen that a different roles assignment, allowed them to comprehend the text like finding difficult words, knowing the contents of the text, and interpreting the text. Because of the specific roles, it makes students easily to complete the task. Also, they were allowed to enhance their vocabulary from one of their roles as a word enrichers that finding and making meaning of difficult words in the text. If they do not know the meaning, the teacher advises them to open dictionary. It helped them more easily to complete the difficult vocabularies. This data is also echoed by another interview excerpt below.



Figure 2. The students' result of mini poster created by illustrator

The interview aimed at elaborating the first students' statements. He explains about the different roles in the literature circle strategy. Also, he mentions that strategy builds well his reading comprehension. The explanation from him as follows.

Teacher : How does the literature circle help you with a different assigned role?

- Student 2 : I think it is good, because so quite helpful in building my English reading comprehension. Moreover in the literature circle, it was not only responsible for their respective roles but also trained to discuss independently which discusses the texts that have been read in one group.
- Teacher : What is your role in the literature circle and how it helps you learn?
- Student 2 : I act as a summarizer, namely as a maker of conclusions and summaries of the text that has been read. As a summarizer, I feel that literature circles not only increase my vocabulary while writing conclusions in English but also make me more critical in constructing good sentences and clear sentence patterns using English. Also, it can build my English writing skills (In-depth interview, Alfian VIII-G, August 2022).

Determined the second student argues that using a literature circle makes them discuss the same literature in one group even though they have different roles. By discussing sections, they can be more open-minded with the other perspective and it can build their critical thinking of the text. In addition to the student's perspective as a summarizer, it was seen that the role can build his English writing skills because it makes him comprehend how the constructing a good and clear sentence. Drawing on the premises, the finding of this theme indicates that using literature circle as a different role assignment giving positive impacts on the students' responsibility and communication with English skills such as their reading comprehension, writing skills, and word knowledge or vocabulary.

## **2. *Fostering students' vocabulary acquisition***

In vocabulary acquisition, the teacher begins by giving material about verbs like the meaning of verbs, the use of verbs, and the type of verbs. The material provided is not too in-depth. For that reason, the aim for students was expected to be as simple as possible when they were

learning vocabulary. After giving the material, the students start to use the literature circle strategy in vocabulary learning. Firstly, they accepted different texts from the teacher in each group. Next, they have five minutes to read the text and discussion section in each group. Also, the teacher gives one task that includes finding verbs and difficult words in the text, making a sentence with uses verbs, and making a summary related to the text as seen in figure 3.



Figure 3. Students do the tasks by group

In Figure 3, students work on the task in groups. They were allowed to open the dictionary when they do not know the meaning and also discuss the answer in groups. From the activity of opening the dictionary, students automatically find new vocabulary such as words that they did not know before till becoming known. So, their ability to comprehend vocabulary will improve. Furthermore, while in the discussion section of literature circles, the students can build their communication and critical thinking skills to comprehend the texts. The enthusiasm of students can be seen from the way they do the task with high enthusiasm and curiosity to

immediately find the answers. Finally, this activity was expected to make students more easily complete the task if they have good teamwork.

Additionally, also data was gathered from a semi-structured interview with two students as participants in vocabulary learning through literature circle practices. They were asked to point out their perspective towards their participation in vocabulary learning through literature circle practices.

Teacher : What is your opinion regarding the use of literature circle in vocabulary learning?

Student 1 : I think using the literature circle strategy was quite good for improving new vocabulary as well as getting to know about different types of vocabulary such as nouns, adjectives, and verbs. But in this lesson, we focus on verbs such as the definition of verbs, types of verbs like both singular verbs and examples of verbs in sentence structure. This vocabulary concerned with the verb only because it was adapted to the material of expressing capability and willingness which uses verbs.

Teacher : How does the literature circle develop your vocabulary?

Student 1 : From the activity, there are twenty new vocabularies that I acquired while practicing the literature circle strategy, namely ten vocabularies that refer to verbs found in the text and ten difficult vocabularies I had never known before that found in the text (In-depth interview, Dinda VIII-G, August 2022).

Seen from the statement of the student, it shows that practicing the literature circle was quite effective to develop her word knowledge and vocabulary. It implies that she could understand meaning of the word, type of the word, and the use in sentence. She learnt not only about vocabulary but also reading comprehension related to expressing capability and willingness. While she practiced the literature circles, she managed to separate between familiar and unfamiliar vocabularies. It helped her to

improve her reading comprehension a lot. In the same way, the interview was gathered from another student as participants. He says about his opinion of using the literature circles. His opinion shows translated into English language as below.

Teacher : What is your opinion regarding the use of literature circle in vocabulary learning?

Student 2 : I thought when implementing the literature circle strategy, we got several tasks to find vocabulary, if we don't know the meaning or commonly called the difficult vocabulary. To find these answers such as the meaning of the word, we were advised to look it up in the dictionary.

Teacher : How does the literature circle develop your vocabulary?

Student 2 : During the practice of the literature circle, there is a worksheet that asks us to find some difficult vocabulary and verbs contained in the text. Thus, from what I have never known examples of using verbs, I can know and understand how the pattern of using verbs in the sentence or text. So indirectly, when we search and read some other words, it can increase our vocabulary (In-depth interview, Alfian VIII-G, August 2022).

Meanwhile perspective from the second student states that any worksheet asks them to find the word meaning in the text. Thus, from the worksheet done by groups, automatically students act as a team by discussing the answer to complete the assignments. Indirectly, it can build their vocabulary and get the new words. Also, he mentions that activity makes him knows more about verb knowledge and how use it in sentences. Finally, the findings on this theme suggest that the use literature circle strategy can enhance the student's English skills, especially the basic knowledge of vocabulary.

### **3. *Promoting students' vocabulary learning motivation***

The literature circle strategy has already been done during the process of four meetings with the eighth grade students. In the first meeting, the activities focus on the students' material both the introduction of literature circles and the reading material like expressing capability and willingness. Around the class, the aim of giving both materials was to make it easier for students to understand a series of literature circle activities and reading materials that will be used in the activity. Also, they were asked to form a group randomly and do the worksheet individually as shown in figure 4. The activity in the third meeting was given material by a teacher about verbs such as definitions, types, and how to use verbs in the sentence as well as finding an example of verbs in the text. Continuously for the third meeting, the activity focuses on the literature circle practice such as finding the difficult word, making meaning text, discussing the same literature, and also doing the worksheet in groups. For the last meeting focuses on poster presentation as seen in figure 1, and submitting the reading log from the first meeting until the last as viewed in figure 5. Making the reading log defines as a reflection part of this learning activity. The purposes of the reflection activity were to know and measure the students' ability for their reading comprehension.





Figure 4. Students working on the worksheet

Before the students made a group, they completed the worksheets individually as above. Seen from the picture, the students look so enthusiastic and serious to finish the worksheets given by teacher. Likewise, they were conducive and discipline during that activities. Furthermore with the limited time to finish the worksheets can build the students' responsible for finishing them on time.

As usual, the students were asked to give a perspective about their feeling during their time as participants in the literature circle activity.

This perspective was represented by two students and done voluntarily.

The interviews have been translated into English as follows.

- Teacher : How was your feel while participating in the literature circle?
- Student 1 : I feel happy and enjoy a section of poster presentation because I can visit other groups and automatically it can develop my vocabulary or increase my understanding by concise text seeing as the material or text not only delivered orally but also written like a mini poster that was made as creatively as possible.
- Teacher : Then, do you feel bored during these activities?
- Student 1 : Not really, because it was my first experience in using the literature circle strategy for vocabulary learning which done



in groups and also the strategy not boring for me (In-depth interview, Dinda VIII-G, August 2022).

Anchored on the student's perspective through interviews, the finding of this theme reports that students feel happy and enjoy practicing the literature circle strategy. It is seen from the perspective of students' vignette 1 which says about the reason why feel happy during the one of activities namely the poster presentation. She also thought that from visiting another group can easy to understand the materials and text. Likewise, from the activity, she does not feel bored in the learning process. To make sure more about the students' judgment of vocabulary learning through literature circle, an interview also was done with another student in the below.



Figure 5. The students making a reading log related to the text

This data was gathered again to get another perspective on the use of literature circle in vocabulary learning that was translated to English as shown. He also gives his perspective about the feeling well and enthusiasm while participate in the literature circle practices.

- Teacher : How was your feel while participating in the literature circle?
- Student 2 : I enjoyed it because this activity had a positive impact on us such as building English writing skills, practicing English speaking, practicing our communication skills during discussions, and increasing our knowledge of various vocabularies.
- Teacher : Then, do you feel bored during these activities?
- Student 2 : While practicing the strategy, I don't feel bored because the series of activities are not monotonous, for example, we have activities to read text, discuss the results we read, interpret the text, and look for difficult vocabulary that we have never known (In-depth interview, Alfian VIII-G, August 2022).

As well as the opinion from the second student states that literature circle is a strategy whose activities are not monotonous because it has several sessions such as reading literature, discussing, completing the worksheets, and having a poster presentation. He feel enjoy while do the discussion session and not feel bored. The literature circle also gives him to have fun with the learning strategy and him feeling well during practice that strategy.

Therefore, based on the previous theme also can be concluded there are three findings of this research those are literature circle gives a positive impact on the learning process of students' English communication skills, such as reading comprehension, writing skills, and word knowledge. Secondly, literature circle improves the students' vocabulary. Last, the strategy can motivate of students' ability in vocabulary acquisition.

## **B. Discussion**

The current of case study research design was examined how the experience of secondary school students participating in the literature circle strategy on vocabulary learning. Moreover, this study also looks into how the

students' vocabulary acquisition through literature circles strategy. Anchored from the findings, the researcher found the three results which are that literature circles can develop the students' English skills (e.g. writing skills, reading comprehension, and vocabulary knowledge), improve the students' vocabulary, and motivate the students' ability of vocabulary acquisition.

The first finding is supported by Maher (2018) shows about the students' engagement of literature circle as a collaborative method in the language learning process<sup>69</sup>. Furthermore from that collaborative learning, students were independently given opportunity to discuss the phrases, interact with the text, and analyze it. He also mentions that through literature circle activities which have different roles in each member allows them to explore other English skills like build a writing skill. For instance during in the practices of literature circle project, the students were done with one of the task that related to making an English sentences. Indirectly, students also get the writing practices from that previous activity. Additionally, the findings from Tuson and Dogan (2020) concerning with literature circle use to enhance the students reading fluently and reading comprehension<sup>70</sup>. They were arguing that reading comprehension regarded as a main necessary knowledge in language learning. Thus, use an effective approach like literature circle was

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<sup>69</sup> Kevin M. M., (2018), "Not Losing the EFL Plot: L2 Engagement through Literature (Reading Circles) and Producing Short Stories (Creative Writing Circles)", *International Journal of Applied Linguistics & English Literature*, Vol. 7(5).

<sup>70</sup> Dudu, K, T., & Birsan, D., (2020), "The Effects of Literature Circles on Reading Fluency, Reading Comprehension and Reader Responses: A Mixed Method Study", *Education and Science*, Vol. 45, DOI: 10.15390/EB.2020.8716.

expected given a good comprehends for EFL learners. For example, even though there are some different roles in the literature circle, each member were allows to discussing it and getting details information about text such as the content, moral message, generic structure, etc.

Besides that, in the reflection activity, the students were asked to write a reading log related to the text. As previously describe that activity makes student build their comprehension skills because the result of their reading log can draw their competence about the text they have done read. This is also related to Kassem findings' (2022) reports about the use of texts literature and self-regulated learning through literature circles toward the students' comprehension skills<sup>71</sup>. For the texts literature in this project adapted to the English materials contained in the school such as expressing capability and willingness. Thus, in every meeting the students get the texts related to the material with different title in every meeting. Meanwhile in the field of practicing literature circles, all of the phases focused on students' activities. It means that all activities handled by students itself like a reading section and discussing the text via groups, except for the tasks has submitting individually like a reading log and some worksheets. Therefore, drawing on the previous phrases of first findings conclude that literature circle not only help students to develop their word knowledge or writing but also another English basic skills like comprehension.

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<sup>71</sup> Mohamed A. M. K., (2022), "Developing English Majors' Comprehension of Literary Texts and Online Self-Regulated Language Learning Skills via Literature Circles 2.0", *Education Research International*, 20(22), DOI: 10.1155/2022/3371288

Another finding from this study related to the students' vocabulary acquisition through literature circles. To support this, Marr (2015) has carried out the research project using a literature circle strategy on vocabulary acquisition through stories or texts<sup>72</sup>. Also, he argues that reading stories or texts and then discussing these stories or texts in a group helps them to gain a new vocabulary set they have never known before. This is related to the present study but researcher uses reading materials in the literature circle activities, it makes them easier to practice that strategy because they have comprehended the materials. Not only that, but this also has a good impact on the enrichment of their vocabulary. Connected with the findings by interview data, after using a literature circle strategy, the students can get knowledge about verbs of vocabulary. Additionally, Webb and Chang (2015) highlight those language learners with higher of vocabulary mastery probable to have better in reading comprehension because they are likely to recognize words present in the text. It is seen that students' vocabulary acquire from the reading stories or texts through literature circles activity<sup>73</sup>.

This is related to the findings from Daskalovska (2014) highlights that a new set of vocabulary can be acquire through reading activity because students were invited to interact with various syllables such as synonyms,

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<sup>72</sup> Alastair G. M., (2015), "Enhancing Student Schematic Knowledge of Culture through Literature Circles in a Foreign Language Classroom", *Journal of Language and Cultural Education*, Vol. 3(1), DOI: 10.1515/jolace-2015-0008.

<sup>73</sup> Stuart, W., & Anna C. S. C., (2015), "How Does Prior Word Knowledge Affect Vocabulary Learning Progress in An Extensive Reading Program?", *Studies in Second Language Acquisition*, Vol. 37, DOI: 10.1017/S0272263114000606.

phrases, or even the meaning of words<sup>74</sup>. According to that statement, also it shown from the reading activity of literature circle in the classroom that students were trying to comprehend the text by opening dictionary if they don't know the words meaning. Another finding from Suk (2016) also adds that vocabulary learning can build by reading comprehension from the texts. It was point out between reading comprehensions and vocabulary learning surely related to the increasing of students' word knowledge<sup>75</sup>. Also for reading activity as a part of the literature circle strategy has an opportunity to acquire the students' knowledge either get on the vocabulary or text knowledge like the content, text structures, difficult words meaning on the text, and moral message of the text.

Meanwhile as Wege findings' (2018) concludes that students' vocabulary acquisition not only getting from the reading stories or texts at the school but also independently they can get such on listening the music, watching a movie, filling out the tasks, or knowing an effective strategy to acquire the new words<sup>76</sup>. Therefore, these studies use a literature circle strategy in teaching of students' vocabulary. To add, Gu and Lau (2021) pinpoint about the efficiency of using literature circle lies in option of texts,

<sup>74</sup> Nina, D., (2014), "Reading and Vocabulary Acquisition", *The International Journal of Foreign Language Teaching*, Vol. 23(2).

<sup>75</sup> Namhee, S., (2016), "The Effects of Extensive Reading on Reading Comprehension, Reading Rate, and Vocabulary Acquisition", *Reading Research Quarterly*, Vol. 2(5).

<sup>76</sup> Melissa Van, D, W., (2018), "Teaching Strategies for Independent Vocabulary Development", *The TESOL Encyclopedia of English Language Teaching First Edition*, 18(3), DOI: 10.1002/9781118784235.eelt0754.

group roles, and free discussion the texts with groups<sup>77</sup>. Along with this research found out that using a literature circle or other strategies can be an access to foster students' motivation in vocabulary learning. One of the reasons learning strategy was carried out such to add a new atmosphere to the learning process and so that students do not get bored quickly when the learning process takes place in the classroom.

On the other words, mostly problems of student in the vocabulary learning process were lack of motivation. This is also related to Okkan and Aydin's finding (2020) states that less motivation is basically influenced by two factors namely intrinsic motivation defined as an internal people's desire to do something, meanwhile extrinsic motivation categorize as an external factor that influences people's desire to do something<sup>78</sup>. Thus, students intrinsic motivation can be seen from their habits related to the individuals' activity that enjoys the learning process or not. As well as with students extrinsic motivation can detect from externally activity for instance good performance, high scores in tasks, and knowing well the learning strategies. Based on the previous illustration, as an educator should be know the extrinsic motivation that can be done to improve students learning performance like use a literature circle strategy to teach vocabulary.

Furthermore, Alan (2021) stipulates that to achieve the students' vocabulary learning motivation, teachers can use various methods when

<sup>77</sup> Yi Xin, G., & Kit Ling, L., (2021), "Examining the effects of integrated instruction on Chinese sixth-graders' reading comprehension, motivation, and strategy use in reading fiction books", *Reading and Writing*, Vol. 21(5), DOI: 10.1007/s11145-021-10161-6.

<sup>78</sup> Ahmet, O., & Selami, A., (2020), "The Effects of the Use of Quizlet on Vocabulary Learning Motivation", *Language and Technology*, Vol. 2(1).



learning words through audio-visual and media exposures activities help them to learn more efficiently<sup>79</sup>. For instance, in this study while practicing the literature circle strategy, teacher giving one of tasks to train the students' creativity like making a mini-poster, then another task of making reading log to measure their comprehension of texts, and also a different roles in each group. All of these activities are designed to make students feel enjoy in the vocabulary learning and not feel bored during these activity. In addition to Tsai (2020) emphasizes about using a strategy can boost a learners' interest, allowing students to take part actively, and increasing students enthusiasm for learning<sup>80</sup>. Ample on the previous of findings statement, it could be conclude that using learning strategies in language teaching can promote the students' enthusiast to learn vocabularies.

Although this study produced positive findings and insightful information about the teaching and learning strategies of the English language, it has two significant limitations. Firstly, due to the limited time of this study, researcher cannot always monitor students' learning process while using the literature circle strategy. Thus, for further research hopefully can fill the gap of this study with a longer of time and clearly structured. Secondly, it lacks of accurate assessment of vocabulary acquisition.

<sup>79</sup> Yakup, A., (2021), "The Effect of Syrian Secondary School Students' Reading Habits on Their Vocabulary Learning Motivations", *Education Quarterly Reviews*, Vol. 4(1), DOI: 10.31014/aior.1993.04.02.239.

<sup>80</sup> Cheng Chang, T., (2020), "The Effects of Augmented Reality to Motivation and Performance in EFL Vocabulary Learning", *International Journal of Instruction*, 13(4), DOI: 10.29333/iji.2020.13460a.



Future study needs deeper analysis of the growth specialized in vocabulary acquisition. Hence, the author suggests for further researchers who wish to carry out additional research on the use literature circle strategy in the next chapter.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this last chapter of research was shown the two points which are conclusion and suggestion. Conclusion was made to summary the entire research chapter and for suggestion, hopefully can be used as a reference for further researchers. The both points of conclusion and suggestion as follow.

#### A. Conclusion

Anchored in the findings, the researcher found that using the literature circle strategy has good benefits for language learners such as fostering students' vocabulary acquisition, differentiating learning tasks through assigning roles, and promoting students' vocabulary learning motivation. According to the stories from students as participants indicate that while practicing the literature circle strategy in vocabulary learning, they enjoy and have fun with vocabulary learning activities, including learning new basic of vocabulary like verbs (e.g. definition and types of verbs), finding difficult words and verbs in the texts. Therefore, the literature circle strategy can boost for students' learning process in the vocabulary acquisition. Another result of differentiating learning tasks through assigning roles makes students to manage their responsibility through assigning roles and build their communication in English skills such as reading comprehension, writing, and word knowledge. Last, the results of promoting students' vocabulary motivation shown those students' responses by interview, they were thought that all activities are not monotonous and makes them not feel bored. Through

that previous statement, it can draw that literature circle strategy could be one of the strategy to attract their vocabulary learning motivation.

Moreover, in the context of teaching vocabulary learning through the literature circle strategy, the current study has two implications theoretically and practically. The theoretical implication of this recent study indicates that literature circles encourages students to develop their making meaning skills, build their reading comprehension, and enrich their vocabulary acquisition. Meanwhile, the practical implication of the literature circle strategy for teachers helps them to encourage their teaching competence to achieve the learning outcomes and to build the teachers' pedagogic abilities to achieve professional competence in the learning process. Also, this study could be one of the learning innovations to create a new atmosphere in the learning process using strategies like literature circles. For example, in fact of what happens in the teaching and learning process, teachers are sometimes still focused on task activities that make students bored, so the use of interesting learning strategies is expected to make students interested in receiving teaching materials provided by the teacher.

## **B. Suggestions**

At the end of this study, the researcher will offer the following suggestion of using the literature circle strategy to teach vocabulary below.

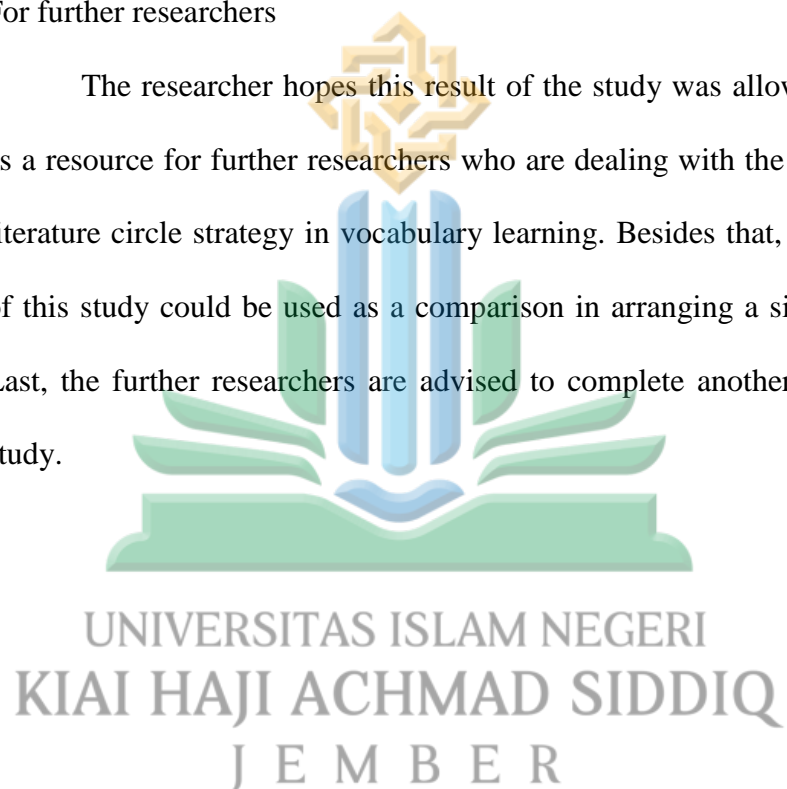
### **1. For pre-service and in-service English teachers**

In language learning and teaching, using learning strategies can be one way to achieve the learning objectives. Therefore, the researcher

hopes that using the literature circle strategy can be an alternative tool to teach vocabulary on EFL learners to get a new atmosphere in the learning and teaching process. Also, it is expected can facilitate pre-service and in-service English teachers if want to teach vocabulary through literature circles.

2. For further researchers

The researcher hopes this result of the study was allowed to serve as a resource for further researchers who are dealing with the topic of use literature circle strategy in vocabulary learning. Besides that, the findings of this study could be used as a comparison in arranging a similar study. Last, the further researchers are advised to complete another gap in this study.



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## Appendix A

### RENCANA PELAKSANAAN PEMBELAJARAN 1

Nama Sekolah : MTsN

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / Ganjil

Materi Pokok : Vocabulary

Sub Materi : Asking for and expressing capability

Alokasi Waktu : 60 menit 1 x JP

#### A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) dan mencari kosakata rasa ingin tahu tentang dirinya, dan benda-benda yang dijumpainya di rumah, atau sekolah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kosakata) sesuai dengan kosakata yang ditemukan dalam strategi literature circle.

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mendengarkan intruksi sederhana dengan cermat di dalam kelas	- Siswa memahami penjelasan tentang literature circle dan teks asking for

	and expressing capability dari guru dengan cermat
1.2 Mendengarkan penjelasan tentang teks asking for and expressing capability baik dari struktur umumnya, jenis-jenisnya, dan konteks penggunaannya	- Siswa memahami penjelasan tentang teks asking for and expressing capability dari guru dengan baik sebelum mempraktikkan strategi literature circle
2.1 Memahami contoh teks asking for and expressing capability sederhana	- Siswa menemukan makna teks asking for and expressing capability secara garis besarnya
2.2 Mengembangkan kemampuan siswa dalam menentukan struktur umum teks asking for and expressing capability	- Siswa menulis struktur umum teks asking for and expressing capability dengan baik dan tepat

### C. Tujuan Pembelajaran

- 3.7 Setelah melaksanakan kegiatan pembelajaran kosakata verb (kata kerja) melalui strategi literature circle peserta didik diharapkan dapat membangun kosakata baik secara lisan maupun tertulis sesuai dengan konteks penggunaannya.
- 4.7 Setelah membaca teks asking for and expressing capability sederhana, siswa diharapkan mampu mencari kosakata yang merupakan verb (kata kerja) di dalam teks tersebut. Memahami pengertian verb, jenis verb serta konteks penggunaannya.

### D. Kegiatan Pembelajaran

Stages	Goals	Teacher's Activities	Students' Activities
Focused form instruction: Pre-input	<ul style="list-style-type: none"> <li>- Membangun pemahaman siswa tentang literature circle</li> <li>- Membangun</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk membaca modul pendek tentang bagaimana mempraktikkan</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa memahami dan menulis tahapan tentang bagaimana praktik literature circle berlangsung</li> </ul>

	<p>pemahaman siswa tentang teks asking for and expressing capability</p> <ul style="list-style-type: none"> <li>- Membangun kolaborasi</li> </ul>	<p>literature circle</p> <ul style="list-style-type: none"> <li>- Guru menunjukkan contoh teks asking for and expressing capability sederhana kepada siswa baik dari segi pengertian, struktur umum, fungsi sosial, dan konteks penggunaannya</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa membaca dan membuat catatan terkait dengan isi teks asking for and expressing capability</li> </ul>
Task oriented input	<ul style="list-style-type: none"> <li>- Membangun semangat bekerja sama dan sikap menghargai sesama</li> </ul>	<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk membuat catatan terkait dengan strategi literature circle (<i>activity 1</i>)</li> <li>- Guru meminta siswa untuk menyusun beberapa paragraf supaya menjadi teks asking for and expressing capability yang benar dan tepat (<i>Task 1</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menuliskan catatan terkait literature circles berdasarkan dengan pertanyaan yang dibuat oleh guru</li> <li>- Siswa menyusun teks asking for and expressing capability dengan baik dan benar</li> </ul>
Post input	<ul style="list-style-type: none"> <li>- Menilai perkembangan dan pemahaman siswa terhadap teks asking for and expressing capability dan konteks penggunaannya</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk membuat reading log terkait teks asking for and expressing capability yang sudah mereka baca (<i>Activity 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menulis reading log terkait dengan teks asking for and expressing capability yang sudah mereka baca</li> </ul>

### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk kelompok sesuai daftar hadir, dalam satu kelompok beranggotakan 4 siswa dengan masing-masing peran yakni; (1) word enricher, (2) literary luminary, (3) summarizer, and (4) illustrator.

### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman kelompoknya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan
- Peserta didik diminta agar mempraktikkan literature circle dengan kompak dan teratur

### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari kosakata yang sulit dan mencari struktur umum yang terdapat di dalam teks asking for and expressing capability secara berkelompok

## **E. Penilaian**

### **Teknik penilaian:**

1. Penilaian sikap : karakter santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verb pada teks asking for and expressing capability
3. Penilaian keterampilan : membuat mini poster dengan menggunakan kosakata verb yang sesuai dengan teks asking for and expressing capability yang telah dibaca dan didiskusikan di dalam kelompok.

Kepala MTsN

Jember, 20 Juli 2022

Guru Mata Pelajaran

(.....)

(.....)

### **LAMPIRAN 1: THE FIRST DAY (MATERIAL DEVELOPMENT)**

#### **Activity 1: Introduce to literature circle**

In the first activity, students will be introduced to the literature circles project from students' roles, reading materials, and the mini-poster task in the last meeting. They are requested to make notes based on the following guiding questions:

- a. What do you know about literature circles?
- b. What do you think about literature circles can build your vocabulary?
- c. Why do you think it helps you learn reading better?
- d. How can you contribute to group discussion in literature circle?

#### **Activity 2: Introduce to text of asking for and expressing capability**

In this stage, students will be given an explanation text of asking for and expressing capability in detail along with examples. Then, students give worksheets as listed below

The following example text of asking for and expressing capability

“The Lawn Mower“

Hanna: Good morning wahyu

Wahyu: Good morning Hanna

Hanna: Are you busy today wahyu?

Wahyu: Not really. Why?

Hanna: I want to ask you a favor

Wahyu: What is it?

Hanna: Can you help me fix my lawn mower?

Wahyu: Yes, sure I can. You want me to fix it now?

Hanna: Is it okay?

Wahyu: Yes, it's okay

Hanna: Very well. Let's fix it

Wahyu: Okay.

### Task 1

In this first task, the students should be dropping and dragging to complete the dialogue below of stating capability!

“Gardening Day“

Daddy : Rohman,.....? (1)

Rohman : Yes, I can. What can I do for you, Dad?

Daddy : .....(2), please!

Rohman : Okay, Dad. Can you get the bucket?

Daddy : Sorry,.....(3)

Rohman : Never mind.....(4), Dad?

Daddy : You can get it in the shed

Rohman : Thank you, Dad

Daddy : .....(5)

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I'm sweeping the yard now

You're welcome

Where I can get it

Watering flower, please

Can you help me?

### Activity 3: Making reading log

In the post input activities, students will be guided by the teacher to make reading log. The reading log template has been prepared by the teacher as shown below

No	Date	Minutes Read	Title of Texts	Genre	Summary
1	Sunday/ July 17 <sup>th</sup> 2022	5 – 10 minutes	Gardening day	Transactional text	Based on the dialogue, Daddy asked to Rohman for help him to watering the flower. Then, Rohman said to Daddy for taking the bucket, but he can't. Even so, they are enjoying the gardening time.



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## RENCANA PELAKSANAAN PEMBELAJARAN 2

Nama Sekolah : MTsN

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1

Materi Pokok : Vocabulary

Sub Materi : Asking for and expressing willingness

Alokasi Waktu : 60 menit 1 x JP

### A. Kompetensi Inti

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) dan mencari kosakata rasa ingin tahu tentang dirinya, dan benda-benda yang dijumpainya di rumah, atau sekolah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kosakata) sesuai dengan kosakata yang ditemukan dalam strategi literature circle.

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mendengarkan penjelasan tentang teks asking for and expressing capability dari guru	- Siswa memahami penjelasan tentang teks asking for and expressing capability dari guru dengan baik sebelum mempraktikkan strategi literature circle

1.2 Membaca nyaring teks asking for and expressing capability sederhana dengan ucapan dan intonasi yang tepat	- Siswa memahami teks asking for and expressing capability baik dari segi pelafalan dan maknanya
2.1 Memahami kosakata sulit yang terdapat pada teks asking for and expressing capability sederhana	- Menulis kosakata sulit yang ditemukan dalam teks asking for and expressing capability sederhana
2.2 Mengembangkan kemampuan siswa dalam menemukan makna cerita di dalam teks asking for and expressing capability sederhana	- Menulis makna cerita di dalam teks asking for and expressing capability sederhana

### C. Tujuan Pembelajaran

3.7 Setelah melaksanakan kegiatan pembelajaran kosakata verb (kata kerja) melalui strategi literature circle peserta didik diharapkan dapat membangun kosakata baik secara lisan maupun tertulis sesuai dengan konteks penggunaannya.

4.7 Setelah membaca teks asking for and expressing willingness sederhana, siswa diharapkan mampu mencari kosakata yang merupakan verb (kata kerja) di dalam teks tersebut. Memahami pengertian verb, jenis verb serta konteks penggunaannya.

### D. Kegiatan Pembelajaran

Stages	Goals	Teacher's Activities	Students' Activities
Focused form instruction: Pre-input	- Membangun pemahaman siswa tentang teks asking for and expressing willingness	- Guru mengarahkan siswa untuk membentuk kelompok yang beranggotakan 4 siswa dengan memilih peran	- Siswa membentuk kelompok dengan masing-masing peran yang berbeda di setiap anggota - Siswa menyebutkan

	<ul style="list-style-type: none"> <li>- Membangun siswa untuk bereksplorasi tentang kosakata verb</li> </ul>	<p>sesuai keinginan</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk menyebutkan contoh dari struktur teks asking for and expressing willingness yang mereka ketahui</li> </ul>	<p>dan menulis contoh teks asking for and expressing willingness yang mereka ketahui</p>
Task oriented input	<ul style="list-style-type: none"> <li>- Membangun semangat bekerja sama dan sikap menghargai sesama</li> </ul>	<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk saling membantu jika ada teman kelompok yang kesulitan dalam menemukan beberapa kosakata sulit yang terdapat pada teks asking for and expressing willingness</li> <li>- Guru meminta siswa untuk menemukan dan mencari arti dari beberapa kosakata sulit yang terdapat pada teks asking for and expressing willingness (<i>Task 1</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa mempraktikkan literature circle di dalam kelas membaca dengan waktu yang sudah ditentukan yakni 5 menit untuk berganti paragraph yang dibaca pada teks tersebut secara berkelompok</li> <li>- Siswa membantu teman sekelompok yang sulit untuk menemukan beberapa kosakata sulit pada teks asking for and expressing willingness</li> <li>- Siswa menulis kosakata sulit yang</li> </ul>

			terdapat di dalam teks asking for and expressing willingness pada lembar kerja siswa yang telah disediakan oleh guru.
Post input	<ul style="list-style-type: none"> <li>- Menilai perkembangan dan pemahaman siswa terhadap kosakata sulit yang terdapat dalam teks asking for and expressing willingness maupun di dalam kegiatan sehari-hari</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk membuat reading log terkait teks asking for and expressing willingness yang sudah mereka baca (<i>Lampiran 1, activity 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menulis reading log terkait dengan teks asking for and expressing willingness yang sudah mereka baca</li> </ul>

#### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk kelompok sesuai daftar hadir, dalam satu kelompok beranggotakan 4 siswa dengan masing-masing peran yakni; (1) word enricher, (2) literary luminary, (3) summarizer, and (4) illustrator.

#### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman kelompoknya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan

- Peserta didik diminta agar mempraktikkan literature circle dengan kompak dan teratur

### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari kosakata yang sulit dan mencari pesan moral yang terdapat di dalam teks asking for and expressing willingness secara berkelompok

### **E. Penilaian**

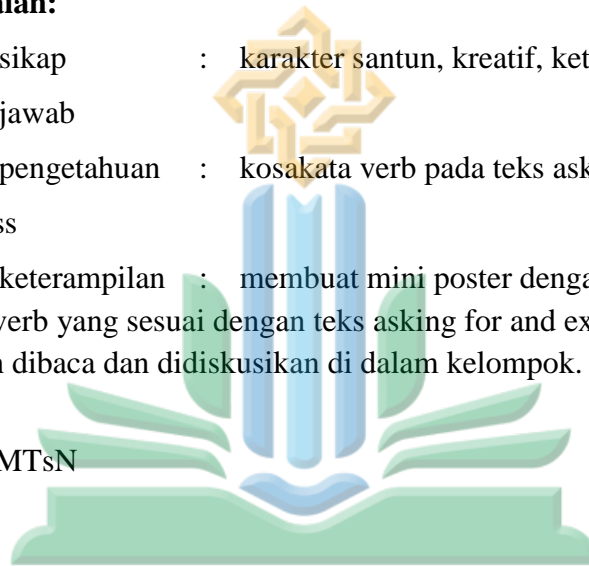
#### **Teknik penilaian:**

1. Penilaian sikap : karakter santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verb pada teks asking for and expressing willingness
3. Penilaian keterampilan : membuat mini poster dengan menggunakan kosakata verb yang sesuai dengan teks asking for and expressing willingness yang telah dibaca dan didiskusikan di dalam kelompok.

Kepala MTsN

Jember, 20 Juli 2022

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 J E M B E R

## LAMPIRAN 2: THE SECOND DAY

### Activity 1: Text of asking for and expressing willingness

In this second meeting, the students will give an explanation about text of asking for and expressing willingness with an example and do literature circle practices.

### Activity 2: Making groups

Please make groups consist of 4 students. Then select several roles as word enricher, literary luminary, summarizer, and illustrator in one group. In one groups, it is expected to be able to work well together so they can complete the mission well until the last meeting.

Reading the text of asking for and expressing willingness

“Birthday Cake”

Mother : Nina, can you come here?

Nina : Okay, mom. Hold on. I will come to the kitchen in a minute.

- 5 minutes later -

Nina : What is it? Do you need help?

Mother : Yes, can you wait here and check on the soup every 2 minutes? I have to call the cake shop and go to our neighbor's house to borrow a bigger rice cooker

Nina : Sure, I will do that

Mother : Thanks, Nina

Nina : You're welcome, Mom

Nina : Anything else I can help?

Mother : Oh, right. I ordered a cake from the cake shop near your school. They said it will be finished by 4 pm tomorrow. But I don't think I can take it because I

will need to prepare everything before the party tomorrow. Will you go to school tomorrow?

Nina : Hmm... I will go to school for club activity tomorrow. I think I can pick up the cake after I finish the practice, mom.

Mother : That's great!

Nina : Don't forget to remind me tomorrow.

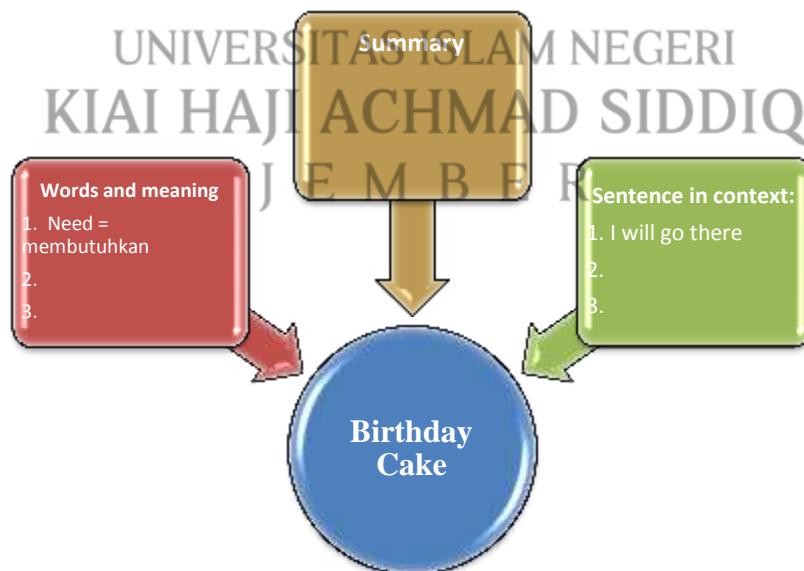
Mother : I will remind you tomorrow and prepare the money too. I will give it to you tonight.

Nina : Ok, mom. Can I go back to my room? Just call me if you need other help.

Mother : Sure, I will call you again if I need help. Thanks, Nina.

### Task 1

Mention the difficult words you don't understand the meaning in the text above. List difficult words in the table below and find the words meaning with your groups



### RENCANA PELAKSANAAN PEMBELAJARAN 3

Nama Sekolah : MTsN  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / 1  
Materi Pokok : Vocabulary  
Sub Materi : Word classes (Verb)  
Alokasi Waktu : 60 menit 1 x JP

#### A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) dan mencari kosakata rasa ingin tahu tentang dirinya, dan benda-benda yang dijumpainya di rumah, atau sekolah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kosakata) sesuai dengan kosakata yang ditemukan dalam strategi literature circle.

#### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mendengarkan penjelasan tentang kosakata verb (kata kerja) dari guru	- Siswa memahami penjelasan tentang kosakata verb dari guru dengan baik sebelum mempraktikkan strategi literature circle
1.2 Memahami kosakata verb yang	- Siswa memahami dan mampu



terdapat di dalam teks expressing capability and expressing willingness sederhana	menggunakan kata kerja (verb) pada teks expressing capability and expressing willingness secara tepat
2.1 Mengembangkan kemampuan siswa dalam menemukan kosakata verb	- Memberikan contoh kosakata verb yang lainnya kepada guru

### C. Tujuan Pembelajaran

- 3.7 Setelah melaksanakan kegiatan pembelajaran kosakata verb (kata kerja) melalui strategi literature circle peserta didik diharapkan dapat membangun kosakata baik secara lisan maupun tertulis sesuai dengan konteks penggunaannya.
- 4.7 Setelah membaca teks expressing capability and expressing willingness sederhana, siswa diharapkan mampu mencari kosakata yang merupakan verb (kata kerja) di dalam teks tersebut. Memahami pengertian verb, jenis verb serta konteks penggunaannya.

### D. Kegiatan Pembelajaran

Stages	Goals	Teacher's Activities	Students' Activities
Focused form instruction: Pre-input	<ul style="list-style-type: none"> <li>- Membangun pemahaman siswa tentang kosakata verb</li> <li>- Membangun siswa untuk bereksplorasi tentang kosakata verb</li> </ul>	<ul style="list-style-type: none"> <li>- Guru memberikan penjelasan tentang kosakata verb kepada siswa baik dari pengertian, jenis, serta penggunaannya</li> <li>- Guru meminta siswa untuk menyebutkan kosakata verb yang mereka ketahui sebelumnya</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa memahami dan menulis penjelasan dari guru tentang kosakata verb</li> <li>- Siswa menyebutkan kosakata verb yang telah mereka ketahui sebelumnya</li> <li>- Siswa menulis 10 contoh kosakata verb yang sering</li> </ul>

		<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk mengenal kosakata verb yang sering digunakan dalam kegiatan sehari-hari</li> </ul>	<p>digunakan dalam kegiatan sehari-hari secara berkelompok</p>
Task oriented input	Membangun semangat bekerja sama dan sikap menghargai sesama	 <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk memilih salah satu dari beberapa teks expressing capability and expressing willingness yang sudah disediakan</li> <li>- Guru meminta siswa untuk membaca teks expressing capability and expressing willingness yang sudah mereka pilih secara berkelompok</li> <li>- Guru memandu siswa untuk melakukan diskusi secara bergantian yakni masing-masing kelompok diwakili oleh 1 siswa sebagai summarizer</li> <li>- Guru meminta siswa untuk mencari</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa memilih satu dari beberapa teks expressing capability and expressing willingness yang bersumber dari internet secara berkelompok</li> <li>- Siswa mempraktikkan literature circle di dalam kelas membaca dengan waktu yang sudah ditentukan yakni 5 menit untuk berganti paragraph yang dibaca pada teks tersebut secara berkelompok</li> <li>- Siswa menuliskan 10 kosakata ordinary verb dan linking verb beserta artinya yang</li> </ul>

		kosakata linking verb dan ordinary verb yang terdapat di dalam teks expressing capability and expressing willingness yang telah mereka secara berkelompok ( <i>Task 1</i> )	terdapat di dalam teks expressing capability and expressing willingness
Post input	<ul style="list-style-type: none"> <li>- Menilai perkembangan dan pemahaman siswa terhadap kosakata verb yang terdapat dalam teks expressing capability and expressing willingness maupun di dalam kegiatan sehari-hari</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk membuat reading log terkait teks expressing capability and expressing willingness yang sudah mereka baca (<i>Lampiran 1, activity 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menulis reading log terkait dengan teks expressing capability and expressing willingness yang sudah mereka baca</li> </ul>

## KIAI HAJI ACHMAD SIDDIQ J E M B E R

### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk kelompok sesuai daftar hadir, dalam satu kelompok beranggotakan 4 siswa dengan masing-masing peran yakni; (1) word enricher, (2) literary luminary, (3) summarizer, and (4) illustrator.

### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman kelompoknya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan
- Peserta didik diminta agar mempraktikkan literature circle dengan kompak dan teratur

#### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari kosakata yang sulit dan mencari pesan moral yang terdapat di dalam teks *expressing capability and expressing willingness* secara berkelompok

#### **E. Penilaian**

##### **Teknik penilaian:**

1. Penilaian sikap : karakter santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verb pada teks *expressing capability and expressing willingness*
3. Penilaian keterampilan : membuat mini poster dengan menggunakan kosakata verb dan sesuai dengan teks *expressing capability and expressing willingness* yang telah dibaca dan didiskusikan di dalam kelompok.

Kepala MTsN

Jember, 20 Juli 2022

Guru Mata Pelajaran

(.....)

(.....)

### **LAMPIRAN 3: THE THIRD DAY**

#### **Activity 1: Start the literature circle**

In the third meeting, the students with groups will start the literature circle strategy with choose one the text of expressing capability and expressing willingness. Then, students read the text of expressing capability and expressing willingness they have choosen. Last, studentst will do presenting and discussing session.

The following are types of the text of expressing capability and expressing willingness that the group must choose as follows:

##### **1. “Students Exchange”**

Helen : Can we have a talk?

Diana : Yes. What's up?

Helen : I'm gonna tell you that you're chosen to be our representative to join Indonesia Australia Students Exchange.

Diana : Really. Who said that?

Helen : Our English teacher, Mr. Robert.

Diana : Thanks for telling. Do you think I'm capable enough?

Helen : I think so. Your English is good. And, you always win the best student in our school. I thought you are capable to be our representative.

Diana : Thank you. I hope I can do my best.

Helen : So does I. Don't forget to bring me a special gift from there.

Diana : Don't worry.

##### **2. “Hobbies”**

Zico : Hy Nick!

Nick : Hy!

Zico : What's that?

Nick : This is my drawing book

Zico : May I see it?

Nick : Yes, of course  
Zico : Wow! These pictures are amazing. Can you draw all of these pictures?  
Nick : Yes. I am pretty good at drawing. How about you? You like to draw?  
Zico : I don't know about drawing, but I am good at dancing  
Nick : Really? Can you show me?  
Zico : Yes, sure. Watch!  
Nick : Wow! That's cool!  
Zico : Thanks.

3. **“Guitar Contest”**

Helena : Hi, Hendra!  
Hendra : Hi, Helena!  
Helena : What is the guitar for?  
Hendra : For Guitar Contest today  
Helena : Can you play the guitar?  
Hendra : Yes, I can. How about you?  
Helena : I can't. Can you sing a song?  
Hendra : Yes, I can. How about you?  
Helena : Yes, I can. I love a song. It's Just The way You Are, you know?  
Hendra : Yes, I know

4. **“Job Applicant”**

Interviewer : What position do you want to apply for?  
Applicant : I would like to apply for secretary position  
Interviewer : What is your last education?  
Applicant : I graduated from vocational school business and management group.  
Interviewer : Do you think you are capable to be a secretary?

Applicant : Yes, of course. Because I take secretary program when I was studying at vocational school

Interviewer : You think that you have good qualification to be a secretary. Do you have a special skill?

Applicant : Yes, I can operate computer well, I am good at typing, and I'm able to manage all of secretarial works

Interviewer : That's good.

5. **"Ballet Contest"**

Nadine : Hi Mary

Mary : Oh, hi

Nadine : How are you doing?

Mary : I'm doing alright. How about you?

Nadine : Not too bad. The weather is great isn't it?

Mary : Yes. It's absolutely beautiful today

Nadine : I wish it was like this more frequently

Mary : Me too

Nadine : So where are you going now?

Mary : I will go to meet a friend at Batam Ballet Training

Nadine : Going to do a little dancing?

Mary : Yeah, I have to perform a farewell party next week

Nadine : It sounds nice, Are you capable of dancing?

Mary : I am pretty good at the dance

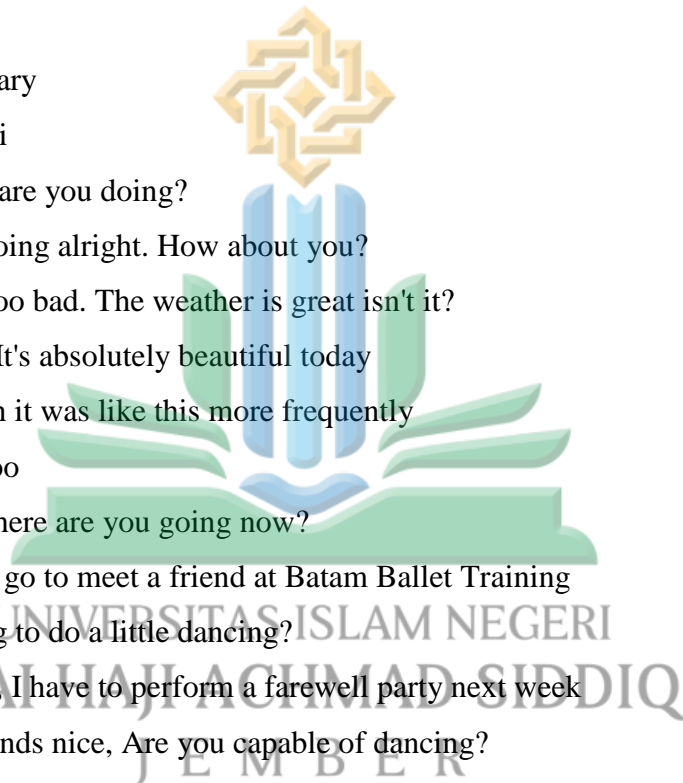
Nadine : That's great. Well, you better get going. You don't want to be late

Mary : See you next time

Nadine : Sure. Bye.

6. **"Andi's Uncle house"**

Andi : Hi, Ando! How are you today?



Ando : oh, Hi Andi! I'm fine, thanks.  
Andi : do you have any planning for tomorrow?  
Ando : no, I haven't, why?  
Andi : would you like to going with me to my uncle's house?  
Ando : of course, I would.  
Andi : but, can you drive a car?  
Ando : don't worry, it's easy. I've took a course and got a driving license, but I am not able to drive a big car."  
Andi : it doesn't matter, my car is a carry. So, you don't need to drive a big car  
Ando : yeah. So, when we will go?  
Andi : wait on your home, I will come there  
Ando : Okay!

#### 7. **“Playing Guitar”**

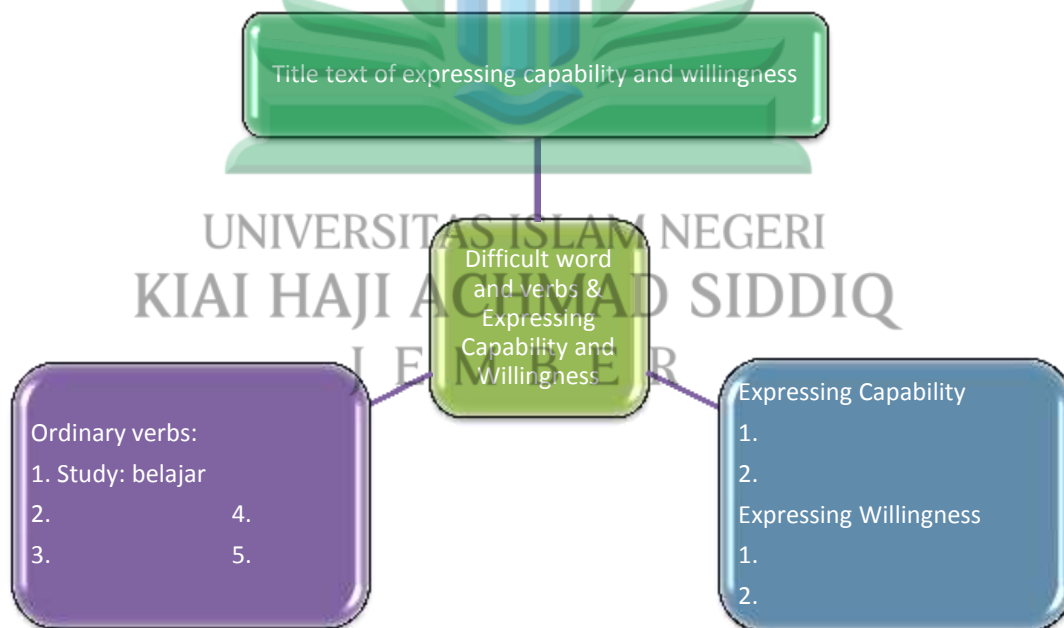
Dani : Good afternoon, Toni  
Toni : Good afternoon, Dani  
Dani : Look Tono, what is in the box on the table?  
Toni : Oh, That is my new guitar  
Dani : Wow, It is a beautiful guitar. Can you play the guitar?  
Toni : Yes, I can play a guitar very well. How about you?  
Dani : I cannot play a musical instrument but I can sing  
Toni : Well, can you sing on my birthday party tomorrow?  
Dani : Of course, I can. Thank for inviting me  
Toni : You are welcome  
Dani : Same to you

#### 8. **“Operate Linux Apps”**

Teacher : Zacky, Do you know how to operate Linux?  
Zacky : Sir, I am learning.



Student : Yes Sir. We are happy to meet him.



## RENCANA PELAKSANAAN PEMBELAJARAN 4

Nama Sekolah : MTsN  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / 1  
Materi Pokok : Vocabulary  
Sub Materi : Word classes (Verb)  
Alokasi Waktu : 60 menit 1 x JP

### A. Kompetensi Inti (KI)

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
3. Memahami pengetahuan dengan mengamati (mendengar, melihat, membaca) dan mencari kosakata rasa ingin tahu tentang dirinya, dan benda-benda yang dijumpainya di rumah, atau sekolah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, merangkai, dan menulis kosakata) sesuai dengan kosakata yang ditemukan dalam strategi literature circle.

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mendengarkan intruksi sederhana dengan cermat di dalam kelas	- Siswa memahami penjelasan tentang project mini poster dari guru dengan baik
1.2 Memahami konsep project mini poster dengan baik	- Siswa membuat mini poster dengan baik dan tepat
1.3 Membangun rasa tanggung jawab, teliti, dan terampil dalam bekerja sama	- Siswa menerapkan rasa menghargai sesama dengan teman sebaya dan

	bekerja sama dengan baik dalam menyelesaikan projek mini poster
2.1 Mengembangkan kreativitas siswa dalam membuat mini poster	- Siswa menghasilkan mini poster yang kreatif dan tepat sebagai produk dari hasil kegiatan literature circle

### C. Tujuan Pembelajaran

- 3.7 Setelah melaksanakan kegiatan pembelajaran kosakata verb (kata kerja) melalui strategi literature circle peserta didik diharapkan dapat membangun kosakata baik secara lisan maupun tertulis sesuai dengan konteks penggunaannya.
- 4.7 Setelah membaca teks expressing capability and expressing willingness sederhana siswa diharapkan mampu mencari kosakata yang merupakan verb (kata kerja) di dalam teks tersebut. Memahami pengertian verb, jenis verb serta konteks penggunaannya.

### D. Kegiatan Pembelajaran

Stages	Goals	Teacher's Activities	Students' Activities
Focused form instruction: Pre-input	<ul style="list-style-type: none"> <li>- Membangun pemahaman siswa tentang kosakata verb melalui kegiatan literature circle</li> <li>- Membangun siswa untuk berkreativitas dalam membuat</li> </ul>	<ul style="list-style-type: none"> <li>- Guru membimbing siswa untuk melakukan kegiatan apersepsi</li> <li>- Guru mengajak siswa untuk membuat sebuah mini poster yang</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa melakukan kegiatan apersepsi tentang teks expressing capability and expressing willingness yang sudah dipelajari di pertemuan sebelumnya</li> <li>- Siswa membuat mini</li> </ul>

	mini poster	berisi hasil dari teks expressing capability and expressing willingness yang sudah mereka baca dan diskusikan di pertemuan sebelumnya ( <i>activity 1</i> )	poster dengan kreasi masing-masing yang dikerjakan secara berkelompok
Task oriented input	<ul style="list-style-type: none"> <li>- Membangun semangat bekerja sama dan sikap menghargai sesama</li> </ul>	<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk saling membantu jika ada teman kelompok yang kesulitan dalam mengerjakan mini poster</li> <li>- Guru meminta siswa untuk menyebutkan kosakata asing yang terdapat di dalam teks expressing capability and expressing willingness tersebut</li> <li>- Guru meminta siswa untuk</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa membantu Teman kelompok yang kesulitan dalam menemukan kosakata verb</li> <li>- Siswa menulis jawaban terkait kosakata asing yang terdapat di dalam teks expressing capability and expressing willingness tersebut sebanyak 10 kosakata</li> <li>- Siswa menulis pesan moral yang terdapat di dalam teks expressing capability and expressing willingness</li> </ul>

		<p>menemukan pesan moral yang ada di dalam teks asking for and expressing capability tersebut</p> <p>- Guru meminta siswa untuk membuat kesimpulan dari teks expressing capability and expressing willingness tersebut</p>	<p>- Siswa menulis kesimpulan dari teks expressing capability and expressing willingness</p>
Post input	<p>- Menilai perkembangan dan pemahaman siswa terhadap kosakata verb yang terdapat dalam teks expressing capability and expressing willingness maupun di dalam kegiatan sehari-hari</p>	<p>- Guru mengarahkan siswa untuk melakukan poster presentation</p>	<p>- Siswa melakukan kegiatan poster presentation kepada guru dan teman-temannya secara berkelompok</p>

### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk membentuk kelompok sesuai daftar hadir, dalam satu kelompok beranggotakan 4 siswa dengan masing-masing peran yakni; (1) word enricher, (2) literary luminary, (3) summarizer, and (4) illustrator.

### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk berkumpul dengan kelompoknya masing-masing
- Peserta didik diminta untuk membagi tugas dengan teman kelompoknya untuk mengacak, mencari, dan menulis jawaban pada kertas yang telah disediakan
- Peserta didik diminta agar mempraktikkan literature circle dengan kompak dan teratur

### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari kosakata yang sulit dan mencari pesan moral yang terdapat di dalam teks *expressing capability and expressing willingness* secara berkelompok

### **E. Penilaian**

#### **Teknik penilaian:**

1. Penilaian sikap : karakter santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verb pada teks *expressing capability and expressing willingness*
3. Penilaian keterampilan : membuat mini poster dengan menggunakan kosakata verb yang sesuai dengan teks *expressing capability and expressing willingness* yang telah dibaca dan didiskusikan di dalam kelompok.

Kepala MTsN

Jember, 20 Juli 2022

Guru Mata Pelajaran

(.....)

(.....)

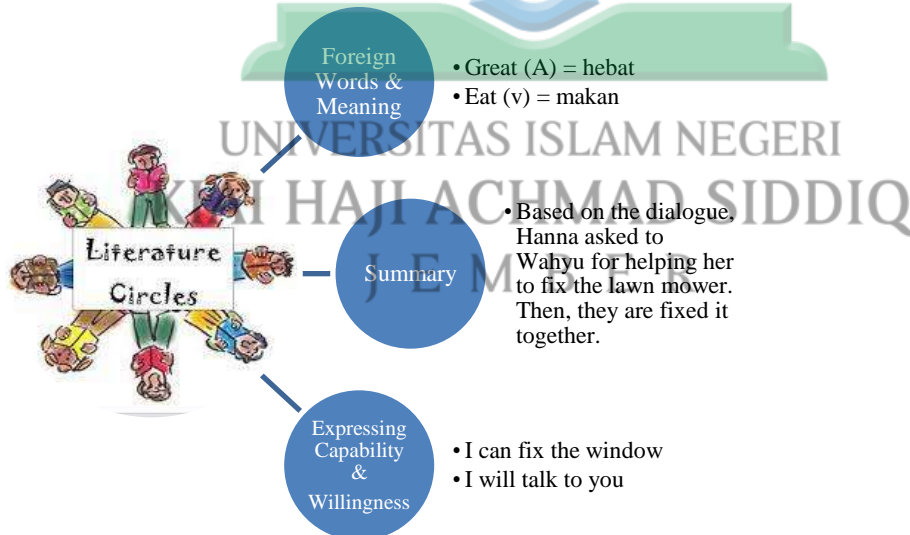
#### LAMPIRAN 4: THE FOURTH DAY

##### Activity 1: Making mini-poster task

In the fourth meeting, the students make a mini poster related to the text of expressing capability and expressing willingness. The content of mini-poster includes lists ten of foreign words with the meaning and mention the generic structure the text of expressing capability and expressing willingness with examples. After finished the mini-poster, students' should be presented the result by groups. For the text of expressing capability and expressing willingness use a text in the previous meeting.

Groups

Title of text



## Appendix B

### Semi-Structured Interview Instrument 1

Date : Tuesday, 2<sup>nd</sup> August 2022

Place : Classroom of VIII-G

Time : 09.30-09.45

Participant : One of the students of class VIII-G

No	Pertanyaan	Jawaban
1.	Apakah boleh saya mengetahui nama lengkap anda?	
2.	Setelah mempraktikkan strategi literature circle, bagaimana pendapat anda mengenai strategi tersebut?	
3.	Apakah kegiatan tersebut dapat membangun pemahaman anda di dalam membaca?	
4.	Pemahaman membaca seperti apa yang anda maksud di dalam kegiatan literature circle ini?	
5.	Ketika anda mengalami kesulitan untuk menemukan arti kata di dalam teks tersebut, apa yang anda lakukan?	
6.	Dari proses pencarian kata tersebut, apakah hal ini dapat meningkatkan kosa kata anda?	
7.	Menurut anda apakah strategi literature circle bisa menjadi salah satu strategi yang efektif untuk membangun kosa kata?	
8.	Bagaimana pendapat anda terkait penggunaan strategi literature circle di dalam pembelajaran kosa kata?	
9.	Bagaimana peran anda di dalam kegiatan literature circle selama pembelajaran kosa kata?	
10.	Jadi bagaimana perkembangan kosa kata baru yang anda peroleh selama mempraktikkan kegiatan strategi literature circle?	
11.	Bagaimana perasaan anda selama mengikuti kegiatan literature circle?	
12.	Bagian mana yang anda nikmati selama mengikuti kegiatan literature circleS?	
13.	Lalu apakah anda pernah merasa bosan selama melakukan kegiatan tersebut?	



### Semi-Structured Interview Instrument 2

Date : Friday, 5<sup>th</sup> August 2022

Place : Classroom of VIII-G

Time : 09.30-09.45

Participant : One of the students of class VIII-G

No	Pertanyaan	Jawaban
1.	Apakah saya boleh mengetahui nama lengkap anda?	
2.	Setelah mempraktikkan strategi literature circle, bagaimana pendapat anda mengenai strategi tersebut?	
3.	Berdiskusi secara mandiri seperti apa yang telah anda praktikkan di dalam literature circle?	
4.	Kemudian terkait pemahaman membaca anda terkait missal memahami tentang isi teks dialog tersebut, apakah kegiatan ini dapat membantu pemahaman anda di dalam membaca?	
5.	Lalu dari proses kegiatan tersebut, menurut anda apakah kegiatan ini bisa menjadi salah satu strategi yang efektif untuk membangun kosa kata?	
6.	Jadi bagaimana perkembangan kosa kata baru yang anda peroleh selama mempraktikkan kegiatan strategi literature circle?	
7.	Kalau boleh tau, bagaimana peran anda selama kegiatan literature circle berlangsung?	
8.	Lalu bagaimana perasaan anda selama mengikuti kegiatan literature circle?	
9.	Jadi apakah anda menikmatinya selama mengikuti kegiatan literature circle?	
10.	Lalu apakah anda pernah merasa bosan selama melakukan kegiatan tersebut?	

## Appendix C

Reading log template

No	Date	Minutes Read	Title of Texts	Genre	Summary
1	Friday/ May 28 <sup>th</sup> 2022	5 – 10 minutes	Gardening day	Transactional text	Based on the dialogue, Daddy asked to Rohman for help him to watering the flower. Then, Rohman said to Daddy for taking the bucket, but he can't. Even so, they are enjoying the gardening time.
2					
3					

## Appendix D

Matrix of research

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTIONS
Enacting literature circle intensive reading classroom : a case study of vocabulary learning in a secondary school setting	1. Literature circle  2. Vocabulary learning	Assigning roles  Difficult words	1. Word enricher 2. Literary luminary 3. Illustrator 4. Summarizer  Verbs	1. Classroom observation  2. Document analysis  3. Semi-structured interview	1. <b>Research approach:</b> qualitative approach  2. <b>Types of research:</b> case study  3. <b>Technique of data collection:</b> observation, document analysis, interview  4. <b>Data analysis:</b> transcription and thematic analysis	How can literature circles engage secondary school students to foster vocabulary acquisition in reading classroom?

## Appendix E

### Journal of Research

**JOURNAL OF RESEARCH**

NO	TIME	RESEARCH SUBJECT	ACTIVITY	SIGNATURE
1	Friday, July 22 <sup>th</sup> , 2022	English teacher	Interview	
2	Tuesday, July 26 <sup>th</sup> , 2022	Students of 8G	Classroom observation	
3	Friday, July 28 <sup>th</sup> , 2022	Students of 8G	Classroom observation	
4	Tuesday, August 02 <sup>nd</sup> , 2022	Students of 8G	- Classroom observation - Interview	
5	Friday, August 05 <sup>th</sup> , 2022	Students of 8G	- Classroom observation - Interview	

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
Jember, 15<sup>th</sup> of August 2022  
The Head of MTsN 01 Jember

J E M B

  
 Anwar M. Pd  
 NIP. 196410121992031003

## Appendix F

### Surat keterangan selesai penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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menerangkan bahwa :

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NIM	: T20186027
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Telah selesai melaksanakan penelitian di Madrasah Tsanawiyah Negeri 1 Jember dari tanggal 26 Juli s.d 5 Agustus 2022 dengan judul *Enacting Literature Circle Intensive Reading Classroom: A Case Study Of Vocabulary Learning In A Secondary School Setting*.  
Demikian surat keterangan ini, untuk dipergunakan sebagaimana mestinya.

Jember, 11 Agustus 2022  
Kepala,

  
Syaiful Anwar

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## Appendix G

### DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Silfia Dwi Andriati  
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State that thesis entitled **“Enacting Literature Circles in Intensive Reading Classroom: A Case Study of Vocabulary Learning in A Secondary School Setting”** is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable if anyone objected is me.

Jember, 02 November 2022

Author

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## Appendix H

### CURRICULUM VITAE



#### Personal information

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