ENACTING LITERATURE CIRCLE TO PROMOTE VOCABULARY LEARNING AND ENGAGEMENT OF SECONDARY SCHOOL STUDENTS IN INTENSIVE READING CLASSROOM

THESIS

By:

AYUN AMBARWATI
SRN T20196078

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ
JEMBER
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THESIS

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

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THESIS

It has been examined and approved by the board of examiners in fulfillments of
The requirements for the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day : Thursday
Date: 12th June 2025

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MOTTO

اَقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝

"Read it with (**mentioning**) the name of your Lord who created"

(Q.S: Al-Alaq:1)[*]

DEDICATION

With deep gratitude, I dedicate this thesis for:

1. Rahmat Hidayatullah, my father who gave me full support both in material and motivation during   the thesis writing process

2. Siti Nur Baya, my mother who always paid attention and encouraged me during the thesis writing process

3. Anis Muammar Khadafi, my understanding boss who understands me if I don't come to work because of guidance and revisions

4. Imam Sholihin, my fiancé who is always there to accompany and support me in completing my thesis.

   All participants of SMPN 1 Sukorambi who were involved in my research process so that this thesis can be completed properly.
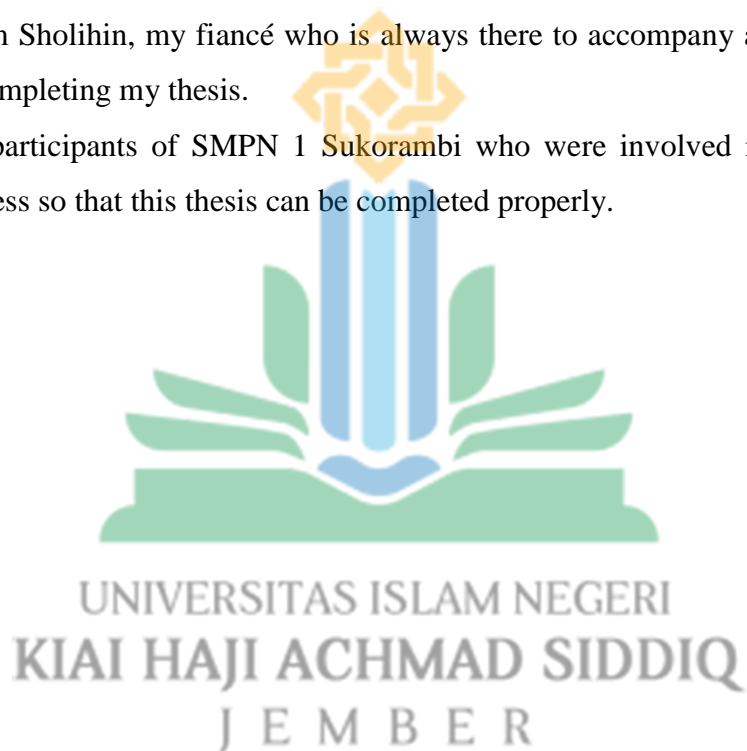
ACKNOWLEDGEMENT

First of all, I would like to express my praise and gratitude to Allah who has given me the grace, blessing, health, and opportunity to complete my final project. Apart from that, the researcher realizes that this thesis would not finish without the help and guidance of other parties. Therefore, I would like to express my sincere gratitude to the following people:

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May Allah repay all those who have supported in this process with kindness finally, the researcher realizes that this thesis is far from perfect but the researcher hope that this thesis would be beneficial to the readers and the future

.

Jember, 26th May 2025

Researcher

ABSTRACT

Ayun Ambarawati, 2025: Enacting Literatur Circle to Promote Vocabularu Learning and Engagement of Secondary School Students in Intensive Reading Classroom

Keywords: *Literatur Circle, Vocabulary Learning and Engagement, Intensive Reading Classroom*

One of the threads that had to be done in learning a language was reading, because reading was one of the four language skills that were important in everyday life that every individual must master, especially for students who are required to practice this skill every day. Literature circles have been utilities to help students build their vocabulary.

A specific area that remains underexplored is the effectiveness of literature circles in teaching regular and irregular verbs to secondary school students. However, a study focusing on how literature circles can be used to teach students vocabulary on regular and irrregular verb is rando conducted This study aims to address that gap by examining how literature circles can foster students' 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. This research was conducted at one of the state schools in Jember, precisely at SMPN 1 Sukorambi which is located in Sukorambi, Jember. The participants were taken from students at the 7th grades.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.

There are two findings of this study includes promoting meaningful vocabulary learning of regular and irregular verbs and enhancing student vocabulary learning engagemen through specific role assignment. 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, students can differentiate between regular and irregular verbs found in recount texts. Based on the results of the research and discussion that has been done, it can be concluded that the implementation of Literature Circle is effective in improving the vocabulary of high school students in intensive reading classes. This method not only helps students expand their vocabulary, both regular and irregular vocabulary, but also increases their participation, confidence, and understanding of the texts read

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presented the reasons and contextual intentions of why the researcher chose this research title. the background is presented with additional previous research and reference theories that helped strengthen it. In this chapter, the researcher also added the focus of the research and the objectives of the research to be achieved, definitions of terms and keywords are also presented to provided clarity of meant from words that are considered important in this study, so that readers are clearer and there is no meant that is not understood.

A. Research Background

One of the threads that had to be done in learning a language was reading, because reading was one of the four language skills that were important in everyday life that every individual must master, especially for students who are required to practice this skill every day. By reading, they could find various kinds of information, science and knowledge that are useful for themselves. As stated in the world book encyclopedia, reading was the act of getting meaning from printed or written words.[1] So, reading was an activity in order to understand written words. Reading was a very important skill to master, because reading activities are always student-centered. For example, in reading activities in class or when students faced exams and so on. In line with this, the 2003 National Education System Law stated that education was

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[1] Dwita Risna, *Memahami bacaan dengan gambar* (Jakarta Barat : Tata Akbar, 2023),7

carried out by developed a culture of reading, writing and arithmetic for all members of society[2]. Reading was one of the complex language skills. Reading was a cognitive activity or cognitive process that attempts to find various information contained in writing.[3]

There were various types of reading, one of which is intensive reading, one of which intensive reading. Intensive reading was a reading activity that was carried out carefully and was an effort to grow and hone critical reading skills. Grellet Ghazali defined intensive reading as reading short texts to find information and develop accuracy in understanded texts in detail. Intensive reading is careful study, through research, and detailed understanded of a readed so that a high level of understanded arises4. Intensive reading as also mean readed comprehension. Understanded reading with the intention of fully understanded the information contained in the readed. The reading was done carefully so that it was often considered careful reading. Apart from that, intensive reading was intended to understand various information in the reading. Intensive reading was often also called comprehension reading. Intensive reading is a process of seeking meaning from written ideas through interpreted meant and interpreted language. Intensive reading was seen as a diverse process that is influenced by various language abilities. Thus, the intensive reading process model was (1)

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[2] Tim Literasi Nusantara, *UNDANG-UNDANG SISDIKNAS (Sistem Pendidikan Nasional Beserta Penjelasannya),* (Malang: CV Literasi Nusantara, 2021), 4

[3] Meliyawati, *Pemahaman Dasar Membaca* (Yogyakarta : Dee Publish, 2016), 1

[4] Rahayu, Wahyuningih*, Model pembelajaran komeks bermuatan nilai -nilai pendidikan karakter Aspek membaca intensif di SD* (DIY :Cv Budi Utama, 2012). 15

understanding the meaning of words (literal understanded); (2) understanding interpretation; and (3) critical understanding.[5]

Based on the conclusions from the journal by Ade Asih Susiantari, the ability to understand a text really depended on the reader's vocabulary mastery. Students who read frequently and were accustomed to reading could definitely add new vocabulary and gradually increase their existing vocabulary through the words and inspiration they got from reading. In addition, by reading frequently, a person's vocabulary mastery developed rapidly. This vocabulary development further helped students understand what they read.Based on the research from this journal, it could be concluded that one way to increase students' vocabulary was through reading. By reading intensively, students were expected to improve their vocabulary mastery.[6]

However, in fact, individual reading as a method to increase students' vocabulary had not yet been realized. This aligned with the researcher's observations of several students during learning activities conducted in the field practice yesterday. There were difficulties experienced by some students in increasing their vocabulary. One of the causes was a lack of self-motivation to read with the aim of adding new vocabulary. Based on this, a strategy was needed to promote students' vocabulary development through intensive reading using the literature circle method.

Literature circles were groups of people who met regularly to discuss stories and books. The reason for gathering was to share. Group

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[5] Riyanti Asih, *Keterampilan membaca*, (Yogyakarta : K-Media, 2021), 26

[6] Ade Asih Susiantari, *Hubungan antara kebiasaan membaca dan Penguasaan Kosakata dengan kemampuan membaca pemahaman*, Acarya Pustaka, Volume 2, No 1 Juni 2016

members read the same material at the same time and then talked about it. Each member of the circle had the same position among all members of the group. Much attention was paid to literature circles in the classroom.[7] Many different perspectives, alternatives, and versions emerged as teachers experimented and encouraged students to participate. Having a clear idea of literature circles helped determine the direction that was wanted.

Apart from being able to develop students' reading skills, literature circles could also increase student's vocabulary. Using literature circles had good benefits for language students, such as fostered students' vocabulary acquisition, differentiating learning tasks through role assignments, and promoted students' vocabulary learned motivation. As with the results of the research above, Ely Nurmayanti and Kastam Syamsi in their research article also stated that after implementing the literature circles strategy. Positive impacts included increased student engagement through discussions, improved vocabulary knowledge, enhanced critical thinking and problem-solving skills, greater group responsibility, and a change from a monotonous to a fun classroom atmosphere. However, there were also negative impacts to consider. These included restricted media availability, instances of students falling behind in group tasks, and overly long discussions that ultimately prevented students from completing their learning objectives.[8]

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[7] Rogers Warren, Leockko dave, *Literature Circles : tools and technique to inspire readed groups*, (Canada :Portage & Main Press, 2002) 5

[8] Elly Nurmayanti, Kastam Syamsi, *The Implementattion of Literature Circles Strategy for Vocabulary Learned: A Case of SMP Negeri 1 Imogiri, Indonesia,* International Journal of Leduistic, Literature and Translation, IJLLT, 2023

Meanwhile, much research on literature circles still focused on reading comprehension, so research was needed that examined how literature circles could build student's vocabulary first before they mastered reading. Vocabulary is needed in language learning because a larger vocabulary made it easier for someone to understand reading. Based on this background, the researcher was interested in conducting research with the title "Enacting Literature Circles to Promote Vocabulary Learning and Engagement of Secondary School Students in Intensive Reading Classrooms"

B. Research Question

Through the background in the introduction that has been explained above, the research focus that has been determined was as follow :

1. How can used literature circle to promoted secondary school student's vocabulary in an intensive reading classroom?

2. How can used literature circle to enhanced student vocabulary learning Engagement in an intensive reading classroom?

C. Research Objective

The objectives of this research have been determined based on the research focus and referred to previous research and various literature:

1. To investigate how used Literature circle to promote secondary school student's vocabulary in an intensive reading classroom

2. To investigate how used literature circle to enhanced student vocabulary learning Engagement in an intensive reading classroom

D. Research Significance

It is hoped that this research by researchers will be beneficial for:

1. Empirical Significance

This study can help determined whether literature circles can promote students;s english vocabulary in intensif readed. This research is focuses on vocabulary specially regular and irregular verb, where verb are one of the important words in everyday conversation. Apart from that, it is also hoped that this research can be used as a study of literary circles to increase student's vocabulary.

2. Practical significance

a. For English Teacher

This research can provide benefits for teachers, especially language teachers, in added information and method that can be used in teached practices in the classroom. This research also explain strategy that can be used as references in learned, especially the addition of regular and irregular vocabulary as the main capital in maked grammar and sentences.

b. Future Researchers

This research is expected to be used as a reference for further researchers in the same field or subject. This research is also expected to be a correction for further researchers in conducted research so that they can perfect existed research in achieved the desired goal.

E. Definition of key terms

1. Literature circles

   Literature circles or small group discussions are peer-led group discussions on assigned readed material that have been widely implemented to give students more opportunities to develop their readed skills. Simply put, it is a group of students who gather to read and discuss a readed text.

2. Intensive reading

   Intensive reading is the activity of readed carefully and thoroughly. This readed model is used to search for readed information. Intensive reading can also be interpreted as readed carefully to obtain information, which in this case is increased students' vocabulary mastery

3. Vocabulary

   Vocabulary is a collection of words that are understood in a particular language. A set of words that are understood so that you can understand the sentences you read or can also be used to compose new sentences.

CHAPTER II

LITERATURE REVIEW

This chapter discussed previous research and theoretical frameworks taken from books, journals, or other references. Previous research points explained several previous studies that were relevant to the current study. In this chapter, it was also equipped with a theoretical study that supported the existing research.

A. Previous Research

The context of previous research contained several studies that had been conducted previously that had similar topics to the research that was to be conducted. Some of these previous studies were as follows:

First, Ummi Kalsum Batu Bara "Improved the student's Vocabulary mastery by used English Song at eight grade of MTs Islamic Zended Medan" the research method used in this research is a mixed method of qualitative and quantitative with a classroom action research approach. Qualitative data collection is obtained from three general steps as usual, while quantitative uses the results of several forms of student vocabulary, where the scores are taken from the pre-test and post-test. Classroom action research takes 2 cycles. The results of this research in cycle 1 were that there was an increase in student scores with a total of 1517 with an average of 72.3 percent and students felt enjoyed, easier and more interested when used the English song method. Furthermore, in cycle 2 the result was an increase in the students' total score

with a value of 1747 with an average of 83.19 and used this method was proven to increase students' vocabulary.[9]

Second, Rabiatul Adawiyah "The use of Literacy circle to improve readed comprehension at the second grade of SMP NEGERI 1 PINRANG". This research focuses on how literature circles can improve students' readed comprehension. The method used in this research is a pre-experimental design. The instrument used by researchers is readed text and literacy worksheets. The results of this research indicate that literature circles are able to improve students' readed comprehension. This is proven by data analysis used test showed the t-test value = 18.75 which is higher than the t-table = 1.695. It shows that literacy circles are accepted. And the conclusion is that literature circles are effective in teached readed.[10]

Third, Silfia Dwi Andriati "Enacted literature circles in Readed Classroom: A Case Study of Vocabulary Learned in a Secondary School Setted" in this research there were three research findeds included differentiated learned tasks through role assignments, growed students' city acquisition, and promote students' vocabulary learned motivation. The results of this research are that literature circles make students manage their responsibilities and build their communication skills. Also, the results of coached on students' vocabulary acquisition show that literature circles can

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[9] Ummi Kalsum, "*Improved the student's Vocabulary master by used English Song at eight grade of MTs Islamic Zended Medan*" Thesis, Medan, 2019

[10] Rabiatul Adawiyah , *The use of Literacy circle to improve readed comprehension at the second grade of SMP NEGERI 1 PINRANG* (Thesis, IAIN Pare Pare, 2020)

improve their basic knowledge of vocabulary, and can increase students'
motivation to learn vocabulary.[11]

Fourth, Elly Nurmayanti and Kastam Syamsi "The Implementation of
Literature Circles Strategy for Vocabulary Learned: A Case of SMP Negeri 1
Imogiri, Indonesia" is qualitative research. This research explains several theds
related to the implementation of the literature circle strategy in observation
report material in class VII of SMP Negeri 1 Imogiri. The research results
show that the implementation of the literature circle strategy for learned
vocabulary in observation report texts was implemented well. In addition, the
implementation or application of this strategy is also suitable for material
observation report texts, which analyze vocabulary, ESP.[12]

Finally, Hanim Alfu Laila "Improved Student's Vocabulary Mastery
Through snakes and ladders board game at eight grade of SMPN 1 Jenggawah
in Academy Year 2022/2023", this research focuses on improved students'
vocabulary through the snakes and ladders board game method. This research
uses the classroom action research approach by Kemmis and Mctaggart which
requires planned, acted, observation and reflection. There is only one cycle
consisted of a pre-test, three media implementation meeteds and a post-test.
The research results showed that there was an increase in students' vocabulary
mastery. This is proven by data showed that there were 22 students or 78.5
percent of the total students who got a score equal to or higher than the

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[11] Dwi Silfia, *Enacted Literature Circles In Reading Classroom: A Case Study Of Vocabulary Learned In A Secondary School* (Thesis UIN KHAS, 2022), 56

[12] Elly Nurmayanti, Kastam Syamsi, *The Implementattion of Literature Circles Strategy for Vocabulary Learned: A Case of SMP Negeri 1 Imogiri, Indonesia,* International Journal of Leduistic, Literature and Translation, IJLLT, 2023

minimum passed score (KKM 70) as well as a positive response from the majority of students to the snakes and ladders game used the snakes and ladders game method.[13]

Table 2.1 Similaritas and Difference with previous Study

No	Research Name and title	Similaritas	Differences
1	Ummi Kalsum Batu Bara "Improved the student's Vocabulary masterby used English Song at eight grade of MTs Islamic Zended Medan"	Both have the same research focus, namely the application of literature circles for students'vocabulary learned	Previous research used the English Song method, current research uses literature circles. Previous research Focus to improve general Vocabulary, And the this research focus regular and irregular verb
2	Rabiatul Adawiyah "The use of Literacy circle to improve readed comprehension at the second grade of SMP NEGERI 1 PINRANG"	Both have the same research focus, namely the application of literature circles for students vocabulary learned	Previous research had a Literature Circle focus on improvedstudents'comprehensive readed, and current research focus to improve vocabulary student's
3	Silfia Dwi Andriati "Enacted literature circles in Readed Classroom: A Case Study of Vocabulary Learned in a Secondary School Setted"	a.These two studies have the same research focus regarded literature circles in increased students' vocabulary b.Both use case studies	a.Previous research focused on students' difficult vocabulary, the research to be conducted will focus on the vocabulary of verbs, regular and irregular words found in recount texts b.The previous research location was at MTs Negeri 1 Jember, the current research location is at SMPN 1 Sukorambi
4	Elly Nurmayanti and Kastam Syamsi "The Implementation of Literature Circles Strategy for Vocabulary Learned: A Case of SMP Negeri 1 Imogiri,	Both have the same research focus, namely the application of literature circles for students' vocabulary learned	a.Previous research used material observation report texts, and focused on analyzed foreign language vocabulary b.Previous research used descriptive qualitative research, this research will be conducted used case studies

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[13] Hanim Alfu Laila, *Improved Student's Vocabulary Mastery Through snakes and ladders board game at eight grade of SMPN 1 Jenggawah*, (Thesis UIN KHAS, 2022)

	Indonesia"		
5	Hanim Alfu Laila "Improved Student's Vocabulary Mastery Through snakes and ladders board game at eight grade of SMPN 1 Jenggawah in Academy Year 2022/2023"	These two studies investigated increased students' vocabulary	Previous research used the snakes and ladders board game method, current research uses literature circles, Previous research Focus to improve general Vocabulary. And the this research focus regular and irregular verb

From the results of the study of previous researchers that had similarities and differences with the research that was to be conducted, it could be concluded that there was a lot of research that had been carried out to increase students' vocabulary, as well as the use of literature circles to improve reading comprehension. However, there was still little research that discussed the use of literature circles in increasing students' vocabulary. The aim of the research that was to be carried out was to emphasize the benefits of literature circles directly in increasing students' vocabulary, especially verb types, irregular and regular. Verbs were one of the vocabulary words that were often found in sentences.

B. **Theoritical Framework**

1. **Literature Circle**

a. Definition of Literature Circle

Literature circle typically comprises a group of students who readed the same bok and who come together in small heterogeneous groups to discuss, react, and share responses. The purposes of the circle is to promote readed and responses to literature through discussion and

provide opportunities for students to work in small groups.[14] Literature circle are student-led book groups that develop students ownership and responsibility for their learned . Teacher can facilitate the learned by becomed a contributed member of the group and / or an outside observer that guides the process.[15]

Literature circles, readed club or peer-led small group discussions of assigned readed material have been widely implemented to provide students with more opportunities to develop their readed ability at their own pace. Pedagogically speaked, contends that literature circles serve as a spredboard for students to read the readed material which they are interested and share with their peers or group member what they have readin order to enrich their readed experience.[16] Apart from that, literature circles as small classroom-based student readed and discussion groups. They combine the skills of readed, writed, speaked, and listened. Discussion is often guided by response to what students have read. Often discussions focus on characters, events, the author's craft, and personal experience. Literature circles provide students with a way to deeper understand what they have read through structured discussions and extended written responses.[17]

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[14] Booth David, Swartz Larry, *Literacy Technique for Builded Succesful Readers and Writers* (Canada: Pembroke Publisher, 2004), 59

[15] Morris Broke, Perlenfein Deborah, *Literature Circles, The Way to Go and How to Get There* (USA: Teacher Created Resources, Inc, 2010), 3

[16] Ferdiansyah Sandi, et al. *Online Literature circles dured the COVID -19 pandemic: Engaged undergraduate students in Indonesia*, TESOL Journal, 2020,

[17] Montoya Shannon, *Used Literature Circles to Improve Literacy Skills of English Language Learners (Regis University Student Publications,2006)* 417

b. Reasons For Used Circular Literature In Learned

Much attention is currently paid to the Literature circle in the classroom. Many different perspectives, alternatives, and versions emerge as teachers experiment and encourage students to participate. Haved a clear idea of a Literature circle helps determine the direction you want to take. There are several reasons why teachers use literature circles, included the previous scene showed what a literature circle in action looks like, but why should a teacher use this particular approach to teached readed and critical thinked? There are a lot of research supported the use of literature circles in general, and many teachers have seen positive results from used this method with students. The use of literature circle helped students to develop readed skills, and practice authentic readed strategies and others[18]

Apart from beed able to develop students' readed skills, literature circles can also increase students' vocabulary, such as research by Silfia Dwi That used literature circles has good benefits for language students such as fostered students' vocabulary acquisition, differentiated learned tasks through role assignments, and promote students' vocabulary learned motivation.[19]

Another reasons why choose literature circles in learned is:

1) Add another dimension to students' literacy experiences and help increase their enthusiasm for readed while fostered a sense of

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[18] Christin Boardman Moen, *Literature Circle* (USA : Lorenz Company, 2000), 6
[19] Dwi Silfia, Enacted Literature Circles In Reading Classroom: A Case Study Of Vocabulary Learned In A Secondary School (Thesis, UIN KHAS, 2022), 56

community. More specific reasons for provided literature circle opportunities to students include the followed:

2) Allow all students to succeed regardless of level or ability. Student choice is an important component of literature circles, although sometimes the entire class may read the same text, usually literature circles are based on a collection of texts that include a variety of books of varied levels of difficulty but the books are related to each other. in several ways

3) Utilize cooperative learned strategies and social cooperative learned skills.

4) Allow students work in groups with the same goal of shared ideas about the same book or the same type of book. To achieve this common goal, each student must fulfill the responsibilities of their respective Response-Disuccion sheet

5) Provide many benefits for students if teachers use them in the teached and learned process core texts.[20]

c. The Advantages And Disadvantages Of Literature Circle in Learned

The are five benefit of Literature circles, namely 1) help students to teach not merely check comprehension, 2) allow students to teach many facets of comprehension, 3) encourage students to learn from one another, 4) motivate students naturally, and 5) promote discussion more

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[20] Christin Boardman Moen, *Literature Circle* (USA : Lorenz Company, 2000), 6

effectively than whole groups.[21] Ely Nurmayanti and Kastam Syamsi in their research article states that after implemented the literature circles strategy, there will definitely be positive and negative impacts. Positive impacts such as 1) encouraged students to be active in the learned process due to discussion activities, 2) increased students' knowledge regarded vocabulary; 3) encourage students to think critically to solve problems; 4) encourage students to be responsible for their roles in the group; 5) change the class from the usual monotonous vibe to fun. Apart from these positive impacts, there are also negative impacts such as 1) limited media; 2) there are students who fall behind on their work teams; 3) protracted discussions will take up a lot of time, so it is impossible for students to carry out complete learned.

Literature circles provide students with the opportunity to comprehend text used a strategy. Self questioned allowed students to understand the process a reader must go through to understand text, Goudvis and Harvey described comprehension as a complex process involved knowledge, understanded, and active thinked. By focused on many different strategies and roles in the literature circles, the reader integrates all of the strategies and carries out the natural process necessary to make sense of a text.[22]

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[21] Jeni Pollack dkk, Forward with LITERATURE CIRCLES (USA: Profesional Books, 2002), 18
[22] Montoya Shannon, *Used Literature Circles to Improve Literacy Skills of English Language Learners (Regis University Student Publications,2006)* 417

2. Vocabulary

a. Important of Learning Vocabulary

The important of learned vocabulary is revealed in many ways. Soon after we are born, we begin to disteduish between the word spoken around us, and eventually develop the ability to produce these word ourselves. The books we read as children are typically designed to promote vocabulary learned; picture are provided to illustrate the meant of key content words; and the forms of words are emphasized to help us learn their spilled. In all stage of our education, vocabulary is central to learned content. Usefull words are purposefully introduced by teachers, and unknown words are often taught as they are encountered. As each new topic is introduced, key vocabulary is carefully explained to facilitate comprehension of content.[23] The mechanics of vocabulary learned are still somethed of amyetery, but one thed we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifest itself in a number of ways. We have all had the experience of beed able to recognize and understand a word when we see it in a text or hear it in a conversation, but not beed able to use it ourselves.[24]

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[23] Stuart Webb & Paul Nation, *How Vocabulary is Learned* (United Keddom, Oxford University Press, 2017), 1

[24] Norbert Schmitt, *Vocabulary in Learned Teached* (United Keddom, Cmbridege University Press, 2000), 4

b. Form Of Vocabulary

Vocabulary is crucial, the more english words you master, the more effectively you can communicated. Vocabulary is a set of words known by a person or other entity, or is part of a particular language. A person's vocabulary is defined as the set of all the words that the person understands or all the words that the person is likely to use to construct new sentences. The richness of a person's vocabulary is generally considered to be a reflection of his or her level of education.25 Vocabulary is a word in English which, if interpreted, means vocabulary. In the big indonesian dictionary , vocabulary is a material in builded language and is a unit of language meant, played a very important role in language learned. Vocabulary is also an area of knowledge in language and plays a very big role for students in understanded a language, Vocabulary can be explained as "words that must be known to communicate effectively in speaked (expressive vocabulary) and words in listened (receptive vocabulary)"[26]

When translated into Indonesian, verbs are words that indicate work carried out by the subject, sometimes also used to indicate a situation. In general, verbs are the predicate of a sentence. Example Ami Comes from Banda Aceh (Ami datang dari Banda Aceh) Verbs are divided into regular verbs and irregular verbs

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[25] Arista Sri Devi, *1 jam Menguasai Vocabulary Bahasa edgris Secara Otodidak* (Banten: Lembar Indonesia Pustaka, 2015), 8

[26] Haryono Purwo, *Konsep dasar Model dan Strategi Pembelajaran Bahasa edgris* (Yogyakarta: Selat Media), 143

A Regular Verb form it past tense and past participle by added –d or ed to its base form. This ended may be pronounced /d/ (cared, happened, viewed), /ed/ (committed, needed, listed,) or (mixed, searched, slipped An Irregular Verb form its past tense or past participle, or both, in an unpredictable way, by added no ended at all, by changed the vowel of the base form, by added a different ended, or by used a combination of these methods (swim-swam-swum, blow-blew-blown)[27] Regular verbs are verbs that can change accorded to tense form and the change in verb form regularly means that second and third forms of verbs have the same form.

Irregular verbs are verbs that have the same function as regular verbs, but the change in form of this verb is irregular. There are several theds to remember when dealed with regular and irregular verbs, namely:[28]

Table 2.2 Form of Regular and Irregular Verb

Some verbs can be regular or irregular, example:

	Verb I	Verb II	Verb III
Regular	Learn Study Listen	Learned Studied Listened	Learned Studied Listened
Irregular	Drive Write Go	Drove Wrote Went	Driven Writen Gone

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[27] Mark Lester, et al, *Irregular Verbs*, (Chicago: Mc Graw Hill), 1

[28] Sam Muharsafa, et al, *Kamus Saku Regular Verbs & Irregular Verbs,* (Aceh: Afkari Published, 2011), 13-15

3. Learning Engagement

a. The Concept of learning engagement

Many definitions of motivation and engagement, (Norman J Mattew Quirk 20014) have suggested that engagement may serve aas a "meta" construct that unites underlyed strands of research examined how students behave, feel, and think.[29] Engagement in learned refers to the level of motivation, attention, and commitment that students have towards the learned process. Student engagement is a measure of whether someone has been motivated enough to fully invest themselves in learned. True "investment" reflects the interaction and collaboration of students with fellow students and instructors. Student engagement is how much attention, curiosity, interest, optimism, and enthusiasm students show as they learn.[30] Engaged students are motivated, enthusiastic, and active participants in their learned. They are more likely to succeed academically, build confidence and self-esteem, and develop a lifelong love of Learned teached school and policymakers must work together to promote student engagement and create a supportive and inclusive educational environment for all students. By fostered a

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[29] Norman J Mattew Quirk, (2014), "*Reading Motivation And Reading Engegement : Clarifyed Commedled Conceptions"* Reading Psychology, 35:260-284, Copy Right Taylor & Francis Group, LLC, DOI :10.1080/02702711.2012.684426

[30] Nur Fadilah, et.al (2023) "*Penerapan Teknik Self-Management Untuk Menedkatkan Learned Engagement Siswa Kelas VII Smp Negeri 4 Tanasitolo Aplication Of Self Management Techniques To Increase Engagement In 7th Grade SMPN 4 Tanasitolo"* FKIP Universitas Negeri Makassar

culture of engagement, we can empower students to reach their full potential andachieve their goals.[31]

The behavioral dimension of readed engagement can be exhibited in terms of types and amount of readed in which an individual participates or in their level of completion of literacy tasks and activities. Behavioral engagement is linked to literacy achievement and is an important mediator in readed intervention studies. The cognitive aspect of engagement are the mental process, strategies, and efforts used to construct meant, solve problems, and accomplish goals. Social engagement refers to extent to which an individual participates in literacy activities and events with others.[32] Students with high levels of readed engegements are those who (a) are motivated to read, (b use strategies when readed, (c) use readed as a way to construct meant from texts, and (d) participate in social interactions around readed.[32]

In general, student engagement is understood as a student's activity in their involvement in the classroom. More complexly, the definition that student engagement is the intensity of behavior, emotional quality, and personal effort of students' active involvement in learned activities. At a higher level, student engagement consists of three dimensions, namely behavioral engagement, emotional engagement, and cognitive engagement. First, Behavioral engagement refers to the level of

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[31] Peter M Duwile, Goswami, (2024) "*Enhanced Student Engagement: Effective Strategies for Active Learned in the classroom in Secondary schools*" Journal. Instate.com University , India, Volume2Issue5(2024)E-ISSN 2988-7828
[32]

participation and involvement of students in the classroom. Second, emotional engagement encompasses positive and negative reactions to teachers, other students, and other activities. Finally, cognitive engagement includes the desire to exert effort to be able to understand complex ideas and master difficult skills.[33]

b. Learning Engagement in EFL Strategy

Students in the learned process, especially in the EFL class, may want to play an active role, but because the learned design provided by the school and also the teacher does not involve students to take an active role in the learned process .The involvement of students in learned is very crucial that must be fully paid attention to by schools and teachers. In addition, research on engagement in an EFL classroom in Indonesian context is rare. Therefore, the present study is aimed at explored the engagement in learned english and its affected factors among students at a secondary school. The results of this study are expected to provide a comprehensive insight into learned process in an Indonesian EFL classroom in terms of student's engagement and factors affected it.[34]

The Another results indicated that teachers drew on various strategies to foster different dimensions of engagement. Teachers used strategies such as employed encouraged language chunks, asked learners

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[33]https://sunyempire.edu/global-learned-qualifications-framework/learned-domains/learned-engagement
[34] Barus, Fadlia & M. Devira (2022) *"An exploration of students' engagement in EFL classrooms"* (I. S.) English Education Jurnal Vol 13, No 2

to search the net, offered rewards, and used motivational strategies to promote learners' behavioral engagement. As for promoted emotional engagement, teachers suggested tryed positive thinked, goal setted, self-talk, and self-assessment. With regard to promoted cognitive engagement, teachers recommended beed more collaborative, used self-assessment for learned strategies, seeked more information about learned strategies, and highlighted the importance of learner autonomy. With respect to agentic engagement promotion, teachers offered strategies such as thinked about language learned needs, talked about language learned needs with the teacher and others, and respected learners' voice. The results are discussed and implications for teacher educators and EFL teachers are provided.[35]

4. Intensive reading

a. What is Intensive reading?

Intensive reading is the activity of readed in depth to fully understand the contents of a particular book or readed.[36] Intensive reading is a readed activity that aims to understand the content of the readed so that students can easily understand the readed. Accorded to Tarigan, intensive reading is careful study, thorough research and detailed handled carried out in class on short assignments of approximately two to four pages every day. Meanwhile, accorded to

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Indrastuti, intensive reading is a careful readed technique. Intensive reading techniques require accuracy and accuracy. With this accuracy, someone can understand the readed correctly[37]

Intensive reading is a readed technique that can be applied in an effort to find detailed information. Intensive reading can also be applied to search for information as additional discussion. Intensive reading, also called close readed. Readed carefully will reveal a main issue or interested thed from a readed to be used as discussion material. The theds that must be considered in intensive reading are as follows: 1) read carefully so that you can determine the most interested thed from other theds, 2) consider your own abilities and the abilities of your discussion partner regarded your ability to master or understand the matter to be discussed 3) consider the references that the discussion participants have regarded the matter to be discussed.38

Comprehension or intensive reading is the activity of readed literature carefully to gain understanded of the reading text precisely and accurately. Intensive reading can be used as an effort to grow and hone critical readed skills. Intensive reading is not only used for learned purposes at school. In every activity to obtain information from writed, intensive reading skills are needed. Intensive reading is readed the text

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[37] Mahasiswa PGSD, *Aneka Inovasi Pembelajaran dari Studi Kepustakaan*, (Ponorogo :Uwais, 2024), 56

[38] Darmadi, *Membaca Yuk* (Bogor: Guepedia, 2018), 100

carefully and thoroughly with the aim of understanded it in detail. Intensive reading is an effort to grow and hone critical readed skills.[39]

b. Implementation Of Intensive reading

Intensive reading is readed that is done seriously to understand the content of the readed. Readed textbooks or stories is an example of the application of intensive reading that is usually done in everyday life. Based on the results of interviews that have been conducted, the problems that often occur in the students' readed process include students' difficulty in understanded the content of the readed, this problem occurs due to the lack of vocabulary that they do not have and the students' lack of creativity in added vocabulary that they do not have[40]. Thus In intensive reading, teachers also need media, strategies or techniques that can increase students' vocabulary.

Techniques commonly used in intensive reading are close reading, annotating and summarizing. The close reading (CR) technique is a readed technique that encourages readers to read the text several times to analyze in depth the structure of the text such as the selection and details of diction, arguments and mixed between sentences so that the reader can reveal and understand the text's idea information. The close readed technique is a readed technique slowly and carefully payed attention to each word or phrase. Meanwhile, the Annotated technique is

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[39] Wijaya Andika Prasetya, et al, *Strategi Know-Want To Know-Learned Dan Strategi Direct Readed Thedked Activity dalam pembelajaran pendidikan dasar* (Jateng: CV Harian Jateng, 2021), 13-14

[40] Mahasiswa PGSD, *Aneka Inovasi Pembelajaran dari Studi Kepustakaan*, (Ponorogo :Uwais, 2024), 56

almost the same as the close reading technique above. Annotation is a strategy in reading used marked by underlined and highlighted words from the given text. This strategy can help students understand the text. The final summarized technique was reading by writed an overview or summary.[41]

The steps that need to be taken in intensive reading include:

a) Conduct a quick survey to find general patterns and approaches to readed material so that a discourse framework can be found as a general description

b) Read carefully by repeatedly readed all paragraphs to find the title sentence, main idea and other details

c) Find the relationship between sentences in the paragraph, as well as the relationship between the paragraph and the entire text in the readed.[42]

c. Learning Vocabulary Through Intensive reading

Reading comprehension, which is part of intensive reading, is a complex intellectual process that includes two main abilities, namely mastered the meant of words and the ability to think about verbal concepts. Turner stated that a reader is said to understand readed material well if one can recognize the words or sentences in the readed and know

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[41] Prayogo Imam, et al *Penggunaan Teknologi dalam Pembelajaran Bahasa edgris* (Pekalongan: Nasya Expanded Management, 2024), 77

[42] Sutarni sri, Sukardi, *Bahasa Indonesia 3 SMA Kelas XII* (Bogor: Quadra, 2008), 10

their meant. [43]One type of intensive reading is readed language studies which consists of readed language studies and literature studies. The aim is to increase word power and develop vocabulary. One of the best ways to acquire new words is through readed. We read handbooks, novels and short stories. It can read signs and advertisements on buses, in stores, and on the street. Apart from that, read news stories, magazine articles, sports data, and other readed. The general principle that must always be remembered and realized is that you will never get all the meant of a word from one context. If you encounter this word in another context, it will get a new meant. Learned the meant of a word is a long-term experience, an experience that will continue throughout life.[44]

Compared good and bad readers. And one of the criteria for a good reader is a rich vocabulary. Vocabulary is the main capital of readed. Therefore, a good reader is a reader who is rich in vocabulary in various fields of science. If we don't master the language used, which in this case is English, then we don't have sufficient language schemata even though we have mastered that field well enough. We certainly have difficulty understood the text. This is proof that the contents and container are different.

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[43] Wijaya Andika Prasetya, et al, *Strategi Know-Want To Know-Learned Dan Strategi Direct Readed Thedked Activity dalam pembelajaran pendidikan dasar* (Jateng: CV Harian Jateng, 2021), 16
[44] Arista Sri Devi, *1 jam Menguasai Vocabulary Bahasa edgris Secara Otodidak* (Banten: Lembar Indonesia Pustaka, 2015), 10

As for what is included in language schemata, among others:[45]

1) The relative amount of vocabulary a language has

   This means that each language has a different number of words. Some languages may have more words to describe certain concepts, while others may have fewer. Knowledge of the vocabulary size helps us understand the breadth of a language and how to use it effectively.

2) Knowledge of the use of each vocabulary

   This is not just about knowing the meaning of words, but also about how to use them in the right context. Each word has different nuances of meaning and connotations, and knowledge of word usage helps us communicate more accurately and effectively.

3) Knowledge of the structure and varieties of phrases, as well as their use

   Phrases are groups of words that have a specific meaning. Knowledge of phrase structure and variation helps us understand how words can be combined to form more complex meanings. This also helps us use phrases correctly in sentences.

4) Knowledge of sentence structure and variety, as well as usage

   Sentences are the basic units of written and spoken communication. Knowledge of sentence structure and variation helps us understand how sentences can be formed to convey different meanings. This also helps us use sentences effectively to communicate.

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[45] Nurhadi, *Strategi Meningkatkan Daya Baca* (Jakarta: Bumi Aksara, 2021), 18

5) Knowledge of paragraphs.

Knowledge of paragraphs helps us understand how sentences can be combined to form broader and more coherent meanings. This also helps us structure clear and easy-to-understand texts.

CHAPTER III

RESEARCH METHODS

This chapter described how the research process was carried out scientifically with an effort to find or obtain data for a goal or objective. Research methods could also be interpreted as the steps that were used by researchers to obtain information in the form of data. This chapter consisted of several parts, namely research design, research setting and participants, research instruments, data collection, data analysis, and trustworthiness.

A. Research Approach and Type

Methodologically, the implementation of this research was carried out used a qualitative research approach. Research used a qualitative approach basically wants to examine, explain, critically describe, or illustrate a phenomenon, an event, or a social interaction event in society to search for and find meant in the real context (natural setted).[46] The discovery of in-depth meant must be done with detailed information and descriptions, it cannot be done only with numerical data.

One type of qualitative method chosen in this research is the case study research method. Etymologically, case study comes from the translation in English, namely "a case study" or "case studies". The term case is defined as a certain situation or a certain type of situation, an actual situation or a situation

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[46] Muri yusuf, *Metode Penelitian Kuantitatif, Kualitatif dan penelitian dan gabungan* (Jakarta :Prenada Media Group, 2014) 350

related to a certain person or thed. A case study is defined as a research approach carried out related to cases that8 will be studied in depth.[47]

Cresswell defined the case study method as an exploration of related systems (bounded systems) or cases. A case is interested to study because of the unique features of the case which have meant to other people, at least to the researcher.[48] In simple terms, a case study can be interpreted as a method of direct investigation in a natural setted and focused on an event intensively and in detail. Merriam (1998) concluded that case studies can be defined as the process of investigated actual events as a unit of analysis. The result of the investigation is a detailed, intensive, and thorough case description.[49]

B. Research Setting and Participants

This research was conducted at one of the state schools in Jember, precisely at SMPN 1 Sukorambi which is located in Sukorambi, Jember. This school was chosen for several reasons, included:

1. This school is well accredited

2. The researcher had carried out learned practice for 2 months and found out about an interested program to increase students' vocabulary, which then aroused the desire to conduct research

3. This school strong commitmen to improving education makes it an ideal setting for researching literature circle strategies

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[47] Rofiqoh Chusnul, *Metode Penelitian Studi Kasus*, (Malang: Litrus, 2023), 16

[48] Raco, *Metode Penelitian Kualitatif* (Jakarta : Grasindo, 2010), 49

[49] Ulfatin Nurul, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Malang : Media Nusa Creative, 2015), 49

4. The lack of research on literature circle strategies in similar schools makes this institution a strategic choice for this study

The research subjects or informants used in this research were determined used a purposive sampled technique, namely a technique for selected informants with certain considerations. Purposive can be interpreted as intent, purpose, or use. This particular consideration, for example, is the person who is considered to know best about what we expect. Therefore, the selection of information sources or informants is based on previously determined purposes[50]. The subjects of this research include:
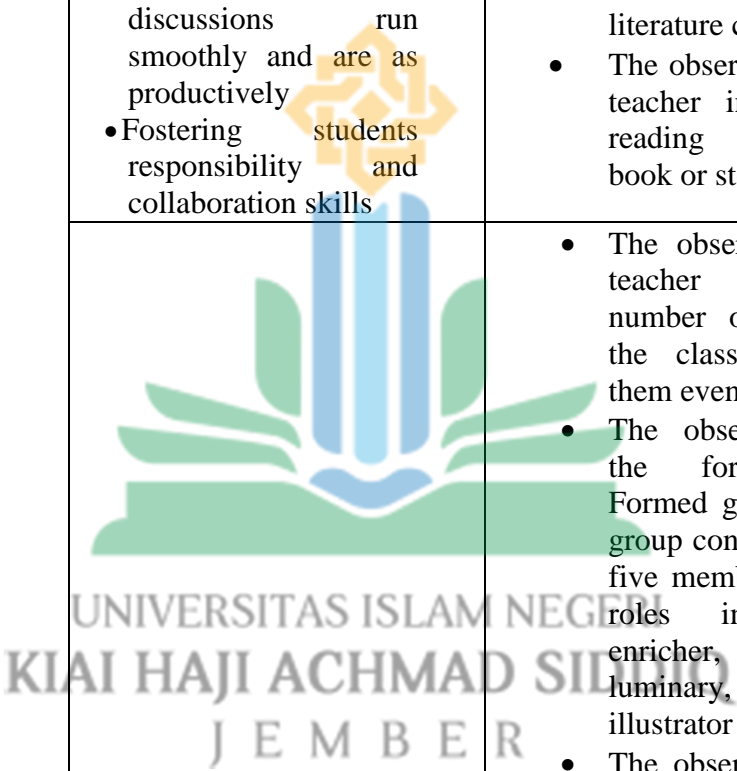
1. English Teacher

2. Several 8th grade students who took part in the literacy circle program

3. Head of Curriculum

4. Language builder

C. Instructional Procedure

Research instructions are procedures or procedures that contain guidelines before implemented student vocabulary learned through literature circles. Based on this understanded, there are several steps taken in the process of implemented a literature circle, whether prepared before learned, dured learned or after learned is carried out. The detailed explanation of the instructional procedure is as follows

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[50] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2016), 216.

Table 3.1
Instructional procedure

Stages	Goals	Activities
Pre-literature circle activities	The observer noted the implementattion of • introducing the students with literature circle and group member roles • Ensuring that the discussions run smoothly and are as productively • Fostering students responsibility and collaboration skills	The observer notes the teacher: • Introducing what is literature circle and its benefit • The observer see te teacher assigning roles and Intructional procedural of literature circle • The observer witnesses the teacher introducing the reading materials, text book or story to students.
		• The observer notes the teacher counting the number of students in the class then divide them evenly into group • The observer observes the formation was Formed groups that one group consists of four of five members with their roles include word enricher, literary luminary, summarizer, illustrator • The observer watche as the teacher describe about time frame and page to be read by students
While-literature circle activities	The observes aim to: • Whether group methods can increase students reading motivation • How group discussion can help students enrich their vocabilary	The observer notes that: • the teacher give reading material for students • each student repeatly read the text that has been given • students look for te meant of difficult vocabulary with a dictionary • each group appoint one of

		its representative to advance • Each group representative explain the content of the readed to the new group
	and discover new words • Whether this method can enhance students self confidence • Whether this method to help the students build their vocabulary specially verb and get a new words by texts • Whether this method To practice their readed, listened, speaked and writed skill	
Post Literature Cirles activities	The observer want to know: • How this methods help the students to impove their communication skills • How this methods improve the students for respect each group member in different view point • How this methods help students to understand the message of the text • How this methods help understand different vocabulary in the text • How this method increase enhance students vocabulary learning engagement	The Observer observes that: • All group member write down the verbs and different it into regular or irregular verb they get and then memorize them • Each students with literary luminary responsible for finded the message of the stories selected. • Each Students active in this method

In the table, literature circles through intensive reading are carried out in three stages, the first is the pre-literature circle activities stage where before carryed out this activity, the teacher first explains to students the benefits of literature circles in learned, then what are the related rules. must be adhered to so that the literature circle activities run well and accorded to expectations, next the teacher provides an explanation regarded the procedures for implemented the literature circle, finally at this stage, the teacher counts the number of students and then divides them equally, then decides on group members randomly with the aim of the students can develop their adaptability.

The second is the stage of implemented a literature circle where the teacher gives a readed text to the group for each student to study and interpret it used a dictionary and is given time to understand the text, then the students choose their group representatives to then come in and explain the readed to the new group. Third, students in the new group listen to an explanation from a representative of one of the groups and are then given the task of writed down the verbs to then find out their regular/irregular meant, and finally collect the notes they have obtained from the teacher to memorize them.

D. Data collection techniques

Data collection techniques in this research were carried out by means of interviews, observation and documentation. Because for qualitative researchers, the meant of phenomena can be understood properly if interactions are carried out with subjects through in-depth interviews based on information that must be explored accorded to qualitative characteristics.

The data collection techniques used are:

1. Observation Technique

Observation as a data collection technique has specific characteristics when compared with other techniques, interviews and questionnaire. If interview and questionnaires are limited to people, then observation is not limited to only people, but also other objects. This observation technique is a technique where the researcher makes observations about all objects by which additional data is obtained besides interviews.

Observation techniques are observations that include the activity of concentrated attention on an object used all the sense organs.[51] In the initial stage before conducted research, the researcher made observations by observed the research location, in this case observations were made at the literature circle to increase students' vocabulary.

The type of observation used is non-participation observer, which is a form of observation where the researcher is not directly involved in the activity beed observed.52

No one agrees on what is important to observe in qualitative research, but several researchers quoted by Merriam (1998) provide the followed guidelines:

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[51] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1998), 126

[52] John W. Creswell, *Penelitian Kualitatif dan Desain Riset Memilih di antara Lima Pendekatan* (Yogyakarta: Pustaka Pelajar, 2010), 384.

a. Physical setted, namely observed the physical environment which includes objects, sources, technology. For example, what is the office, classroom, library and so on like?

b. Participants, namely observed the actors, which includes who is involved, how many people play a role, what tools they bred, who they follow, the characteristics of the participants, what is relevant and so on.

c. Activities and interactions; namely observed what is happened, is there anythed that determines the sequence of activities, how people interact with each other, what norms and structure of rules are used in interacted

d. Conversation; namely observed what the background of the content of the conversation is like, who is speaked and to whom, who is listened a

e. Number of factor charts; namely the followed theds may be considered small or trivial, but need to be observed, for example: unplanned or unexpected activities, symbols and words that contain special meant, nonverbal communication such as clothes, facial expressions, and so on, especially those that describe the originality of somethed that does not usually happenThe

f. Researcher's own behavior; namely, if the researcher is a participant, what is his role, included if he is an observer, what is the impact on the series of observations, included whether the observer needs to provide comments.[53]

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[53] Ulfatin Nurul, *Metode Penelitian Kualitatif di Bidang Pendidikan,* (Malang : Media Nusantara Creative, 2015), 215

2. Interviews Technique

Interviews Technique are data collection techniques used by researchers if they want to know things from informants in more depth and the number of informants is small, or in other words it is a form of communication between two people, involved someone who wants to obtain information from someone else by asked questions[54]. questions, based on specific goals. The interview that the researcher used was an unstructured interview, meant that the researcher did not use an interview guide that had been structured systematically and collected data completely. The interview guide used is only an outline of the problems to be asked. qualitative data collection used unstructured interviews as follows:[55]

a. Carry out unstructured and open interviews while noted important theds.

b. Carryed out semi-structured and open interviews while recorded used audiotape, then transcribed them

When carried out the research, the researcher made a list of questions, then asked the sources, assisted by the voice recorded application on the smartphone, while also recorded important theds and finally analyzed the results of the interviews from several sources. The followed is an example of a transcript of interview questions that will be given to students as the main object of research.

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[54] Dedy Mulyana, *Metodologi Penelitian Kualitatif: Paradigma baru Ilmu Komunikasi dan Ilmu Lainnya*, (Bandung: PT. Remaja Rosdakarya, 2003),181.

[55] Jhon W. Creswell, *Research Design; Pendekatan Kualitatif, Kuantitatif, dan Mixed ,* 272.

Examples:

a. Students Aspect:

1) Do you know about literature circles? What is your opinion about it?

2) In your opinion, why teachers should use literature circles in intensive reading classrooms to promote students' vocabulary?

3) What is your motivation or aspect that makes you enjoy with literature circles?

b. Learned Process:

1) Can you explain the rules of literature circles?

2) why do you think its important to know these two types of verbs in recount teks?

3) can you differentiate the types of verbs from the text?

4) How do you understand the text from your friend's explanation?

c. Products:

1) How does the literature circle method add to your vocabulary knowledge?

2) What is your experience when you read a text used the literature circle??

3) Is this strategy can increase readed motivation? Why?

4) Is this strategy can help you add your verb?

3. Documentation Techniques

Documentation is someone's notes or work about somethed that has passed, documents can be in the form of written text, artefacts, images or photos.[56]

Documents are someone's notes or work about somethed that has passed. Documents about people or groups of people, events or happeneds in social situations that are appropriate and related to the research focus are a very useful source of information in qualitative research. These documents can be in the form of data, artifacts, pictures or photos.

In this research, documentation techniques were used. Documents are used as tools or as a complement to this research, such as: proposals, special notes, newspapers, magazines, photographs and so on.

E. Data Analysis

Thematic analysis is a method widely used in qualitative research method[57]. Thematic analysis is a method for identified and interpreted meant in qualitative data. It is an approach to extracted meant and concepts from research data, which involves determined, reviewed, and recorded data into patterns and themes[58].

In thematic analysis, there are six stages: familiarized with the data, generated initial codes, searched for themes, reviewed themes, defined and

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[56] Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan* (Jakarta: Prenadamedia Group, 2015),391

[57] Julie Ayre and Kirsten J McCaffery, "Research Note: Thematic Analysis in Qualitative Research," *Journal of Physiotherapy* 68, no. 1 (2022): 76.

[58] M. Javadi and K. Zarea, "Understanded Thematic Analysis and Its Pitfall," *Journal of Client Care* 1, no. 1 (2016):34.

named themes, and created the report. The stages of analysis will be explained in detail as follows:[59]

1. Familiarized with the data

      In this phase, the researcher began familiarized themselves with the research data. This can be done by transcribed interviews that convert audio data into written form. The researcher may also cross-check the transcript with the original audio recorded for data accuracy. The researcher then reads and rereads the data. The researcher must be selective when reading the data, as this phase can be time-consumed. Therefore, the initial step— careful rereaded—should not be skipped. At least the researcher should reread the interview transcript 2-3 times. After rereaded, the researcher starts data analysis by noted or marked ideas on the interview transcript that will continue to the next step of analysis. In each step of the analysis, continuous coding is carried out on the interview transcripts, which will later be processed into a report.

2. Generated initial codes

      At this stage, after the researcher has become accustomed to readed the research data, thematic analysis begins with coding the interview transcripts. This coding will later be used to create patterns and themes. At this stage, the researcher can code the data in two ways: by coding all data items or by coding specific items in the interview transcript. Coding is done repeatedly and as thoroughly as possible. Coding can be done manually or

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[59] Virginia Braun and Victoria Clarke, "Used Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 87-93.

used software. In manual coding, the researcher can use a highlighter or colored pen to mark the codes or record them in the printed data. Meanwhile, coding used software involves marked or tagged data items with codes on the computer.

3. Searched for themes

At this stage, after all the data has been collected into codes, the codes are compiled and made into a long list of different codes, which will be grouped into identified themes. The codes are grouped based on their relevance. The researcher arranges different codes into themes. Searched for themes can be done in various ways, such as by used a table, provided a brief name or explanation, or used a framework to transform the collection of codes into a theme. Once the codes are grouped into themes, the researcher needs to review these themes and the codes they contain. This review involves merged, separated, discarded, or even refined themes or codes.

4. Reviewed themes

At this stage, the themes are reviewed and refined into a cohesive theme. This stage involves detailed selection of data within and between themes. For example, a theme may be split because some codes within it are irrelevant. It is essential to differentiate between themes, as one theme may have similar meant to another. There are two levels of reviewed or refined themes. The first level involves extracted data codes, where each theme is read and considered for whether it has a coherent pattern. If the theme's

pattern is consistent, no further changes are necessary. However, if incoherent patterns remain, the researcher should refine these themes.

5. Defined and named themes

In this phase, the final refinement is made in thematic analysis. The researcher reviews all the data placed into themes. Dured this stage, the researcher performs three tasks simultaneously: defined, refined, and identifyed each theme and all the themes that have been created. This step is crucial to avoid created too many or overly complicated themes. When named themes and subthemes, the researcher must be careful to ensure there is no mismatch between the theme and subtheme. This is also done to ensure that the themes are coherent and consistent with the narrative that accompanies them. The narrative in the themes refers to the story written by the researcher for each theme, known as a detailed analysis or refinement. It is essential to consider the narrative to ensure it aligns with the research question.

6. Created the report

This phase is the final stage. The themes have been worked on and are ready to be reported. The report is presented in a detailed, concise, and logical manner to convince the reader. The report is also evaluated for its presentation, included a brief overview, clear explanation, and avoided repetition. The themes discussed must provide sufficient evidence to illustrate the core issues, clear examples, and quotations that convey the essence of the problem.

F. Trustworthiness

The validity of the data or credibility of the data used in this research is triangulation. Lexy J. Moleong explains data validity checked techniques that use somethed other than the data for checked purposes or as a comparison to the data.[60] Accorded to Sugiyono, it is defined as checked data from various sources in various ways and at various times. Thus, accorded to Sugiyono, there are three divisions of triangulation, namely; source triangulation, technique triangulation, and time triangulation.

Many assume that qualitative research is in fact holistic, multidimensional and highly variable. These characteristics cannot be resolved used methods such as those carried out in quantitative research, which are generally sedle, definite, objective and measurable. For this reason, to see the credibility of data in qualitative research, various methods are needed as follows.

1. Source triangulation

   Source triangulation is carried out by checked data that has been obtained through several sources, compared and counter-checked information or data obtained from sources/informants.

2. Triangulation of techniques

   Triangulation techniques are used to test the credibility of the data by checked the data against the same source with different techniques.

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[60] Lexy J. Moleong, *Metodologi Penelitin Kualitatif Edisi Revisi,* (Bandung: PT Remaja Rosdakarya, 2009), 330.
[48] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R &D, 273.

3. Time triangulation

      Time triangulation meant that researchers check data at different times. Observations are not only made once, but several times at different times.[61]

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[61] Ulfatin Nurul, *Metode Penelitian Kualitatif di Bidang Pendidikan,* (Malang : Media Nusantara Creative, 2015), 278

CHAPTER IV

RESEARCH FINDED AND DISCUSSION

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

A. **Research Finding**

This chapter presented the results of research on the application of literature circle in intensive reading classes. The study found out that literature circles were effective in improving the understanding of regular and irregular verbs used in recount texts. Additionally, literature circles were also employed in intensive reading classes to enhance student's learning engagement. The findings of this research were presented and organized contextually based on the information collected from classroom observations, document analysis, and interviews. These findings were reported in a descriptive form with discussions..

1. **Enacting literature circle to promote vocabulary learning of regular and irregular verb**

Literature circles contribute to improving vocabulary understanding in an intensive reading classroom by immersing students in textual contexts where they encounter new words repeatedly and in varied usage. The collaborative nature of the activity encourages students to actively negotiate the meanings of unfamiliar words with their peers, fostering a deeper understanding and retention beyond simple memorization. As students

prepare for their roles and engage in discussions, they are motivated to clarify vocabulary to effectively communicate their interpretations and contribute meaningfully to the group's understanding of the text. The students who participated in this project had never participated in a literature circle before. Therefore, the researcher introduced them to the literature circle strategy and how it was implemented. To achieve this goal, the teacher briefly explained the group activities, which was expected to help them complete the tasks in groups within the literature circle.

Literature circles were also supported by social interaction and contextual analysis inherent in the student's literature groups, which created a strong environment for intensive reading arrangements that focused on vocabulary. In this case, students were expected to be able to identify the differences in vocabulary that focused on regular verbs and irregular verbs. This could be seen from the following student work results.

Figure 1 Student work results in finded verbs (regular and irregular)

Based on the results of the students' work above, it showed that students could identify the problem, namely students could write regular verbs and irregular verbs found in the recount text. This was supported by the results of interviews with students which showed an increase in students' understanding of regular verbs and irregular verbs. This interview was conducted with students from representatives of each group. This is in accordance with what was said by Indah as one of students when she founded regular verbs and irregular verbs found in the recount text:

Regular verbs are those that follow a pattern, right? I found the words "visited", "entered", and "cooked" which just add "ed" to the end. For irregular verbs, they don't follow a pattern, the changes from one form to another are different, so to be honest, I had a bit of trouble. But through the literature circle used the recount text, I read the text and

looked for the verbs and marked them, then looked for the verb forms 1-3 and their meant. Like "Give" - "Gave" - "Given" which meant "to give".

From the interview excerpt above, it was shown that students could differentiate between regular and irregular verbs found in recount texts. Students who demonstrated the ability to accurately identify and categorize regular and irregular verbs showcased a solid grasp of fundamental English grammar. The distinction between verbs that followed predictable past tense and past participle patterns (regular) and those with unique, often memorized forms (irregular) indicated that these students had internalized the relevant rules and patterns. Success in this task not only reflected rote memorization of verb conjugations but also their capacity to analyze sentence structure and comprehend the function of verbs within it. Consequently, this skill formed a crucial foundation for further english language development, enabling them to construct grammatically correct sentences and understand texts with greater precision. This is in accordance with what was said by Farah when the resarcher asked about why do you think it's important to know these two types of verbs in recount texts.

Because recount texts tell about past events, so we use the past tense while verb 1 is usually for present tense, so we need to understand the forms from verb 1 to verb 2.

This is also in line with what Zain said:

We worked together to determine the regular and irregular verbs in the recount text in our group. I think the literature circle method makes it easier and adds to our knowledge in determined regular and irregular verbs because we work together to do so.

Literature circle method add vocabulary knowledge his is in accordance with what was said by Farah

> *Because this activity encourages us to work together (and definitely, each of us learns more enthusiastically to paid attention, read the text, and study its content. We can also understand more easily through the recount text which words are verbs, since verbs usually come after the subject). So, this makes it easier for us to remember the forms of regular and irregular verb*

Furthermore, student's diligence in discerned and classifyed regular and irregular verbs reflects their attention to detail and their capacity to apply grammatical knowledge practically. The process of searched and categorized engages cognitive skills such as focus, analysis, and memory. Students who complete this task correctly and effectively likely possess a deeper understanded of the english verbal system, which in turn will influence their overall communication abilities. Accurate work results can also serve as an indicator of effective learned strategies for memorized and comprehended grammatical rules.

2. **Enhanced Student Vocabulary Learning Engagement in an Intensive Reading Classroom**

To gain student's understanding of vocabulary, the teacher began by providing material about verbs, especially regular and irregular verbs. The material provided was not too in-depth. Therefore, the purpose of vocabulary learning was expected to be as simple as possible for students. After providing the material, students began to use the literature circle strategy in vocabulary learning. First, they received different texts from the teacher in each group. Next, they had five minutes to read the text and

discuss it in each group. In addition, the teacher gave one task which included finding regular and irregular verbs and making a summary related to the text, as seen in picture two

Figure 2 Picture of students discussion

Figure 2 showed students working in groups on an assignment, where they were allowed to use a dictionary and discuss to find the answers. The process of opening a dictionary automatically introduced new vocabulary that was previously unknown, thus improving their understanding of regular and irregular verbs. Furthermore, discussions in the literature circle developed students' communication and critical thinking skills in understanding the text. The enthusiasm of students could be seen from the way they did 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 had good teamwork.

Next, to understand the students' perspectives, semi-structured interviews were conducted with two participants who participated in vocabulary learned through literature circle practice. They were asked to express their perspectives on their involvement in the activity. This is in accordance with the results of the interview with Zain:

In this activity, we have to share tasks to translate, summarize, and determine regular and irregular verbs, so we discuss it together. it's very helpful because we correct and discuss each other's work, so I can know where I went wrong in doed the task.

This is also in line with what Indah said:

If i'm translate somethed incorrectly, other group members can help correct us. When we incorrectly identify regular and irregular verb forms, other group members also help find the correct answer. And if I'm confused about finded a word I don't know in the text, I ask my group members for help.

From the quote, it could be seen that the assignment of different roles allowed them to understand the text, such as finding difficult words, knowing the content of the text, and understanding the text. Because of the specific roles, it made it easy for students to complete the task. In addition, they were allowed to improve their understanding of one of their roles as a word enhancer who found and made meaning of both regular and irregular verbs in the text. If they did not know the meaning, the teacher suggested they open a dictionary. It helped them more easily complete difficult vocabulary.

Engaging in discussions about specific parts of the text encouraged students to consider diverse viewpoints, thereby fostering their critical thinking abilities regarding the material. Furthermore, the summarizer role was observed to enhance the student's english writing proficiency by developing their understanding of constructing effective and coherent sentences. Based on these observations, this theme suggested that employing literature circles with varied role assignments positively

influenced student's sense of responsibility and their communication skills in english, encompassing reading comprehension, writing abilities, and vocabulary acquisition.

B. Discussion

This case study research design explored the experiences of secondary school students as they engaged in vocabulary learning through the literature circle strategy. Additionally, the study investigated how these 32 students acquired vocabulary as a result of participating in literature circles. Based on the research findings, three key outcomes were identified: literature circles contributed to the development of students' english skills, specifically in writing, reading comprehension, and vocabulary; they led to an improvement in students' vocabulary knowledge; and they enhanced students' motivation in acquiring new vocabulary.

The first finding was supported by Silfia Dwi Andriati "Enacted Literature Circles in Reading Classrooms: A Case Study of Vocabulary Learning in a Secondary School Setting". The results of this research were that literature circles made students manage their responsibilities and build their communication skills. Also, the results showed that literature circles could improve students' basic knowledge of vocabulary and increase students' motivation to learn vocabulary. The first finding showed that students who could identify and categorize regular and irregular verbs showcased a solid grasp of fundamental english grammar. The distinction between verbs that followed predictable past tense and past participle patterns (regular) and those

with unique, often memorized forms (irregular) indicated that these students had internalized the relevant rules and patterns.

Besides that, in the reflection activity, the students were asked to write a reading log related to the text. As previously described, that activity made students build their comprehension skills because the result of their reading log could draw their competence about the text they had read. This is also related to Elly Nurmayanti and Kastam Syamsi "The Implementation of Literature Circles Strategy for Vocabulary Learning: A Case of SMP Negeri 1 Imogiri, Indonesia". The research results showed that the implementation of the literature circle strategy for learning vocabulary in observation report texts was implemented well. In addition, the implementation or application of this strategy was also suitable for material observation report texts, which analyzed vocabulary, ESP.[62]

The second finded in this study showed that assigned different roles allowed them to understand the text such as finded difficult words, knowed the content of the text, and understanded the text. Because of the specific roles, it made it easier for students to complete the task. In addition, they were allowed to improve their understood of one of their roles as a word adder who found and made meant of regular and irregular verbs in the text. If they did not know the meant, the teacher suggested them to open a dictionary. This helped them to complete the difficult vocabulary more easily. The second finded is supported by Rabiatul Adawiyah (2020) "The use of Literacy circle to improve

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[62] Elly Nurmayanti and Kastam Syamsi, "The Implementation of Literature Circles Strategy for Vocabulary Learned: A Case of SMP Negeri 1 Imogiri, Indonesia," 2023

readed comprehension at the second grade of SMP Negeri 1 Pinrang ". [63]This research focuses on how literature circles can improve students' readed comprehension. The results of this research indicate that literature circles are able to improve students' readed comprehension. This is proven by data analysis used test showed the t-test value = 18.75 which is higher than the t-table = 1.695. It shows that literacy circles are accepted. And the conclusion is that literature circles are effective in teached readed. This is related to the findeds Ummi Kalsum Batu Bara (2019) "Improved the student's Vocabulary master by used English Song at eight grade of MTs Islamic Zended Medan". [64] The results of this research in cycle 1 were that there was an increase in student scores with a total of 1517 with an average of 72.3 percent and students felt enjoyed, easier and more interested when used the English song method. Furthermore, in cycle 2 the result was an increase in the students' total score with a value of 1747 with an average of 83.19 and used this method was proven vocabulary.

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[63] Rabiatul Adawiyah, "The Use of Literacy Circle to Improve Readed Comprehension at the Second Grade of SMP NEGERI 1 PINRANG" (Skripsi, Universitas Muhammadiyah Makassar, 2020).

[64] Ummi Kalsum, "*Improved the student's Vocabulary master by used English Song at eight grade of MTs Islamic Zended Medan*" Thesis, Medan, 2019

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion that has been done, students who participated in literature circles reported an improvement in their ability to understand and use new vocabulary. This method not only helps students expand their vocabulary, both regular and irregular vocabulary, but also increases their participation, confidence, and understood of the texts read. Through group discussions, students can share their understood, practice new vocabulary, and contextualize the words in real situations. The findings reveal that students developed a deeper understanding and richer vocabulary usage through literature circle discussions. addition, positive responses from students to this method indicate that literature circle creates a more enjoyable and interactive learned environment.

B. Suggestion

For further research, it is recommended to conduct a study with a longer period of time to measure the long-term impact of the implementation of literature circle. In addition, the study can involve more participants from various levels of language ability to get a more comprehensive picture. Researchers can also explore the implementation of literature circle in other language learned contexts, such as writed or speaked, to see its effectiveness in improved these skills. Finally, it is important to evaluate other factors that may

affect the success of this method, such as the role of the teacher, the learned

environment, and support from the school.

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Appendix A: Research Matrix

RESEARCH MATRIX

Title	Variables	Sub Variabel	Indikator	Research method	Research focus	Data sources
Enacting Literature circle to promote Vocabulary Learning and Engagement of secondary school student's in an intensive reading classroom	Vocabulary	1. Verbs	1. Regular Verbs 2. Irregular 3. Verbs	1. Research Approach Qualitative approach 2. Types of Research Case Study 3. Technique Data Collection Observation, Document analyisis, Interview 4. Data Analysis Thematic Analysis	How can enacting literature circle to promote secondary school students vocabulary in an intensive reading classroom?	1. Classroom 2. Documen Analysis 3. Semi-Structured Interview
	Intensive Reading	1. Meaning Identification 2. Word Contextualization	Instructional prosedure literature circle			

Appendix B : Learning Material

1. A Trip to the National Zoo and Aquarium

   Dikutip dari laman Salisbury High School, berikut adalah text A Trip to the National Zoo and Aquarium.

   Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals.

   In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

   After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

   At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

   In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

2. Came Late to School

   Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because I woke up late.

   I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that.

   I always went to school by my motorcycle. But on that day, I forgot where I put the key. So, I went to the school by public transportation. It took me a longer time. I arrived at school at 7.15 am, I ran to my class but I saw

my teacher had stood in front of the class to teach. I entered my class and of course my teacher was angry at me because I came late.

It was my bad experience and I hoped I would not do that again.

3. Travel on the Train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair.

I listened to the song and I really enjoy when I was on the train. After 5 hours on the train , I finally arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city.

Appendix C: Documentations

The assignment for students is to identify regular and irregular verbs

Interview with students

Literature circle activity

Discussion activity in literatur circle

Appendix D : Interview 1

Interview 1

Teacher: Can you show me the regular verbs you found in the recount text?

Indah: Regular verbs are those that follow a pattern, right? I found the words "visited", "entered", and "cooked" which just add "ed" to the end.

Teacher: That's correct, those are regular verb forms. Next, can you show me the irregular verbs in the recount text you read?

Indah : For irregular verbs, they don't follow a pattern, the changes from one form to another are different, so to be honest, I had a bit of trouble. But through the literature circle used the recount text, I read the text and looked for the verbs and marked them, then looked for the verb forms 1-3 and their meant. Like "Give" – "Gave" – "Given" which meant "to give".

Teacher: Ah, good job, Indah. That's indeed how irregular verbs work, there are changes in the verb forms. What about the others, can you find irregular verbs in the text?

Zein : Yes, I found some like the word "went" which originally is "GO" and "saw" which originally is "see".

Teacher: Exactly, good job, those are irregular verb forms.

Interview 2

Teacher: Why do you think it's important to know these two types of verbs in recount texts?

Farah : Because recount texts tell about past events, so we use the past tense while verb 1 is usually for present tense, so we need to understand the forms from verb 1 to verb 2.

Zein: That's right, Fatimah, and if we use the wrong tense, it will sound weird or even change the meant it's not funny if we intend to tell a story about the past but use the wrong verb form.

Indah: And we can determine the tense from the verb forms in the recount text.

Teacher: Great answers, that's correct. Dured the literature circle learned, did the group members help each other to identify these verbs?

Zein: Yes, we worked together to determine the regular and irregular verbs in the recount text in our group.

Teacher: Good jjob, Zein. How was your experience with the literature circle learned process in this intensive reading class, Indah?

Indah: I think the literature circle method makes it easier and adds to our knowledge in determined regular and irregular verbs because we work together to do so.

Teacher: How does the literature circle method add to your vocabulary knowledge?

Farah: Because this activity encourages us to work together (and definitely, each of us learns more enthusiastically to paid attention, read the text, and study its content. We can also understand more easily through the recount text which words are verbs, since verbs usually come after the subject). So, this makes it easier for us to remember the forms of regular and irregular verb

Interview 3

Teacher: How can literature circles help students find their roles in group work?

Zein: In this activity, we have to share tasks to translate, summarize, and determine regular and irregular verbs, so we discuss it together.

Teacher: Does the role you play in the group help you learn?

Farah: Yes, it's very helpful because we correct and discuss each other's work, so I can know where I went wrong in doed the task.

Teacher: Okay, good job, Farah. How do you know whether your work is correct or incorrect?

Indah: For example, if we translate somethed incorrectly, other group members can help correct us.

Zein: And when we incorrectly identify regular and irregular verb forms, other group members also help find the correct answer.

Farah: If I'm confused about finded a word I don't know in the text, I ask my group members for help.

Appendix E : Stament of authenticity

STAMENT OF AUTHENTICITY

The undersigned below:

SRN   : T20196078

Name   : Ayun Ambarwati

Semester   : XII (Dua Belas)

Major   : Tadris Bahasa Inggris

Faculty   : Tarbiyah dan Ilmu Keguruan

Institution   : UIN Khas Jember

State that the undergraduate thesis entitled **"Enacting Literature Circle To Promote Vocabulary Learning And Engagement Of Secondary School Students In Intensive Reading Classroom"** is truly my original work. It does not include any writing publications that have already been authored or published by another individual, except for those cited in the quotation and references. Do the fact, I'm only person who is resposible for the thesis if there is any objection or claim from others.

Jember, 26 May 2025

Ayun Ambarwati
SRN: T20196078

Appendix F : Letter of completion with turnitin plagiarism check

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Nama   : Ayun Ambarwati

NIM   : T20196078

Program Studi   : Tadris Bahasa Inggris

Judul Karya Ilmiah :"Enacting Literature Circle To Promote Vocabulary Learning And Engagement Of Secondary School Students In Intensive Reading classroom"

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Appendix G : Research Permission Letter

PEMERINTAH KABUPATEN JEMBER
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Berdasarkan Surat Permohonan Izin Penelitian dari Universitas Islam Negeri Kiai Hasi Achmad Siddiq Jember Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-10518/In.20/3.a/PP.009/02/2025 tanggal 17 Februari 2025, saya yang bertanda tangan dibawah ini :

Nama	:	MOHAMAD MAHFUDI, S.Pd
NIP	:	19700824 200212 1 006
Pangkat / Golongan	:	Penata Tk. I / III d
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri Sukorambi
Alamat	:	Jl. Brigjen Syafiudin No. 9 Telp (0331) 421930 Jember

memberikan izin penelitian yang akan dilaksanakan oleh mahasiswa berikut :

Nama	:	AYUN AMBARWATI
NIM	:	T20196078
Semester	:	12 (dua belas)
Program Studi	:	Tadris Bahasa Inggris

Demikian surat balasan pemberian ijin ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Jember, 18 Februari 2025
Kepala Sekolah

Mohamad Mahfudi, S.Pd
NIP. 19700824 200212 1 006

Appendix H : Research Completed Letter

PEMERINTAH KABUPATEN JEMBER
SMPN SUKORAMBI
Jl. Brigjen Syafiudin No. 9, Sukorambi, Jember, Jawa Timur 68151
Telepon (0331) 421930

Nomor : 400.3.5.1 /069/35.09.310.23.20523876/2025
Lampiran : -
Perihal : Selesai Penelitian

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan dibawah ini Kepala SMP Negeri Sukorambi, menerangkan bahwa :

Nama : AYUN AMBARWATI
NIM : T20196078
Semester : 12 (dua belas)
Program Studi : Tadris Bahasa Inggris

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember tanggal 17 Februari 2025, Nomor : B-10518/In.20/3.a/PP.009/02/2025 bahwa nama tersebut diatas benar-benar telah mengadakan penelitian untuk penyusunan skripsi dengan judul "Improving Students Vocabulary Mastery in Reading by Using Extensive Reading Throght Literature Circle Method". Di SMPN Sukorambi selama 2 minggu.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 24 Mei 2025
Kepala Sekolah

Mohamad Mahfudi, S.Pd
NIP. 19700824 200212 1 006

Appendix I : Research Journal

JOURNAL OF RESEARCH

No	Time	Activity	Paraf
1	Monday 10th February, 2025	observation 1	—
2	Tuesday 11th February, 2025	observation 2	—
3	Wednesday 12th February, 2025	giving research letter, observation of class 8C	
4	Friday 15th February, 2025	interview of class 8C teacher Mr. Ahmat Sutijoso, observation of class 8C	
5	Tuesday 19th February, 2025	interview of class 8C students	
6	Saturday 22th February, 2025	observation of class 8C and interview of class 8C students	
7	Tuesday 26th February, 2025	completing data and requesting completion of research letter	
8	Monday 06th May, 2025	completing data	
9	Friday 13th May, 2025	requesting signature of research activity journal	

Jember, 23 Mei 2025
Kepala Sekolah

Mohamad Mahfudi, S.Pd.
NIP. 19700824200212 1 006

Appendix J : Curriculum Vitae

CURICULUM VITAE

Personal Information

- Full Name : Ayun Ambarwati
- NIM : T20196078
- Gender : Female
- Place, date of birth : Pasuruan 06 Oktober 2000
- Adress : Cukur Gondang, Grati-Pasuruan
- Religion : Islam
- Department / Major Course : FTIK/English Department
- Email Adress : ayunreddevil1234@gmail.com

Educational Background

- 2007-2013 SDN cukurgondang 1
- 2013-2015 SMPU Al-yasini pasuruan
- 2016-2019 MAN 2 Pasuruan