

**THE USE OF LITERATURE CIRCLES
ON READING COMPREHENSION OF 11TH GRADE ENGLISH
CLASS OF STATE ISLAMIC SENIOR HIGH SCHOOL 2
JEMBER 2025/2026 ACADEMIC YEAR**

THESIS



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J E M B E R

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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THESIS

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



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UNIVERSITAS ISLAM NEGERI
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It has been examined and approved by the board of examiners
in partial fulfillment of the requirements
for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Program English Education

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MOTTO

وَإِذَا قِيلَ انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ اٰمَنُوا مِنْكُمْ وَالَّذِينَ اُوْتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise those who have believed among you and those who were given knowledge, by degrees.” (Qs. Al-Mujadalah [58]: 11).¹



¹ Mustafa Khattab, *The Clear Quran* (Sajda App, 2005).

DEDICATION

This thesis dedicated to:

1. My eternal hero, Ayah, that loves and supports every decision I've chosen, takes care, and drives me to all of my destinations.
2. My forever angel, my late mom, Ibu who left me earlier this year who had a dream to see me graduating.
3. My jokester little brother who has been one of my biggest morale booster.
4. All of my precious friends who keep checking on me during my hardest time, who spare their time for me, help me out of my struggles, and inspire me in many ways.
5. All of my dearest idols and musicians who help me a lot through their music.
6. And finally I'd like to appreciate myself who somehow made it this far. Thank you for not letting your loved ones down.

I am so grateful to all individuals I have mentioned and not mentioned above. Your presence in my life is very important. Thank you for your support and encouragement, it means a lot to me.

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J E M B E R

ACKNOWLEDGEMENT

All praise is for Allah – Lord of all worlds, who has given the researcher persistence and encouragement to finish this thesis. *Shalawat* and *salam* may be always poured out on the Prophet Muhammad SAW. This thesis is submitted for fulfillment of the requirements for the undergraduate degree in English Education Department at State Islamic University of Kiai Achmad Siddiq Jember. Hence, the researcher would like to express greatest gratitude to the following honorable individuals:

1. Prof. Dr. H. Hepni, S.Ag, M.M., as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the researcher the great opportunity to be part of this university.
2. Dr. H. Abdul Mu'is, S.Ag, M.Si. as the Dean of the Faculty of Tarbiyah and Teaching Training who has facilitated the researcher in studying in the faculty.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I. as the Head of Islamic Studies and Language Education Department who has given the researcher opportunity to study in this language program.
4. Dewi Nurul Qomariyah, S.S., M.Pd. as the Head of English Education Study Program who has facilitated the researcher in studying English.
5. Dr. Mega Fariziah Nur Humairoh, M.Pd. as my Academic Supervisor who has helped providing academic guidance and direction to me during college.
6. Aminulloh, M.Pd. as my advisor who guided the researcher during the thesis writing and helped me to finish this thesis.

7. All lecturers of English and Education Departmen of UIN KH Achmad Siddiq Jember, who have given me knowledge and experiences throughout my college life.
8. Moh. Nasir, S.Pd., M.Pd.I. as the headmaster of State Islamic Senior High school 2 Jember, who allowed me to conduct this research.
9. Dwi Isti Mu'alimah, M.Pd. as the English teacher at the 11th grade of State Islamic Senior High school 2 Jember, who have helped me so much during my pre-service teacher internship and while conducting this research.
10. And last but not the least, all of my adorable students who cooperated well and have inspired me a lot to be a good teacher in the future especially 11I students who allowed me to observe their class during this research.

Jember, 10 Oktober 2025



UNIVERSITAS ISLAM NEGERI
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ABSTRACT

Andin Laily Aulia Putri, 2025: *The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of State Islamic Senior High School 2 Jember 2025/2026 Academic Year*

Keywords: *Literature Circle, Reading Comprehension*

In the modern era, students are increasingly required to become active and independent learners to keep up with the rapid changes and demands of society. This need for lifelong learning makes it important for students to build strong learning habits, especially in English language education. One of the first and most important steps in learning a language is having good reading skills. Reading helps students to understand lessons better, discover new ideas, and connect what they read to their own experiences.

This research aimed to investigate the engagement of literature circles in improving students' reading comprehension and to identify their role in fostering students' peer collaboration during group work. The study was conducted at State Islamic Senior High School 2 Jember with the 11th grade students of the academic year 2025/2026. A qualitative descriptive approach using case study design was employed, and the data were collected through observation, interviews, and documentation.

The findings revealed that the use of literature circles significantly improved students' reading comprehension. Both teacher and student interviews, supported by classroom observations, showed that students found it easier to understand the texts when they worked collaboratively in small groups with clearly defined roles such as discussion director, summarizer, connector, and vocabulary guru. The process enabled students to predict, infer, and connect ideas, thereby deepening their comprehension.

Based on these findings, it can be concluded that literature circles are an effective strategy for enhancing both reading comprehension and peer collaboration in EFL classrooms. The researcher suggests that English teachers apply this technique to create more interactive, engaging, and cooperative learning environments. Further researchers are encouraged to examine the implementation of literature circles in different contexts or with various language skills to gain broader insights.

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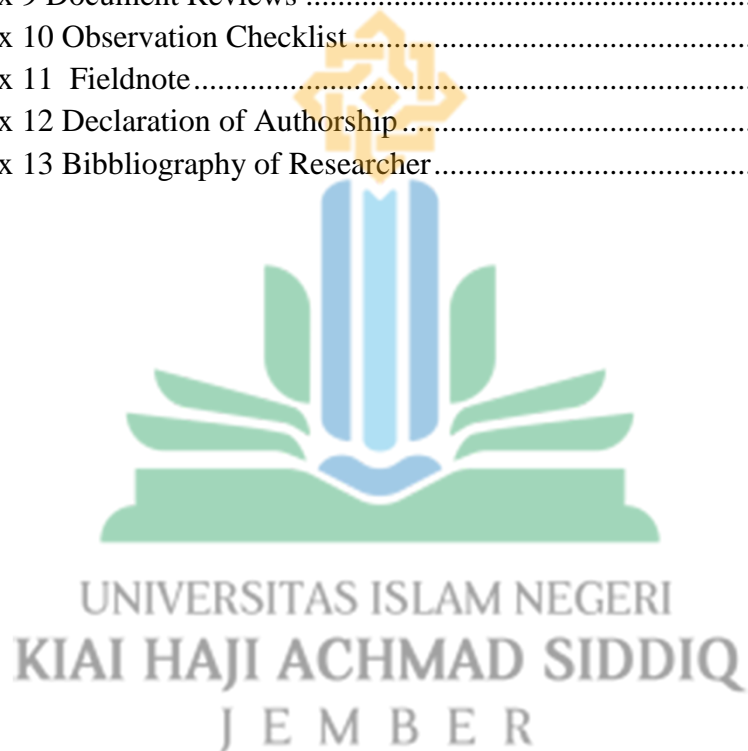
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CHAPTER I

INTRODUCTION

A. Research Background

In the modern era, students are increasingly required to become active and independent learners to keep up with the rapid changes and demands of society. This need for lifelong learning makes it important for students to build strong learning habits, especially in English language education. Learning English is not only about understanding grammar or vocabulary but also about developing skills that help students think critically and work together with others. One of the first and most important steps in learning a language is having good reading skills. Reading helps students to understand lessons better, discover new ideas, and connect what they read to their own experiences.

Fundamentally, the value of knowledge and education has been emphasized since the earliest times in Islam. One of the guiding principles found in the Qur'an encourages the pursuit of learning as a means of spiritual elevation. Allah states in Surah Al-Mujadalah verse 11:

وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

It means: “Allah will raise those who have believed among you and those who were given knowledge, by degrees.”²

This verse underscores the importance of knowledge in shaping individuals and communities. It reflects the noble status granted to those who

² Khattab.

strive for understanding. In relation to this study, the engagement of literature circles to support students' reading comprehension represents an effort to foster deeper engagement with texts. Through collaborative reading and discussion, students are encouraged to actively construct meaning, which aligns with the Islamic emphasis on learning as a way to elevate one's character and intellect.

Reading is one of the key for doing learning activity. Reading also one of the skill that everyone should master so the learner can understand the context and purpose of the material that being taught. Rumelhart in 1979 stated that reading as a process involves the reader, the text, and the interaction between the reader and the text³. Meaning is not inherently embedded in the text for readers to accept without effort; it is formed when readers actively analyze and interpret the text. This already demonstrates how much reading hold its urge in daily life and in academic field. Wallace in 1992 noted that reading is reacting to a written text as a piece of communication⁴. Even though writers construct texts with particular communicative purposes, readers also bring their own goals and perspectives when making sense of them. Thus, reading is not merely receiving information but an interpretive act.

Reading is an interactive process as the reader interacts with the text, using both linguistic and background knowledge to build his interpretation of

³ W. Adams, *Developing Reading Versatility*, 11th ed. (Boston, MA: Wadsworth Cengage Learning, 2010).

⁴ A. Scriabine, M. Schach von Wittenau, M. Yu, and J. Furman, "Comparative Renal Clearance Studies with Oxytetracycline, Demethylchlortetracycline and Methacycline in the Dog," *Chemotherapy* 8, no. 2 (1964): 85–94, <https://doi.org/10.1159/000220299>

the text. Next, a reader must be strategic, combining many selected skills needed for comprehension. Reading involves a comprehending process and a learning process, as the reader learns new information through reading. Finally, a reader needs to employ linguistic features of the text in interpreting the meaning. Reading process is commonly viewed as comprising of two components: decoding and comprehension which includes linguistic skills and interpreting this understanding with the reader's background knowledge.

In Indonesia, English teachers often require students to read specific texts and complete challenging question-and-answer exercises. This method is known as the "intensive reading process"⁵. This strategy, however, is quite unsuccessful because it can be time-consuming and distract students from paying attention to what they are reading. Student most likely will learn on their own without giving chance for little discussion with their teammates because they need to understand the text by read it with full concentration so they can fill the questions with their answer. Student will not participate actively in the end as well as they will not find the joy of reading activity. While they still find difficulty in reading process, the motivation of work in group for doing reading activity also low since they have zero engagement with each other. If this issue continue, the side effect of low reading interest in Indonesia only will grow bigger.

As the data of UNESCO stated, there is a lot of improvement that should be done in terms of reading. Program for International Student

⁵ Handoyo Puji Widodo, "Engaging Students in Literature Circles: Vocational English Reading Programs," *The Asia-Pacific Education Researcher* 25, no. 2 (April 14, 2016): 347–59, <https://doi.org/10.1007/s40299-015-0269-7>

Assessment (PISA) released by the Organization for Economic Co Operation and Development (OECD) in 2015, stated that Indonesia was in the position of 62 out of 70 countries studied in terms of literacy with an Indonesian reading score of 397, lower than the average score of 493⁶. The reading interest of the Indonesian is very concerning only 0.001% shows that Indonesia is ranked 9th from the bottom⁷. Even worse, in the most recent PISA reading rank that was held in 2022, Indonesia remained at the lower end of the list along with Brazil. The rank shows that Indonesia ranked 71 of 81 in reading ranking with score only 359 showing a decrease from the previous one⁸. Aligns with Qomariyah and Khasanah that revealed English proficiency in Indonesia remains relatively low, reflecting the broader challenge of limited engagement and interest in reading activities among students⁹.

This issue is urgent. If low interest and ineffective reading practices continue, Indonesian students risk falling further behind, both academically and globally. This lack of interest in reading limits students' ability to engage meaningfully with what they read, making learning more challenging and less fulfilling. Being able to truly understand and connect with what they read can

⁶ Rizka Pitri and Ayu Sofia, "Factor Analysis for Increasing Reading Literacy in Indonesia," *Parameter: Journal of Statistics* 2, no. 2 (June 30, 2022): 18–25, <https://doi.org/10.22487/27765660.2022.v2.i2.15898>

⁷ Rahmawati Rahmawati, "Komunitas Baca Rumah Luwu sebagai Inovasi Sosial untuk Meningkatkan Minat Baca di Kabupaten Luwu," *Diklus: Jurnal Pendidikan Luar Sekolah* 4, no. 2 (September 30, 2020): 158–68, <https://doi.org/10.21831/diklus.v4i2.32593>

⁸ Abi Fa'izzarahman Prabawa et al., "How Can We Enhance PISA Ranking Through Effective Learning Methods? Systematic Literature Review From 2019 to 2024," *Jurnal Pendidikan Progresif* 14, no. 2 (2024): 1421–42, <https://doi.org/10.23960/jpp.v14.i2.2024100>.

⁹ Dewi Nurul Qomariyah and Nur Khasanah, "The Application of Cambridge Curriculum in English as Second Language Teaching Learning at Secondary School," *Journal of Language Intelligence and Culture* 5, no. 1 (2023): 1–8, <https://doi.org/10.35719/jlic.v5i1.115>.

open doors, helping students see the world in new ways, and feel more confident in their learning.

For this concern, Indonesia can improve students' reading interest by supporting their ability to have reading comprehension. According to Lehr, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language¹⁰. Reading comprehension is more than just reading words. It is about truly engaging with the text, thinking about what it says, and making sense of the ideas it presents. It is a mental process where the reader connects with the material, interprets it, and figures out what it really means. To boost the ability of doing reading comprehension, one of the way is to conduct literature circle effectively. Despite its potential, literature circles are still rarely used in Indonesian EFL classrooms, which shows a clear gap in both practice and research. This gap suggests a need to explore how literature circles might help Indonesian students not only understand English texts better, but also enjoy reading as a collaborative, meaningful process.

Researcher observes reading groups (literature circles) to improve reading comprehension ability for secondary students in an effort to increase their enthusiasm for learning to read. A literature circle is a group reading consisting of 4 to 5 students with different reading levels. In a literature circle, students form a small peer-led group to read the same book, novel, or storybook, with each member concentrating on their specific role during the

¹⁰ Nurlalili Rosyadah, "The Use of Story Sequences Pictures to Teach Recount Text in 10th Grade of Senior High School." (Islamic University Of Indonesia, 2020).

reading process¹¹. Literature circle is the best way to be applied in EFL environment because while conducting literature circle, students can have fun with their teammates in a way they will have the improvement in their reading comprehension ability without feeling forced to learn reading.

During the researcher's pre-service internship program held last year at State Islamic Senior High School 2 Jember, it was observed that students had a very low interest in reading, especially when it came to English texts. Many students found reading activities tiresome and disengaging, often seeing them only as tasks to finish rather than opportunities to explore new ideas or stories. This lack of enthusiasm became apparent during classroom observations, where students tended to read silently and individually without much discussion or excitement.

To address this issue, the English teacher proposed using literature circles as a way to transform reading into a more interactive and enjoyable experience. In literature circles, students gather in small groups to read the same text, take on specific roles, and discuss what they have to read together. Through this method, it hoped that students would not only understand English texts better but also rediscover the joy of reading by working and learning through peer-discussion.

B. Research Questions

Based on the research background above, the research questions of this study were:

¹¹ Harvey Daniels, "Literature Circles: Voice and Choice in Book Clubs and Reading Groups" (Stenhouse Publishers, 2002).

1. How do literature circles engage students in providing their reading comprehension?
2. How do literature circles facilitate students' peer collaboration during group work?

C. Research Objective

Based on the statement of research questions above, the objectives of this study were:

1. To describe how literature circles engage students in improving their reading comprehension.
2. To analyze how literature circles facilitate students' peer collaboration during group work.

D. Research Significant

This study enriched the theoretical understanding of reading comprehension in EFL contexts by exploring how literature circles fostered student engagement and reading comprehension ability. Grounded in social constructivism, it highlighted the role of peer collaboration in enhancing comprehension, aligning with Vygotsky's Zone of Proximal Development¹². It also lined up on Rosenblatt's Transactional Theory of Reading, was emphasizing the interactive process between readers and texts¹³. By examining literature circles in an EFL setting, this research supported the effectiveness of cooperative learning and provided insights into how

¹² Lev S Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, vol. 86 (Harvard university press, 1978).

¹³ Louise M Rosenblatt, *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work* (SIU Press, 1994).

structured discussions can improved students' cognitive and linguistic development.

This research provided valuable experience for EFL teachers, students, and researcher to see how literature circles could make reading more engaging and effective. By using group discussions, teachers could continue a more interactive classroom where students could strengthen understanding and connect better with what they read. It also gave students a chance to improve their reading skills by actively sharing ideas with their peers. For researcher, by conducting this research, the researcher would develop a deep understanding to improve reading comprehension for academic needs and daily life. Therefore, the researcher would gain more enjoyment strategy in teaching English as a foreign language and hoped that the results of this study could help other researchers who conducted research on the same subject and could be a reference for other studies.

This research offered valuable contributions both in theory and in classroom practice. By exploring literature circles within an EFL setting, it showed how collaborative reading activities rooted in social constructivism and Rosenblatt's Transactional Theory could help students engage more deeply and think critically about what they read. For teachers, it provided a practical approach to turn reading lessons into lively discussions where students actively shared ideas rather than read passively. For students, it created a space to enjoy reading together, built confidence, and improved comprehension in a supportive group. Finally, the students could improve

their academic achievement with good reading comprehension. Beyond the classroom, this study hoped to inspire other researchers to explore creative and student-centered strategies for teaching reading in foreign language contexts.

E. Definition of Key Terms

1. The Use of Literature Circles

In this study, the use of literature circles refers to the implementation of a small-group reading activity where students collaboratively discuss and interpret a shared text through assigned roles such as discussion director, summarizer, connector, and vocabulary guru. The use of this method in the classroom involves structured discussions designed to help students improve their reading comprehension through peer interaction and engagement with literary works.

In this context, literature circles are not only used to enhance students' understanding of English texts but also to develop essential skills such as critical thinking, collaboration, and communication. The teacher facilitates the activity by guiding the process, providing reading materials, and ensuring that each member performs their role effectively. Therefore, the use of literature circles in this research emphasizes their dual function as a tool for improving reading comprehension and fostering peer collaboration among students in an English as a Foreign Language (EFL) setting.

1. Reading Comprehension

Reading comprehension is the ability to understand and make meaning from written texts. In this study, it focused on how well students' 11I class at State Islamic Senior High School 2 Jember could identify main ideas, connected what they read to other knowledge, and understood the whole text. This skill was measured after students participated in literature circle activities as part of the classroom learning process.

F. Structure of the Thesis

Broadly, this thesis were divided into three main sections. They were preliminary section, the main section, and the final section, which are detaile as follows.

The first section was the preliminary section, which consisted of the research tittle, approval sheet, board of examiner's endorsement, motto, dedication, acknowledgement, abstract, table of contents, list of tables, and list of figures.

The second part was main part that contained:

1. Chapter I presented about the beginning of the thesis
2. Chapter II reviewed related previous research of this study and theoretical framework.
3. Chapter III discussed about research method employed of this study.
4. Chapter IV presented the findings and discussion based on data analysis, focusing on the engagement of literature circles on reading comprehension of 11th grade class of State Islamic Senior High school 2 Jember.

5. Chapter V provided the conclusions drawn from the study along with relevant suggestions.

The third part was final section, which included the references, a statement of writing authenticity, and appendices. The appendices contained the research matrix, the researcher's biography, declaration sheet, research journal, analysis sheets, and a profile of the school.



CHAPTER II

LITERATURE REVIEW

A. Previous Study

This research was not the first study in examining the engagement of literature circle in providing students' reading comprehension. The researcher found similar studies that related with this study. Some of them are:

1. Mary Nerissa T. Castro, *MoiST in 2021* “Literature Circle: A Strategy in Improving Critical Thinking Skills”.

Mary Nerissa T. Castro conducted a research that aims to determine the effectiveness of the literature circle strategy in improving critical thinking skills in reading among students at the University of Cebu-Banilad Campus¹⁴. The study utilized a quasi-experimental method where the 48 ABM Grade 12 research subjects of the study were divided into two groups, namely: control and experimental.

Findings revealed that in measuring subjects' critical thinking skills in reading, there is a significant difference between the posttest performances of the groups. The research subjects under experimental group performed higher than the control group. The study concludes that literature circle strategy is effective in enhancing student's critical thinking skills in reading.

¹⁴ Mary Nerissa T Castro, “Literature Circle : A Strategy in Improving Critical Thinking Skills,” no. c (2021): 65–84, <https://doi.org/10.32996/ijels.2021.3.2.9>.

2. Allison Mrak in 2021 entitled “Literature Circles and the Use of Comprehension Strategies within a Fifth Grade Classroom”.

Allison was conducting a research as part of her Master’s degree in Curriculum and Instruction at Minnesota State University Moorhead¹⁵. The research took place in a fifth-grade classroom in a suburb of Minneapolis during the fall of 2021. It was later published in RED: a Repository of Digital Collections at Minnesota State University Moorhead.

The study used a mixed-methods approach to examine how literature circles support comprehension strategies. Over five weeks, students read in small groups, discussed their books, and applied strategies like summarizing, questioning, and making connections. Results showed that literature circles improved understanding and collaboration, though challenges like inconsistent reading and book difficulty affected participation.

3. Rikha Mirantika, Dyah Anggraeni Novitasari, Kartika Dewi Rahayu in 2021 entitled “EFL Students’ Engagemen in Reading through Literature Circle”.

The aim of this study is to investigate utilized literature circle method in learning recount text, in using literature circle method on learning recount text, the students expect Engage in learning process¹⁶. This study used narrative inquiry. This paper is present by words and

¹⁵ Allison Mrak, “Literature Circles and the Use of Comprehension Strategies within a Fifth Grade Classroom” (2021), <https://red.mnstate.edu/thesis>.

¹⁶ Rikha Mirantika, Novitasari Dyah Anggraeni, and Rahayu Kartika Dewi, “EFL Student’s Engagement in Reading through Literature Circle” 7385 (2021): 1–2.

explanation. This research has conducted in one of the school at Karawang. Subject of this research are a students of XI class, consists of twelve. The data acquire from observation, interview and documentation.

The result of this study explain that there are three phase do students engage learning to read in literature circle and students reaction about literature circle. Learning reading use literature circle method increase students' motivation. It specifically explained benefited for sharing the story to other group and reading comprehension.

4. Mifta Huljanah in 2022 entitled “The Effect of Using Literature Circle Strategy on Students’ English Reading Comprehension”.

Mifta Huljanah was figuring out whether there was any effect on students' ability to understand texts between students who were taught using the Literature Circle strategy and were not at SMAN 4 Bengkulu City¹⁷. The researcher used a Quasi Experimental research nonequivalent pretest-posttest control group design. The instrument used was a multiple-choice test consisting of 20 items, given as pre-test and post-test to both the experimental and control groups. The results showed a significant increase in students' reading comprehension scores, with the mean rising from 60.60 to 71.60 after the use of literature circles.

¹⁷ Mifta Huljanah, “The Effect of Using Literature Circle Strategy on Students’ English Reading Comprehension English Education Study Program Department of Language Education” (2022).

5. Lei Ma, Lilliatl Ismail & Norzihani Saharuddin in 2023 entitled “Effectiveness of Literature Circles in Developing English Language Reading Ability: A Systematic Review”.

In this research the researchers were conducting a research that focused on EFL students at a University in Thailand¹⁸. The research aimed to investigate how literature circles could improve their English reading skills. This study later was published on Canadian Center of Science and Education in 2023.

According to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) procedure, A total of 19 relevant studies concerning the use of literature circles in enhancing English reading comprehension were retrieved from Scopus, Google Scholar, Dimensions, and ERIC databases. The synthesis revealed a recent trend emphasizing the use of modern technology and the inclusion of varied reading materials in literature circle-based learning.

Table 2. 1

Previous Studies List

<i>Note: “Study A” refers to the current study entitled “The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of State Senior Islamic High School 2 Jember 2025/2026 Academic Year”</i>			
No.	Research Tittle, Author and Year of the Study	Similarity	Differences
1.	“Literature Circle: A Strategy in	a. Both studies focus on the implementation of	a. Study A involved 11th-grade students at State Islamic

¹⁸ Lei Ma, Lilliatl Ismail, and Norzihani Saharuddin, “Effectiveness of Literature Circles in Developing English Language Reading Ability: A Systematic Review,” *English Language Teaching* 16, no. 7 (2023): 47.

	Improving Critical Thinking Skills” by Mary Nerissa T. Castro, 2021	<p>literature circles as a learning strategy to improve students’ engagement with reading.</p> <p>b. Both are grounded in collaborative learning theories, especially emphasizing the role of peer interaction and student autonomy</p>	<p>Senior High School 2 Jember, while the previous study was conducted with 8th-grade junior high school students.</p> <p>b. Study A investigated reading comprehension and examined the role of literature circles in enhancing peer collaboration, which was not addressed in the previous study.</p>
2.	“Literature Circles and the Use of Comprehension Strategies within a Fifth Grade Classroom” by Allison Mrak, 2021.	<p>a. Both of the studies were focusing in literature circle and reading comprehension</p> <p>b. Both of the study highlighted how literature circles encourage active discussions and engagement with texts.</p> <p>c. Both of the studies were using qualitative research methodology.</p> <p>d. Both of the studies promoted comprehension through student-led discussions and role assignments within literature circles</p>	<p>a. The study by Allison Mrak focused on the effect of literature circles on the use of comprehension strategies, whereas Study A examined reading comprehension improvement and peer collaboration.</p> <p>b. The previous study was conducted with 5th-grade students in a Minnesota elementary school, while the Study A focused on 11th-grade students in a high school setting at State Islamic Senior High School 2 Jember.</p> <p>c. The previous study included both qualitative and quantitative elements while Study A only used</p>

			<p>qualitative elements.</p> <p>d. While the previous study was focusing on collaborative reading, Study A focused on the comprehension of the reading.</p>
3.	<p>“EFL Students’ Engagemen in Reading through Literature Circle” by Rikha Mirantika, Dyah Anggraeni Novitasari, Kartika Dewi Rahayu, 2021.</p>	<p>a. Both studies investigate the use of literature circles as a teaching method to enhance reading skills in EFL contexts.</p> <p>b. Both studies use qualitative techniques such as observation, interviews, and documentation to analyze student engagement and learning outcomes.</p>	<p>a. The Mirantika study mainly investigates student engagement and perception during literature circles while Study A examines reading comprehension improvement and peers collaboration.</p> <p>b. The previous study doesn’t have fixed roles in implementing loterayre circle meanwhile Study A have structured role distribution.</p>
4.	<p>“The Effect of Using Literature Circle Strategy on Students’ English Reading Comprehension” by Mifta Huljanah, 2022</p>	<p>a. Both studies were from Mifta Huljanah and the current research were focusing on literature circle and reading comprehension</p> <p>b. Both studies focused on 11th-grade students in high school settings.</p> <p>c. Both studies were highlighting student collaboration and group work</p>	<p>a. The thesis by Mifta Huljanah was using quasi-experimental approach while Study Awas using qualitative approach.</p> <p>b. The previous study utilized standardized tests and statistical analysis while the Study A was using observations, interviews, and documentation</p> <p>c. Mifta Huljanah’s was conducted in SMAN 4 Bengkulu</p>

			for the 2021-2022 academic year while Study A was conducted in State Islamic Senior High school 2 Jember for the 2025-2026 academic year.
5.	“Effectiveness of Literature Circles in Developing English Language Reading Ability: A Systematic Review” by Lei Ma, Lilliatl Ismail & Norzihani Saharuddin in 2023.	<p>a. Both studies examined how literature circles could help students develop their reading skills in English.</p> <p>b. Each research aimed to find out how literature circles affected students’ ability to understand what they read.</p> <p>c. This research conducted in EFL context in Indonesia and the other in Thailand.</p>	<p>a. Study A focused on 11th-grade students in a senior high school, while the other study involved university-level students.</p> <p>b. The previous study used a mixed-methods approach, while Study A used a descriptive qualitative design only.</p>

While literature circles had been introduced in many studies, most of them only focused on students’ opinions or reading comprehension results. There was still limited research that looks closely at how literature circles were actually used in real classroom situations, especially in senior high school EFL settings in Indonesia. Many teachers might be interested in using this method, but they need more practical examples of how it works with students, especially in terms of both reading and group

collaboration. This research aimed to fill that gap by providing classroom-based insights on how literature circles support students' reading comprehension and helped them work together more effectively.

B. Theoretical Framework

1. Literature Circle

a. Definition of Literature Circle

Literature circles represent a classroom literacy activity in which teachers explain the procedure and guide students in applying it to improve their understanding of reading texts. Although literature circles can differ in structure and format, they are essentially small groups of students who read the same book and engage in discussion about it. Literature circle, according to Daniels, literature circle is small temporary reading clubs, whose nature go beyond just an extensive reading club¹⁹.

Furthermore, it was then explained that each learner took on a unique role with their own responsibility to help the group. For instance, one student could be the discussion director who keeps the conversation flowing, another could be the summarizer who wraps up the key ideas from the reading and the discussion, while someone else could be the vocabulary enricher who points out important words to

¹⁹ Harvey Daniels, *Literature Circles: Voice and Choice in Book Clubs and Reading Groups* (Portland, ME: Stenhouse Publishers, 2002).

help everyone better understand the text²⁰. Literature circle activities can nurture sympathy among group members and encouraged them to share responsibility positively and creatively²¹. Then literature circles are largely student-led, with teachers remaining in the background and performing only limited controlled functions.

b. Implementation of Literature Circle

Literature circles is small group discussion activity where students gather to discuss a book in depth, much like a book club²². The implementation of literature circles involved several key steps. First, the teacher explained the purpose of the literature circles, which was to hold students accountable for their reading along with discussing literature in not burdening environment. Next, the teacher could form small temporary groups based on book choice, with each group reading a different book. During the discussions, students took on different roles, such as discussion director, connector, summarizer, and dictionary enricher, to facilitate the conversation and deepen their engagement with the text. Literature circles could be used at all grade and ability levels and were intended as a context in which to apply reading and writing skills. They were flexible and adaptable, never

²⁰ Arif Husein Lubis and Eri Rahmawati, "Literature-Circles-Based Cooperative Writing : From the Perceptions of Indonesian University EFL Learners with Writing Anxiety," *The Journal of AsiaTEFL* 16, no. 4 (December 31, 2019) 31.

²¹ Ferdiansyah et al., "Online Literature Circles during the COVID-19 Pandemic: Engaging Undergraduate Students in Indonesia," *TESOL Journal* 11, no. 3 (2020) 4.

²² Emily Boudreau, "Literature Circles How Educators Can Make This Small Group Exercise Work Better in Their Classrooms," Harvard Graduate School of Education, 2021, <https://www.gse.harvard.edu/ideas/usable-knowledge/21/11/literature-circles>.

appearing exactly the same, and could be either carefully structured or more open and spontaneous.

Some steps that applied in implementing a literature circle strategy based on Karatay designed the literature circle conducted in four stages²³:

1) Preparation

As the literature circle approach emphasizes collaboration, its implementation involved a number of initial stages, such as presenting and preparing reading assignments, establishing the discussion groups, and choosing suitable texts.. First, introduce the students with insight of literature circle and determine each with a different role. In the second stage, students organized themselves into reading circles, collaborating actively and exchanging insights about the text based on their own initiative and understanding.

2) Individual reading

The teacher provided a period for students to engage in reading and understanding the book while carrying out their assigned tasks. Through individual reading activities, students were encouraged to comprehend the content thoroughly, record important points, and prepare short presentations to convey their interpretation of the material.

3) Discussion

²³ Halit Karatay, "The Effect of Literature Circles on Text Analysis and Reading Desire," *International Journal of Higher Education* 6, no. 5 (September 19, 2017): 65, <https://doi.org/10.5430/ijhe.v6n5p65>.

The students assigned as discussion directors initiated the task distribution and facilitated a thirty-minute discussion session. This allowed participants to articulate and examine in depth their responses, perceptions, and interpretations concerning the book's theme, central concepts, and underlying messages.

4) Sharing

In the concluding stage of the activity, the teacher directly supervised student engagement and progress. Each participant contributed by presenting their group's findings and elaborating on their comprehension of the text and the tasks they had completed.

c. The Benefit of Literature Review

Provided various benefits including:

- 1) Literature circles encourage students to appreciate literary works and help foster a positive attitude toward reading.
- 2) They provide opportunities for students to participate actively in discussions, engage in group interactions, and connect more deeply with the text.
- 3) Through literature circles, students learn to collaborate with their peers while still maintaining individual responsibility for completing their assigned roles.
- 4) Since students are allowed to choose both the book and the role they wish to perform, they can engage with literature from multiple perspectives, enhancing their interpretive and analytical skills.

5) Furthermore, literature circles help students develop a sense of ownership and accountability. This method integrates student choice and social interaction, which can boost motivation and positively influence learning outcomes. The findings also revealed that when students worked collaboratively, they supported one another's efforts, leading to increased engagement and overall achievement.

2. Reading Comprehension

a. Definition of Reading Comprehension

Brown emphasizes that comprehension is not a passive act but a form of active thinking, requiring the reader to engage with the text by predicting, inferring, and making connections²⁴. Implementing Brown's model in the classroom involved a three-phase instructional approach: pre-reading activities to activate background knowledge and set reading purposes, while-reading strategies to monitor comprehension and identify key ideas, and post-reading tasks to reflect on meaning, synthesize information, and critically evaluate the content.

b. Benefit of Reading Comprehension

There are many benefits of using Literature Circles based on Brown's theory.

1) First, it helps students understand texts better by using different strategies.

²⁴ James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, <https://doi.org/10.2307/415773>.

- 2) Second, students learn to think about how they read and improve their reading habits.
- 3) Third, by talking with their peers, students can connect what they read to their own lives, which makes learning more personal.
- 4) Lastly, students become more confident and responsible readers because they took part in group discussions.

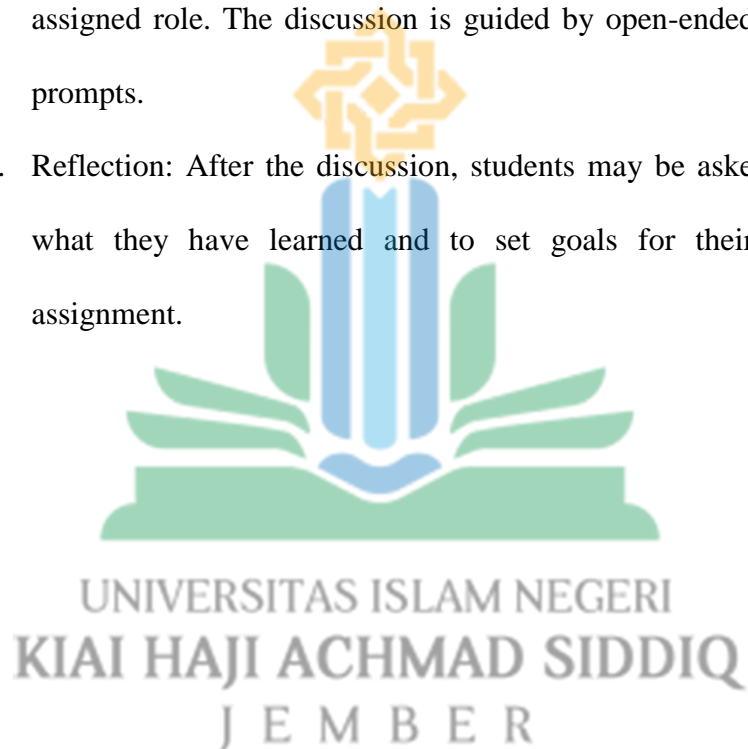
3. The Implementation of Literature Circle in Reading Comprehension

Several studies have been conducted to determine the effectiveness of literature circles in improving reading comprehension. Another study observed that literature circles allowed students to think more critically about the text, which strengthened their overall comprehension. The implementation of literature circles have been shown to increase student motivation and engagement with reading. Students benefits from choosing their own books, roles, and discussion topics, which led to a more positive attitude towards reading. Additionally, literature circles allowed English Language Learners to practice comprehension strategies, which was beneficial for their overall reading comprehension.

The implementation of literature circles typically involves the following steps:

- a. Book selection: Students are given a book for each group from a pre-approved list. All members of the literature circle read the same book.

- b. Role assignment: Each student is assigned a specific role for the discussion. The roles are designed to help students focus on different aspects of the text and to ensure that the discussion is comprehensive.
- c. Reading: Students read the assigned portion of the book independently.
- d. Discussion: The literature circle meets to discuss the book. Each student take turns sharing their thoughts and ideas based on their assigned role. The discussion is guided by open-ended questions and prompts.
- e. Reflection: After the discussion, students may be asked to reflect on what they have learned and to set goals for their next reading assignment.



CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

This research employed a qualitative approach using a case study design. The case study was conducted to explore the involvement of literature circles in providing students' reading comprehension and fostering peer collaboration in an EFL classroom at State Islamic Senior High School 2 Jember. This approach was chosen to explore how literature circles influence students' reading comprehension in a natural classroom setting. Rather than focusing on numbers or measurable outcomes, the study aimed to understand students' experiences and how their interaction with peers and texts contributed to their comprehension.

This research used a qualitative approach because it helps the researcher understand how students experience and responded to literature circles in the classroom. Ary et al. described qualitative research as a way to study human behavior by observing and describing what people do in real situations.²⁵ Similarly, in 2012 Creswell explained that qualitative research is used to explore how people make sense of a problem or situation in their own words²⁶. Since this study focused on how literature circles supported students in improving their reading and working together in groups, a qualitative

²⁵ Donald Ary, Jacobs Lucy Cheser, and Sorensen Chris, *Introduction to Research in Education*, ed. Shortt Chris, *Sustainability (Switzerland)*, 8th editio, vol. 11 (Canada: Wadsworth Cengage Learning, 2009), www.cengage.com/wadsworth.

²⁶ Creswell John W, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed. Smith Paul A, *Sustainability (Switzerland)*, 4th editio, vol. 11 (Boston: Pearson Education, 2012), www.pearsonhighered.com.

method is the best way to gather detailed and meaningful data from their actual classroom interactions.

The data collected in this study will be presented in descriptive form. The researcher used observation, interviews, and documentation. Observation allowed the researcher to see how students participated in literature circle activities and how they interacted during reading discussions²⁷. It helped capture real-time behaviors, communication patterns, and the level of student engagement that might not be fully expressed in interviews or written responses. Interviews gave students a chance to share their thoughts and feelings about the learning experience in their own words²⁸. It also allowed the researcher to explore students' perspectives more deeply by asking follow-up questions based on their responses. To support these findings, the researcher also collected documents such as student worksheets and group discussion notes. These documents showed students' progress, how they responded to the tasks, and how they contributed during group activities. Using several sources of data helps give a more complete and reliable picture of what was really happening in the classroom²⁹.

B. Research Location and Duration

This research conducted at State Islamic Senior High School 2 Jember, focusing on an eleventh-grade English in 11I class. The choice of this class was based on the observation that students at this level often struggled with

²⁷ Ary, Lucy Cheser, and Chris, *Introduction to Research in Education*.

²⁸ John W, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

²⁹ Jack C. Richards and Willy A. Renadya, "Methodology in Language Teaching: An Anthology of Current Practice," 2002.

reading comprehension and showed low engagement when reading English texts. By selecting this specific setting, the study aimed to explore how literature circles created a more interactive and enjoyable reading experience for students.

The research planned to run from July to September 2025. This three-month period is designed to allow the researcher to complete the research administration in the chosen school, observe how the teacher introduce the literature circle method, guide students through the sessions, monitor their progress, and construct the findings carefully. The duration is also considered sufficient to observe meaningful students' reading habits, comprehension skills, and motivation to participate in group reading activities.

C. Research Subject

The subjects of the research was the students of 11I class in State Islamic Senior High school 2 Jember in academic year of 2025-2026 that consisted of 36 students. The students then will be included in groups that consisted by 4 people each, the English teacher determined them. The researcher chose the class because there was not Language department in the school and the class chosen in State Islamic Senior High School 2 Jember is familiar in the school that the class has bright students. There is also literatures provided in State Islamic Senior High School 2 Jember.

D. Technique of Data Collection

Collecting data was important for the researcher to get information dealing with the object of the research. The researcher collected the data

through observation, interview, and documentation. Since this research focused on observing reading comprehension enhancement of the students through literature circle, so, observation will be the main technique. One benefit of using observation is that the researcher could directly see what really happened during the activity. The researcher was adopting a qualitative approach to observation and record *fieldnotes*³⁰. In this research, the researcher used fieldnotes and additionally observation checklist to get deep understanding. The data collected through the following procedures, namely:

1. Teacher formed eight groups that consisted by four people. All of the members of the group have roles. There will be a discussion director assigned to lead the discussion, a connector that assigned to connect the story with daily life, a summarizer that summarized the story, and a dictionary guru that shared unfamiliar vocabularies and created new sentences from the new vocabularies found from the text.
2. The groups were given some short-story books from pre-approved list that prepared by teacher. The short-story was suitable for the grade and was chosen as fresh and morally valuable stories to increase reading experience. According to Aminulloh et al. learning activities were engaging and emotionally appealing, students' motivation and attention increase throughout the process³¹.

³⁰ Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw, "Writing Ethnographic Fieldnotes," *Hastings Center Report* 41, no. 6 (2011): 1–10, <https://doi.org/10.1002/j.1552-146X.2011.tb00143.x>

³¹ Aminulloh Aminulloh, Asropi Safi'i, and Muhammad Eka Rahman, "English Vocabulary Achievement Through Telling Stories Using Pictures in Islamic Elementary School," *Madrosatuna: Journal of Islamic Elementary School* 3, no. 1 (2019): 4-5.

3. During the activity, every members were given one role and they need to carry the roles.
4. Every member were given 30 minutes time to read the chosen book.
5. Once they finish reading, they needed to do their roles and present their assigned tasks to the group.
6. Throughout the sessions, researcher observed their performances and filled the observation checklist and fieldnotes to be analyzed later to determine the conclusion of the research.

E. Data Analysis

This research used the interactive model of qualitative data analysis developed by Miles, Huberman, and Saldaña³². Their model provided a clear and systematic way to analyze qualitative data, especially in classroom-based studies. This model is suitable for this research because the data came from observation checklists, fieldnotes, and documents, which need to be organized and understood clearly to answer the research questions.

1. Data Condensation

In this step, the researcher chose and simplified the important information from the data that had been collected. For this research, the fieldnotes and observation checklists analyzed carefully. The researcher focused only on the parts that showed students' reading activities, group interaction, or how they help each other during literature circles.

³² Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Arizona: SAGE Publications, 2014).

2. Data Display

After the data condensed, the next step is to show it in a clearer format. The researcher organized the data into descriptive explanation as a short summaries and an observation checklist to analyze students' participatory, responsibility, and ability to grasp the essence of the text. Data display helps make the information easier to read and analyze.

3. Drawing Conclusion and Verification

In this last step, the researcher looked at the patterns in the data and try to answer the research questions. These conclusions answered the main research questions related to how literature circles influenced students' reading comprehension and how they contributed to peer collaboration. To make sure the conclusion was correct, the researcher double-checked the data from all sources and compared them to avoid mistakes and errors.

F. Validity of Data

Based on Jack. C. Richard, triangulation is the process of collecting data from several different sources or in different ways in order to provide a fuller understanding of a phenomenon³³. Ary et al. in 2009 stated there are some types of triangulations; data triangulation, methods triangulation, investigator triangulation, and theory triangulation³⁴. Furthermore, in this research the researcher employed the method triangulation that suitable with

³³ Jack C. Richards and Richard W. Schmidt, "Longman Dictionary of Language Teaching and Applied Linguistics," *Longman Dictionary of Language Teaching and Applied Linguistics*, 2013, <https://doi.org/10.4324/9781315833835>.

³⁴ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8th ed., ed. Chris Shortt (Canada: Wadsworth Cengage Learning, 2009).

the technique of data collection using fieldnotes and observation checklist as the addition for deeper observation.

Method triangulation occurred when researchers use multiple data collection methods to study a research problem, thereby providing a richer and more valid understanding³⁵. Method triangulation applied by using two different data collection techniques. In this study, the data was taken from fieldnotes, observation checklists, and documents such as students' written worksheet. By combining these sources, the researcher was able to obtain a more balanced and holistic understanding of the learning process.



³⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed., ed. Paul A. Smith (Boston: Pearson Education, 2012).

CHAPTER IV

FINDING AND DISCUSSIONS

A. Research Findings

The presentation and analysis of data provided a detailed explanation of the collected information and the conclusions had taken from the methods described in Chapter III. This section included summaries of the data that responded to the research questions given to the participants. The outcomes of the analysis were used to show the research findings, which appeared in the form of categories, classifications, or typologies.

The findings of this research were appeared as the direct presentation of the research questions. Each finding highlighted how the involvement of literature circles influenced students' learning experiences, particularly in terms of their reading comprehension and peer collaboration. By organizing the results according to the stated objectives, the discussion provided a clearer understanding of how literature circles functioned as both a reading strategy and a collaborative learning tool.

1. To determine the engagement of literature circle on providing students' reading comprehension.

From the teacher's point of view, literature circles provided a significant improvement in students' reading comprehension. The English teacher of State Islamic Senior High School 2 Jember, Mrs. I, explained that when students worked collaboratively, their understanding of the text became much lighter and easier compared to when they read individually.

She said *“Dengan metode diskusi kemarin berjalan sangat baik, anak-anak antusias. Yang akhirnya lebih enteng banget dalam memahami satu teks”*³⁶.

According to the interview with her it indicated, literature circles provided a significant improvement in students' reading comprehension. The English teacher of State Islamic Senior High School 2 Jember, Mrs. I, explained that when students worked collaboratively, their understanding of the text became much lighter and easier compared to when they read individually. She further mentioned that through the discussion method, the activity went very well and the students showed great enthusiasm, which eventually made it much easier for them to comprehend a text.

The teacher also observed a visible progress in the students' comprehension. She mentioned that in one particular class, comprehension levels reached almost full understanding. In the interview she explained *“Saya lihat pemahamannya 90% mungkin ya. Jadi paham semua gitu. Melihat progress yang sangat baik ketika belajar dengan metode diskusi itu”*³⁷.

The teacher also observed a visible progress in the students' comprehension. She noted that in one particular class, the students' understanding reached nearly full comprehension, estimating it at around 90%. According to her, this reflected a significant improvement, as the

³⁶ Mrs. I, interviewed by researcher, Jember, August 20th 2025.

³⁷ Mrs. I.

discussion method allowed students to grasp the material much more effectively.

Another important observation from the teacher is that literature circles reduced confusion that typically arises in traditional intensive reading methods. Instead of struggling alone, students had opportunities to ask, explain, and clarify meaning within the group. This reflected that literature circles were not just about dividing tasks but about building mutual support, which directly contributed to higher comprehension levels.

The statement align with students' perspective. N stated that literature circles as a method that helped her understand texts more effectively. She admitted that she found reading easier when she could exchange ideas with her peers, *"Ya, saya lebih mudah karena saya bisa berbagi pendapat dengan teman-teman saya. Saya lebih banyak mendapat pandangan dari teman-temannya"*³⁸. She mentioned that it was easier for her to read because she could share her opinions with her friends, and she added that the discussions also allowed her to gain more insights from them. This suggested that comprehension was enriched through exposure to multiple perspectives, as each peer contributed different interpretations and understandings of the text.

She also highlighted that the sharing of opinions gave her access to ideas she might not have considered when reading alone. For N, the

³⁸ N, interviewed by researcher, Jember, August 20th 2025.

interactive element of discussion transformed reading from an individual cognitive process into a collaborative meaning-making activity. This demonstrated how literature circles created a dynamic space where students actively constructed understanding together, rather than passively receiving information.

Furthermore, N's comments reflected the value of peer scaffolding. When students shared ideas, weaker readers could rely on stronger readers' insights, while stronger readers reinforced their own comprehension by explaining concepts. In her case, N benefited from hearing classmates' explanations, which helped her make sense of difficult parts of the text. This shows that the literature circle format enhanced comprehension by combining individual efforts into collective knowledge.

Other student was interviewed named D. Different with N who still experienced difficulties in learning English, D, on the other hand, have been shown interest in English since middle school. D acknowledged that literature circles supported his comprehension, particularly in terms of vocabulary acquisition and strengthening. He said *"Ya, pastinya saya sudah mengerti tentang teks itu, tapi membantu saya buat ingat tentang vocabulary yang belum saya tahu dan mungkin mengingatkan kembali yang sudah tahu tapi lupa"*³⁹.

Another student explained that he already understood the text. He further noted that the activity was still beneficial because it helped him

³⁹ D, interviewed by researcher, Jember, August 20th 2025.

remember unfamiliar vocabulary and also recall words he had previously learned but forgotten. His response highlights the importance of vocabulary in reading comprehension for EFL learners.

For D, the discussion process in literature circles provided opportunities to clarify unfamiliar words, revisit forgotten vocabulary, and strengthen word recognition. This implied that comprehension was not only about understanding the storyline or main idea but also about consolidating linguistic knowledge. By engaging in peer discussion, student D was reminded of vocabulary items that were crucial for interpreting meaning in the text.

Finally the last student interviewed pictured literature circle slightly differently as he described himself as already confident in his reading ability. He briefly said that reading was his strong ability so the thing who stood up the most to him during literature circle activity was the discussion session. During the activity, researcher noticed that R mainly helped his peers by helped translating the whole story for them to understand better.

Although R may not have relied heavily on peer explanations, the literature circle provided him with validation of his own understanding *“Ya kayak dikasih apa ya, kepercayaan lah buat megang (peran) discussion director sama buat apa ya, nge-translate atau kayak ngasih inti ceritanya lah buat anak-anak sekiranya itu bisa ngebenerin mereka buat*

ngejalanin tugasnya mereka juga kan ada yang kayak yang nulis juga ada yang nyari pertanyaan apa ya kayak kalimat-kalimat yang susah juga.”⁴⁰.

Other student expressed that he felt trusted when he was given the role of discussion director and asked to translate and present the main idea of the story. He added that this role also enabled him to support his peers in completing their tasks, since some were responsible for writing while others focused on finding questions or difficult sentences. This reflects that even stronger readers benefit from the collaborative nature of literature circles, as they can cross-check interpretations and ensure accuracy. It also indicates that comprehension is not only about solving difficulties but also about reinforcing confidence in one's interpretation of the text.

Additionally, R's participation in discussions likely had mutual benefits. While he gained confirmation of meaning, he also served as a resource for his peers by contributing explanations and viewpoints. During the activity he got to do both receiving confirmation and offering guidance shows that literature circles support comprehension for students across different proficiency levels, from those who need help to those who can provide it.

The interviews with both teacher and students showed that literature circles effectively improve reading comprehension by making texts easier to understand and less confusing. While the teacher observed

⁴⁰ R, interviewed by researcher, Jember, August 20th 2025

significant progress in overall comprehension, students highlighted specific benefits: Nashwa gained new perspectives, D strengthened vocabulary, and R confirmed his interpretations. These findings suggest that literature circles support comprehension through collaboration, peer support, and shared meaning-making.

Researcher observed students' reading activity using literature circle as the teaching method. The reading material that being used was narrative text as the material in unit 2 of Advanced English subject. The main lesson resource were pre-selected texts that had prepared by the teacher, provided by internet. The teacher instructed students to form groups, determine their roles, and read their assigned text with their peers. They also handed worksheet papers to do some activities based on their respective roles.

KEGIATAN INTI (MEANINGFUL LEARNING, JOYFUL LEARNING):

Eksplorasi (Memahami):

- Guru membagikan beberapa teks dongeng pendek (contoh: "The Little Red Riding Hood", "Cinderella"). (Diferensiasi Konten; Menyediakan teks dengan tingkat kesulitan yang bervariasi; teks yang lebih pendek dan sederhana untuk peserta didik dengan kemampuan bahasa Inggris dasar, dan teks yang lebih kompleks untuk peserta didik yang lebih mahir).
- Peserta didik secara individu membaca dongeng yang diberikan.
- **Berkesadaran (Mindful):** Peserta didik diminta untuk mencatat kata kunci, karakter, dan peristiwa penting saat membaca.

Aplikasi (Mengaplikasi):

- **Diskusi Kelompok (Kolaborasi):** Dalam kelompok kecil, peserta didik mendiskusikan karakteristik dongeng yang mereka baca (karakter, setting, konflik, resolusi).
- **Menganalisis Struktur (Meaningful):** Guru membimbing peserta didik untuk mengidentifikasi bagian-bagian struktur dongeng (orientasi, komplikasi, resolusi, koda) dari teks yang dibaca. Guru menyediakan panduan atau *graphic organizer* untuk membantu analisis (Diferensiasi Proses; Panduan lebih rinci untuk kelompok yang membutuhkan, sementara kelompok mandiri dapat berkreasi).
- **Identifikasi Nilai Moral (Berkesadaran, Meaningful):** Peserta didik berdiskusi tentang nilai-nilai moral yang terkandung dalam dongeng.

Refleksi (Merefleksi, Berkesadaran):

- Setiap kelompok mempresentasikan hasil analisis struktur dan nilai moral dari salah satu dongeng.
- Guru memberikan umpan balik konstruktif.
- **Jurnal Reflektif Singkat (Individu):** Peserta didik menuliskan hal baru yang mereka pelajari tentang dongeng hari ini dan mengapa penting untuk memahami strukturnya.

Figure 4. 1
Lesson Plan for "Fairytale" Material

Furthermore, the interviews and observations were reinforced with documents review the lesson plan made by Mrs. I as seen in figure 4.1. The lesson plan presents fairytale as the focus of this unit narrative text. It also explains students actively participate in reading activity using pre-approved narrative text-list. While the media used were blackboard, marker, pens, student worksheets papers, and mobile phones. Literature circle is used as the learning method. The source comes from <https://storiesgrowby.org/bedtime-stories-for-kids/> website and dictionary.

Date: . . .

5 Sentences

Kelompok (5)

1. Ruled = Memerintah
2. Refused = Ditolak
3. Thrown = Di lempar
4. Camouflaged = Di samarkan
5. Snatch him = Merebut dia
6. Some landed = Beberapa mendarat
7. Trap = Jebakan
8. Shouted = Teriak
9. Sheriff = -
10. Remained = Tersisa
11. cheered = Bersorak
12. Announcement = Pengumuman
13. Forewarned = Di peringatkan sebelumnya

Kalimat

1. A young man orders his guards to seize a woman he loves
2. Man 2 jember school announced that Man 2 school is holding Adiwiyata
3. There are several planes that landed in Gaza palestina
4. There are prospective students who were rejected by the university they wanted
5. A student was thrown into the pool by his friends because it was his birthday

Figure 4. 2
Student Worksheet 1

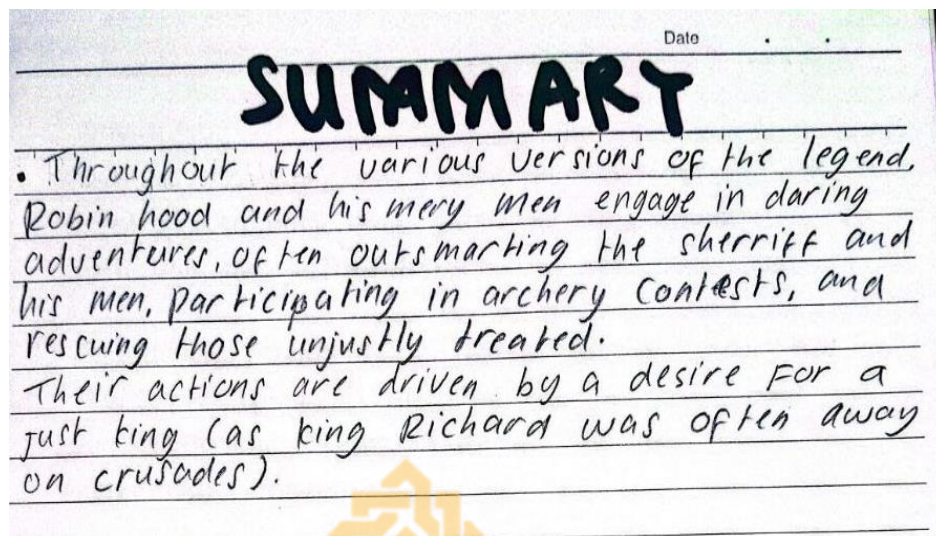


Figure 4. 3
Student Worksheet 2

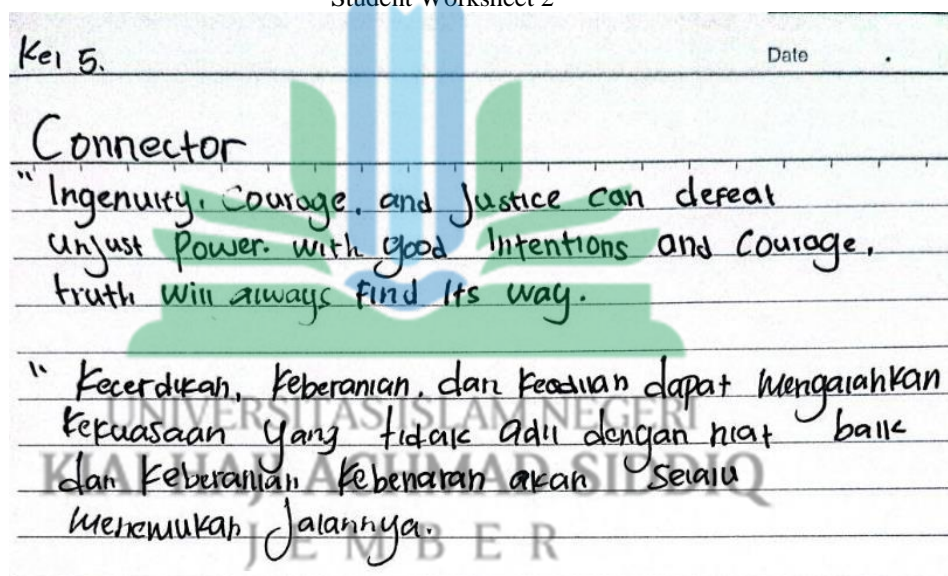


Figure 4. 4
Student Worksheet 3

In addition to the lesson plan, the researcher also collected supporting data from students' worksheets and observation checklist during the implementation of literature circles. These instruments provided evidence of how students engaged with the text individually. It also showed how they participated collectively during group activities.

The students' worksheets consisted of three main parts: summaries, lists of difficult vocabulary, and connection. From the summaries, it was found that most of 11I students were able to capture the main ideas of the text, although some still wrote brief notes rather than complete sentences. The vocabulary lists showed that students were able to identify unfamiliar words and attempted to understand their meanings, supported with dictionary and translating website to help them grasp new vocabularies. Beside, they were also able to create sentences from their found difficult vocabularies. The connection revealed that students generally grasped the idea of the stories, in a way where they could connect the moral value of the story with their daily lives. Every activity was done with several noting that working in groups helped them understand the text more clearly compared to work alone.

Data obtained from observations, interviews, and document reviews showed that the material used in the Literature Circle activity to influence students' reading comprehension in the 11I class of State Islamic Senior High School 2 Jember in the 2025/2026 academic year is narrative text in the form of a short novel. The learning material covers several aspects such as understanding the main idea, identifying supporting details, analyzing vocabulary, making connections to students' daily lives, and drawing conclusions from the text. The source materials used are pre-selected books prepared for the activity and additional references from relevant reading materials provided by the teacher.

2. To determine the role of literature circle in students' ability to have peers collaboration while doing a group works.

The teacher emphasized that literature circles strongly encouraged collaboration among students by structuring their roles and responsibilities⁴¹. Mrs. I explained *“Ketika mereka dipaksa untuk bekerja dalam kelompok dengan perannya masing-masing dan mereka hanya sukses kalau mereka berperan sesuai role yang diberikan, maka terlihat sekali bahwasannya anak-anak itu saat itu sangat meningkat gitu kepeduliannya, partisipasinya, tanggung jawabnya”*

The teacher explained that when students were required to work in groups with assigned roles and could only succeed by carrying them out properly, the impact on their behavior was noticeable. She emphasized that under these conditions, the students showed significant improvement in their awareness, participation, and sense of responsibility. This highlights that collaboration within literature circles was not spontaneous but systematically built through role distribution. Each student had a clear responsibility, and success depended on fulfilling that role, which cultivated a sense of accountability.

In addition, the teacher observed that students became noticeably more helpful toward one another when working in groups⁴². Mrs. I said: *“Sudah terbukti kemarin mereka sangat helpful gitu ke teman-temannya dalam satu kelompok”* implied that the teacher observed that it was evident

⁴¹ Mrs. I, interviewed by researcher, Jember, August 20th 2025.

⁴² Mrs. I.

the students were very helpful to their peers within the group. She explained that this supportive attitude strengthened their collaboration and made the group work more effective. This indicates that literature circles went beyond simple group division. They fostered an environment where students cared about and supported each other's progress. Through this process, collaboration was enhanced the task level at the interpersonal level and building empathy and cooperation.

The teacher suggested that these collaborative experiences helped balance students' social and academic growth. In a context where students often lacked real-life social interaction, literature circles provided meaningful opportunities to interact with peers in purposeful and supportive ways. This shows that the role of literature circles was twofold: strengthening group task completion and fostering essential social skills through peer collaboration.

Furthermore, students also shared their experience. Student N described literature circles as a structured form of collaboration where each member had a specific responsibility⁴³. She explained: "*Membagi dan mengerjakan tugas masing-masing, ada yang menulis pesan moral, ada yang mencari kata-kata sulit*" the teacher noted that the students divided and completed their tasks according to their assigned roles. She explained that while some students focused on writing the moral message, others were responsible for identifying the difficult words. Her statement

⁴³ N, interviewed by researcher, Jember, August 20th 2025.

shows that literature circles facilitated collaboration by dividing the work into manageable roles, ensuring that every group member contributed to the overall understanding of the text.

Beyond role division, N emphasized the comfort and openness she felt during group discussions⁴⁴. She stated: *“Ya, nyaman. Karena kita dapat bertukar pikiran satu sama lain, habis itu berbagi pendapat juga”* she mentioned that participating in the activity felt comfortable because it allowed them to exchange ideas with their peers. She also explained that it also provided space to share opinions openly during the discussion. This indicates that collaboration was not limited to fulfilling roles but extended into creating a safe environment for sharing opinions and ideas. Such emotional comfort is crucial in EFL contexts, where students may feel anxious about using English.

Other than that, D recognized the role of literature circles in organizing collaboration through task division⁴⁵. He said: *“Saya ngebagiin jobdesk-jobdesk itu. Jadi semuanya bareng-bareng gitu, mencoba menyimpulkan dari teks itu”* implied that he divided the tasks among the members of his group to ensure everyone contributed. He added that they all worked together in order to draw a conclusion from the text. His answer highlighted the importance of structured roles, which ensured that collaboration was systematic and each member was engaged in the reading process.

⁴⁴ Mrs. I.

⁴⁵ D, interviewed by researcher, Jember, August 20th 2025

However, D went further by reflecting on the interpersonal lessons he gained from collaboration⁴⁶. He explained: *“Saya belajar kalau semua orang itu gak memiliki keterampilan yang setara jadi ya coba membantu”* he reflected that he realized not everyone in the group had the same level of skills. He explained that this awareness encouraged him to offer help to his peers during the activity. This highlights how literature circles taught him empathy, patience, and the importance of helping peers who may not have the same level of ability. Through this experience, collaboration became more than just dividing work turned into a process of mutual support and understanding.

Lastly, R emphasized the importance of teamwork and cooperation in literature circles⁴⁷. He described the collaborative process as follows: *“Jadi singkatnya tinggal nge-operasin aja apa yang udah dibagi gitu sesuai tanggung jawab masing-masing”* the student explained that the group work mainly involved carrying out the tasks that had already been divided. He added that each member was responsible for completing their part according to the roles assigned. More importantly, R stressed the necessity of teamwork for success⁴⁸. He stated: *“Kerjasama tim itu benar-benar pentinglah, tetap perlu peran orang lain juga buat menyukseskan”* emphasized that teamwork was very important in completing the activity. He explained that success could only be achieved when each member fulfilled their role and contributed to the group. This highlights his

⁴⁶ D.

⁴⁷ R, interviewed by researcher, Jember, August 20th 2025

⁴⁸ R.

recognition that individual effort alone is insufficient collaboration requires reliance on peers, where each person's contribution is essential to achieving the group's goals.

From the interviews with 11I students it was shown that the implementation of teaching reading comprehension through literature circles began with the teacher greeting the class, praying together, checking attendance, and introducing the reading material. Students were then divided into small groups, with each member given a specific role such as discussion director, connector, summarizer, or vocabulary enricher. After reading the assigned chapter, group members carried out their roles by leading discussion, sharing connections, summarizing the text, and explaining difficult words. The results of their discussion were then shared within the group, allowing all members to contribute and reflect on the text. In this activity, students enjoyed the learning process, worked collaboratively with peers, and found it easier to understand the reading material.



Figure 4. 5
Students discussing in group

The interviews with English teachers and students were complemented by classroom observations, as shown in Figure 4.3. During the observation, the researcher noted that the teacher began the lesson by greeting the students, leading a prayer, checking attendance, and explaining the topic along with the learning objectives. After that, the teacher introduced the reading material and divided the students into groups of four members. Each student in the group was assigned a specific role, such as discussion director, connector, summarizer, or vocabulary enricher. The students were given time to read the assigned chapter and then carried out their roles within the group by leading the discussion, making connections, summarizing, or sharing new vocabulary. Once the roles were completed, the group continued their discussion to understand the text more deeply. At the end of the activity, the outcomes of the group discussions were shared among members, which helped students build comprehension collaboratively.

Referencing to figure 4.1 the interviews and observations were also supported with document reviews, particularly the lesson plan. The plan described the implementation of reading comprehension activities through the literature circles technique. The steps included: a) the teacher divided students into small groups of four to five members, b) each group was assigned a narrative text to read, c) students took different roles such as discussion director, summarizer, connector, or vocabulary enricher, and d)

groups presented the results of their discussion, while the teacher gave feedback and guided reflection.

Robinhood and the Golden Arrow Group 5

Observation Checklist

Prepared on: July, 29 2025

Observation Checklist	Yes	No	Notes / Examples
Student understands their role clearly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Student reads actively and completes reading task	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Student participates in group discussion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They were not only discussed abt the story but also talked abt their struggles
Student shows evidence of understanding text	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some of them may confused abt some parts but their friends helped to fix it.
Student supports or collaborates with peers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They helped each other very well & improved their understanding.
Group discussion is balanced (not dominated by one person)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Student completes role-specific task effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	They got the best worksheets done.

- So far this group have done the worksheet the best. They understood the command well & wrote down exactly what have asked
- They discussed well while also talking about their struggles and confusion throughout the story
- Their main struggles was vocabulary & plot / story
- The DD lead the discussion well and other members were so active.

Figure 4. 6
Observation Checklist

The observation checklist documented how students carried out their assigned roles in the literature circles. The summarizers presented the main points of the text to their groups, while the vocabulary enrichers consistently identified new or difficult words to discuss. The discussion directors guided conversations and encouraged group members to share their opinions. Most students were observed to participate actively in the process, although the level of contribution varied. In general, the checklist showed that students were able to cooperate with their peers and complete their tasks within the literature circle framework.

Taken together, the worksheets and the observation checklist provide additional data showing that students engaged with the reading material both individually and collaboratively. The summaries and vocabulary notes reflected their personal understanding, while the group roles documented in the checklist highlighted their participation and responsibility within the literature circles. Based on data from interviews, observations, and document reviews, the implementation of Literature Circles followed two main sessions: a reading session and a discussion session. In the reading session, students were given time to read the selected text individually while also preparing notes related to their roles. In the discussion session, each student performed their assigned role by sharing their ideas, asking questions, identifying difficult vocabulary, and summarizing the main ideas. The discussion allowed students to exchange perspectives and build collective understanding of the text. At the end of

the activity, groups shared their discussion outcomes with the class, and the teacher provided feedback, highlighted important points, and closed the lesson with a reflection.

Table 4. 1
Data Presentation and Analysis

No.	Focus	Finding
1.	2.	3.
1.	What is the use of literature circle on providing students' reading comprehension?	Data from interviews, observation, and documents showed that literature circles made reading easier and more engaging. The teacher reported that students' comprehension improved, with one class reaching about 90%. Students confirmed this: N said she understood texts better by sharing ideas; D explained that discussions helped him recall forgotten vocabulary; R stated that literature circles allowed him to confirm his understanding. Observation also showed students working in groups with specific roles, actively discussing, and building meaning together.
2.	What is the role of literature circle in students' ability to have peers collaboration while doing a group works?	Data revealed that literature circles strengthened students' collaboration skills. The teacher observed increased responsibility, participation, and helpfulness among students. N noted that each member had specific tasks and felt comfortable sharing opinions; D stated that collaboration taught him empathy since not all peers had equal skills; R emphasized teamwork and interdependence, saying success depended on all members. Observation supported this, as students followed their roles, exchanged ideas, and presented results collectively.

B. Discussion

In this section, the researcher focused on discussing the two main research focuses as follows:

1. To describe how literature circles engage students in providing their reading comprehension.

The findings of this research revealed that literature circles played a significant role in improving students' reading comprehension. Data from teacher and student interviews, classroom observation, and supporting documents such as worksheets and lesson plans consistently showed that the literature circle framework made the process of understanding texts easier and more engaging for learners. The teacher highlighted that students' comprehension improved notably when they engaged in structured group discussions, with one class reaching almost ninety percent comprehension. Students also expressed similar experiences: one explained that her understanding deepened when she could listen to peers' perspectives, another pointed out that literature circles helped strengthen vocabulary knowledge, and felt more confident when their interpretations were validated by others. Classroom observation further supported these findings, as students actively carried out their roles such as discussion director, summarizer, and vocabulary enricher, and connector engaged in meaningful discussions that collectively built comprehension. In addition, the worksheets collected during these sessions showed that students could summarize main ideas accurately and

document new vocabulary, demonstrating that comprehension was supported both during oral discussion and in written work. Together, these data sources provide strong triangulation, showing that comprehension gains were consistent across perspectives and methods.

Brown emphasizes that comprehension is not a passive act but a form of active thinking, requiring the reader to engage with the text by predicting, inferring, and making connections⁴⁹. This perspective resonates strongly with the findings of the present study. Rather than limiting themselves to answering questions, students in the literature circles actively predicted storylines, concluded meanings from context, and connected ideas through peer discussion. Observation notes highlighted that students often paused to clarify meaning and build links between textual information and prior knowledge, while worksheets reflected this process through annotations and vocabulary records. These forms of active engagement indicate that comprehension was not surface-level but developed through a dynamic process of interaction with both the text and peers, aligning with Brown's concept of reading as active, inferential, and collaborative.

Daniels also describes literature circles as small temporary reading clubs whose nature goes beyond simple reading activities⁵⁰. This aligns with the way literature circles functioned in State Islamic Senior High School 2 Jember, where students were not limited to reading alone but

⁴⁹ Brown.

⁵⁰ Daniels.

participated in interpreting, questioning, and discussing the text together. Interview data revealed that students valued the opportunity to negotiate meaning with peers, while lesson plan documents confirmed that structured roles guided these interactions systematically. In this way, reading comprehension was enriched by peer collaboration and shared meaning-making, which transformed reading from an isolated activity into a communal learning process.

Present study highlighted their direct role in improving comprehension in an Indonesian EFL high school context. The structured roles provided students with responsibilities that directly supported their comprehension, particularly in vocabulary development and interpretation. This demonstrated that literature circles were effective for encouraging students' reading interest as well as essential for deepening comprehension when applied systematically in EFL classrooms.

The findings of this study demonstrated that literature circles significantly enhance students' reading comprehension by promoting active engagement through structured roles and peer interaction. This supported Brown's theory that comprehension is an active process involving prediction, inference, and making connections, which was clearly observed as students took on roles such as discussion director, summarizer, vocabulary enricher, and connector. These roles guided students to collaborate, share perspectives, and deepen their understanding, especially in vocabulary development and validating interpretations. This

also reinforced Daniels' concept of literature circles as dynamic reading communities that extend beyond individual reading to include interpretation, questioning, and collective meaning-making.

Moreover, this study contributes to existing research by shifting focus from motivation toward direct comprehension gains. In particular, the triangulated data illustrate that the structured distribution of roles ensured both cognitive engagement and social accountability, making literature circles especially effective in an EFL context where peer interaction is crucial for language learning. At the same time, limitations remain. As a qualitative study conducted in a single school, the findings cannot be generalized broadly. Factors such as class size, proficiency level, and teacher facilitation may strongly influence outcomes. Future research should combine student self-reports with objective comprehension measures, such as standardized reading tests, to produce more reliable evidence and allow for broader applicability.

In conclusion, this study confirms that literature circles effectively improve students' reading comprehension by encouraging active engagement and peer collaboration through clearly defined roles. Students are not passive recipients but become active thinkers who predict, infer, and connect ideas while sharing diverse perspectives within their groups. This approach aligns with Brown's theory of comprehension as an interactive process and Daniels' description of literature circles as dynamic reading communities that deepen understanding beyond basic reading.

This research highlights literature circles' direct contribution to comprehension, especially in vocabulary development and interpretation, within an Indonesian EFL high school context. While the findings are promising, further research is needed to explore additional factors affecting effectiveness and to combine subjective and objective measures for a more comprehensive evaluation. Overall, literature circles prove to be a valuable and practical tool for fostering meaningful, collaborative reading comprehension in language classrooms.

2. To analyze how literature circles facilitate students' peer collaboration during group work.

The findings also demonstrated that literature circles played a significant role in fostering students' ability to collaborate effectively with their peers during group work. From the teacher's perspective, structured roles within literature circles encouraged students to be more responsible, participative, and helpful toward one another. Students confirmed this through their experiences: one explained that group work became systematic as responsibilities were divided among members, another highlighted that collaboration nurtured empathy because not all learners had the same level of ability, and another stressed the importance of teamwork and mutually beneficial, emphasizing that success could only be achieved when each member contributed actively.

Classroom observation further supported these views, showing that students not only followed their roles but also engaged in meaningful

discussions and presented outcomes collectively. Document analysis of the observation checklist provided further evidence, recording that summarizers presented the main points, vocabulary enrichers introduced new or difficult words, connectors highlighted moral values, and discussion directors guided the flow of conversation. While individual contributions varied, the majority of students were observed to be actively engaged, indicating that literature circles did not simply divide work but cultivated accountability and mutual beneficial. This shows that the literature circle framework not only assigned tasks but also created accountability, as each role contributed directly to the success of the group.

Karatay explains that literature circles can be carried out through four stages: preparation, reading, sharing, and evaluation⁵¹. These stages were also visible in the implementation at State Islamic Senior High School 2 Jember, where students prepared by understanding their assigned roles, carried out the reading attentively, shared their interpretations with peers, and reflected together on the meaning of the text. Importantly, collaboration was central to each stage. This structure ensured that no student could work in isolation; rather, each role complemented the others, making group success dependent on cooperation. The observation checklist confirmed that the sharing and evaluation stages especially relied

⁵¹ Halit Karatay, "The Effect of Literature Circles on Text Analysis and Reading Desire," *International Journal of Higher Education* 6, no. 5 (September 19, 2017): 65–76, <https://doi.org/10.5430/ijhe.v6n5p65>

on group cooperation, demonstrating that literature circles foster collaboration by design.

Daniels further highlights that literature circles go beyond being just reading groups by encouraging student voice and choice in the learning process⁵². This perspective resonates strongly with the present study. Student interviews revealed that learners felt comfortable and empowered to exchange opinions, ask questions, and even assist peers who struggled. One student emphasized that he became more aware of different skill levels in the group and responded by offering help. This shows that collaboration extended beyond cognitive tasks to include interpersonal support and empathy, highlighting the social dimension of learning. The sense of choice and responsibility made them more invested in helping one another, which deepened their collaborative skills.

The findings therefore illustrate that literature circles foster collaboration on two levels. At the task level, roles such as summarizer, connector, vocabulary enricher, and discussion director ensured that every student contributed to the group's comprehension process. At the interpersonal level, students developed empathy, patience, and a willingness to support peers, creating a culture of mutual responsibility. This dual function was visible in the triangulated data: interviews captured students' reflections on accountability and teamwork, observations documented their role fulfillment and cooperation, and lesson plan

⁵² Harvey Daniels, *Literature Circles: Voice and Choice in Book Clubs and Reading Groups* (Portland, ME: Stenhouse Publishers, 2002)

documents structured collaboration through systematic stages. Together, these sources confirm that literature circles are effective in teaching both academic and social dimensions of group work.

This research emphasizes their role in systematically building collaboration in an Indonesian EFL high school context. The structured distribution of roles provided a framework where interdependence was necessary, and collaboration was strengthened through shared tasks and emotional support and peer empathy. However, as with the first research question, limitations remain. Collaboration outcomes may vary depending on class size, group dynamics, and teacher facilitation. Other than that, the current study did not discussing about students' ability to recalling details from their assigned texts and short period of sharing understanding among students due to the limitation of time. Furthermore, this study relied heavily on qualitative data; future research could incorporate peer evaluation rubrics or collaborative skill assessments to provide more objective measures of students' teamwork abilities.

In conclusion, this study confirms that literature circles effectively enhance students' peer collaboration by structuring group roles and fostering both accountability and empathy. Students were not merely dividing tasks but actively supporting one another, reflecting on differences in ability, and recognizing the importance of teamwork. This aligns with Karatay's four-stage model, which integrates collaboration throughout preparation, reading, sharing, and evaluation, and with

Daniels' view of literature circles as learning communities that increase student voice and responsibility. By combining academic and social dimensions of learning, literature circles prove to be a powerful tool for cultivating collaborative skills in EFL classrooms. While further research is needed to refine assessment of collaboration outcomes, the evidence from this study highlights literature circles as an effective pedagogical approach for promoting teamwork, mutual benefit, and peer support in group learning contexts. Overall, literature circles prove to be a valuable and practical tool for fostering meaningful, collaborative reading comprehension in language classrooms.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conducted this study to observe how literature circles influence students' reading comprehension. The researcher also aimed to identify how literature circles foster students' ability to collaborate with peers during group work in the eleventh grade English class of State Islamic Senior High School 2 Jember in the 2025/2026 academic year. Based on the findings and discussion in the previous chapter, several conclusions can be drawn.

The qualitative research revealed that literature circles helped provide students' reading comprehension. Data collected through interviews, observations, and document reviews showed that students found it easier to understand texts when they worked together compared to when they read individually. The teacher observed that students' comprehension reached nearly full understanding, while students explained that they benefited from listening to peers' perspectives, expanding their vocabulary knowledge, and confirming their interpretations during discussion. The use of roles such as discussion director, summarizer, connector, and vocabulary enricher encouraged students to be more active in predicting, inferring, and connecting ideas. Lesson plans and student worksheets also supported these findings, as they showed that most students could identify the main ideas, explain new vocabulary, and connect the moral values of the stories to their own lives. These results indicate that literature circles turned reading into an active and

collaborative process that improved comprehension more effectively than reading alone.

The research also showed that literature circles encouraged students to collaborate more effectively in their group work. Interviews with the teacher and students highlighted that collaboration was fostered by the distribution of roles, which made students more responsible, participative, and supportive. Respondent students stated that dividing tasks made the work more organized, that they became more aware of their peers' different skill levels, and that they learned to support one another to achieve success together. Observations in the classroom showed that students completed their assigned tasks and able to help each other during discussion and group presentation. Documents such as observation checklists and worksheets confirmed that students were active in carrying out their responsibilities and contributed to the group. This shows that literature circles not only supported academic learning but also built social skills such as cooperation, empathy, and teamwork.

In conclusion, the results of this study confirm that literature circles are an effective teaching technique for EFL classrooms. The researcher prove this finding through data collection techniques namely observation, interview, and documentation. They provided opportunities for students to improve their reading comprehension while also developing collaboration skills. By combining reading with structured group roles, literature circles created a learning environment where students could construct meaning together and support each other's learning process.

B. Suggestions

1. Teachers

English teachers are encouraged to use literature circles as a strategy for teaching reading comprehension. The division of roles in literature circles helps students, especially 11th grade students, to take responsibility and to participate actively in the learning process, making reading more interesting and meaningful. To make this method work well, teachers should choose reading materials that match students' levels and interests, give clear instructions about how each role should be done, and monitor the group work so that all students are involved. It is also important to create a supportive classroom atmosphere so that students feel comfortable to share ideas and to help one another. By doing this, English teachers especially 11th grade English teachers, can help students not only understand texts better but also develop important collaboration skills such as teamwork, empathy, and responsibility.

2. Students

Students particularly in 11th grade are encouraged to take an active role during literature circle activities. They should prepare before each discussion, read the assigned texts carefully, and understand their roles and responsibilities in the group. Students are also advised to share ideas openly, listen to their peers' opinions, and support each other to complete the tasks together. By participating sincerely and cooperatively, students can improve their comprehension skills, expand their vocabulary, and

build stronger communication and teamwork abilities that are useful both in learning English and in real-life interactions.

3. Further Researchers

Further researchers in educational field are encouraged to study the engagement of literature circles in wider contexts. This study was limited to one class in a single school, so further research with more participants, different grades, or different schools may give broader results. Further studies especially who is exploring literature circle as teaching method can also use a mixed-method approach, combining qualitative data with quantitative measures such as reading comprehension tests or peer collaboration rubrics, in order to make the results more reliable. Researchers may also want to explore how class size, group composition, or teacher guidance affect the success of literature circles. Further researchers are suggested to discuss more about the ability of the students to recall texts' detail and improve their sharing quality. This would give a deeper understanding of how literature circles can best be used to improve both academic and social aspects of learning.

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Appendix 1 Research Matrix

TITLE	VARIABLE	INDICATOR	DATA RESEARCH	RESEARCH METHOD	RESEARCH QUESTION
The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of State Islamic High School 2 Jember 2025/2026 Academic Year	1. Literature Circle	1. Participation levels 2. Discussion quality 3. Collaboration	1. English teacher of State Islamic Senior High School 2 Jember.	1. Research Approach: Qualitative Approach 2. Type of Research: Case Study	1. How do literature circles engage students in providing their reading comprehension?
	2. Reading Comprehension	1. Main idea identification 2. Inference skills (ability to make conclusion) 3. Detail recall 4. Vocabulary understanding	2. 11I class students of State Islamic High School 2 Jember academic year 2025/2026. 3. Lesson plans, student worksheets, and observation checklist.	3. Technique of Data Collection: Observation, Interview, and Documentation 4. Data Analysis: Descriptive Analysis	2. How do literature circles facilitate students' peer collaboration during group work?

Appendix 2 Learning Module

MODUL AJAR DEEP LEARNING MATA PELAJARAN : BAHASA INGGRIS (TINGKAT LANJUT) UNIT 2: FAIRY TALE

A. IDENTITAS MODUL

Nama Sekolah	: State Islamic Senior High school 2 Jember
Nama Penyusun	: D I M, M.Pd.
Mata Pelajaran	: Bahasa Inggris (Tingkat Lanjut)
Kelas / Fase /Semester	: XI/ F / Ganjil
Alokasi Waktu	: 6 x 45 menit (3 Pertemuan)
Tahun Pelajaran	: 2025 / 2026

B. IDENTIFIKASI KESIAPAN PESERTA DIDIK

Peserta didik kelas XI pada umumnya telah memiliki pemahaman dasar tentang jenis-jenis teks, termasuk narasi sederhana. Mereka juga familiar dengan cerita-cerita rakyat atau dongeng dalam bahasa Indonesia. Dalam konteks bahasa Inggris, mereka mungkin sudah memiliki kosa kata dasar yang berkaitan dengan deskripsi karakter, setting, dan alur cerita. Keterampilan yang sudah dimiliki meliputi kemampuan membaca teks pendek, mengidentifikasi informasi tersurat, dan menyampaikan gagasan sederhana secara lisan. Namun, pemahaman mendalam tentang struktur teks naratif, penggunaan unsur kebahasaan spesifik dalam dongeng, dan kemampuan menganalisis nilai moral mungkin bervariasi.

C. KARAKTERISTIK MATERI PELAJARAN

Materi pelajaran "Fairy Tale" merupakan jenis pengetahuan konseptual dan prosedural. Peserta didik akan memahami konsep tentang karakteristik dongeng (struktur, unsur kebahasaan, nilai moral) dan mengaplikasikannya dalam analisis serta produksi teks. Relevansi dengan kehidupan nyata peserta didik sangat tinggi karena dongeng merupakan bagian dari warisan budaya dan seringkali mengandung pesan moral yang relevan. Tingkat kesulitan materi ini bersifat moderat, dengan penekanan pada analisis mendalam dan pengembangan kreativitas. Struktur materi akan disajikan secara bertahap, mulai dari pengenalan, analisis, hingga produksi. Integrasi nilai dan karakter akan dilakukan melalui penekanan pada nilai-nilai moral yang terkandung

dalam dongeng, seperti kejujuran, keberanian, dan kasih sayang, serta pengembangan karakter seperti kemandirian, kerja sama, dan berpikir kritis.

D DIMENSI PROFIL LULUSAN PEMBELAJARAN

Berdasarkan tujuan pembelajaran Unit 2: Fairy Tale, dimensi profil lulusan yang akan dicapai adalah:

- **Penalaran Kritis:** Peserta didik mampu menganalisis struktur, unsur kebahasaan, dan nilai moral dalam dongeng, serta membandingkan berbagai versi dongeng.
- **Kreativitas:** Peserta didik mampu menghasilkan ide-ide baru untuk modifikasi dongeng dan menciptakan dongeng versi mereka sendiri.
- **Kolaborasi:** Peserta didik aktif berdiskusi dan bekerja sama dalam kelompok untuk menganalisis dan mempresentasikan hasil proyek.
- **Kemandirian:** Peserta didik mampu secara mandiri mencari informasi, merencanakan, dan menyelesaikan proyek.
- **Komunikasi:** Peserta didik mampu menyampaikan gagasan secara lisan dan tertulis dengan jelas dan efektif, baik dalam presentasi maupun penulisan dongeng.



DESAIN PEMBELAJARAN

A. CAPAIAN PEMBELAJARAN (CP) NOMOR : 32 TAHUN 2024

Di akhir fase ini (Fase F, kelas XI), peserta didik diharapkan mampu:

- Menganalisis berbagai jenis teks naratif (termasuk dongeng) yang berkaitan dengan konteks sosial dan budaya.
- Mengidentifikasi ide pokok, informasi rinci, dan nilai moral dalam teks naratif.
- Memahami unsur kebahasaan yang digunakan dalam teks naratif (misalnya, *past tense*, *adjectives*, *adverbs of sequence*).
- Membandingkan dan mengkontraskan berbagai versi dongeng.
- Menulis teks naratif (dongeng) yang koheren dan kohesif dengan memperhatikan struktur, unsur kebahasaan, dan nilai moral.
- Mempresentasikan hasil analisis dan karya tulis secara lisan dengan percaya diri.

B. LINTAS DISIPLIN ILMU YANG RELEVAN

- **Sastra/Bahasa Indonesia:** Konsep naratif, struktur cerita, unsur intrinsik dan ekstrinsik, analisis nilai moral.
- **Seni Budaya:** Pemahaman tentang dongeng sebagai warisan budaya, inspirasi untuk ilustrasi atau pementasan.
- **Sejarah:** Konteks historis di balik beberapa dongeng atau asal-usul cerita rakyat.
- **Pendidikan Karakter:** Penanaman nilai-nilai moral dan etika melalui pesan-pesan dalam dongeng.

C. TUJUAN PEMBELAJARAN

Pertemuan 1: Pengenalan dan Analisis Struktur Dongeng

- Peserta didik dapat mengidentifikasi karakteristik umum dongeng (misalnya, tema, karakter, setting) setelah membaca beberapa contoh dongeng.
- Peserta didik dapat menganalisis struktur naratif dongeng (orientasi, komplikasi, resolusi, koda) dengan tepat setelah diskusi kelompok.
- Peserta didik dapat mengidentifikasi nilai-nilai moral yang terkandung dalam dongeng dengan akurat setelah berdiskusi dan melakukan refleksi individu.

Pertemuan 2: Unsur Kebahasaan dan Perbandingan Dongeng

- Peserta didik dapat mengidentifikasi dan menggunakan unsur kebahasaan spesifik dalam dongeng (misalnya, *past tense*, *adjectives*, *adverbs of*

sequence) secara tepat setelah eksplorasi contoh teks.

- Peserta didik dapat membandingkan dan mengkontraskan dua versi dongeng yang berbeda (misalnya, dari budaya yang berbeda atau dengan perubahan alur) dengan mengidentifikasi persamaan dan perbedaannya secara sistematis.

Pertemuan 3 & 4: Perencanaan dan Penulisan Dongeng Modifikasi/Baru (Proyek)

- Peserta didik dapat merencanakan alur cerita, karakter, dan setting untuk dongeng modifikasi atau dongeng baru secara kolaboratif dalam kelompok.
- Peserta didik dapat menulis draf awal dongeng modifikasi atau dongeng baru dengan memperhatikan struktur, unsur kebahasaan, dan nilai moral yang ingin disampaikan.

Pertemuan 5: Revisi, Produksi Akhir, dan Presentasi Proyek

- Peserta didik dapat merevisi dan menyunting dongeng yang telah mereka tulis berdasarkan umpan balik dari teman sejawat dan guru.
- Peserta didik dapat mempresentasikan dongeng modifikasi atau dongeng baru hasil karya mereka secara lisan dengan intonasi dan ekspresi yang tepat di depan kelas.

D. TOPIK PEMBELAJARAN KONTEKSTUAL

Topik pembelajaran akan berfokus pada "Exploring and Creating Fairy Tales: Bridging Tradition and Innovation." Peserta didik akan tidak hanya mempelajari dongeng klasik, tetapi juga mengeksplorasi bagaimana dongeng dapat dimodifikasi atau diciptakan ulang untuk mencerminkan nilai-nilai kontemporer atau isu-isu yang relevan dengan kehidupan mereka. Contoh topik yang dapat diangkat: "Peran Wanita dalam Dongeng: Dulu dan Sekarang," "Dongeng dari Berbagai Budaya," atau "Menciptakan Dongeng Ramah Lingkungan."

E. KERANGKA PEMBELAJARAN

PRAKTIK PEDAGOGIK:

- **Metode Pembelajaran Berbasis Proyek:** Peserta didik akan terlibat dalam proyek menulis dan mempresentasikan dongeng modifikasi atau dongeng baru. Ini akan melibatkan tahapan perencanaan, penulisan draf, revisi, dan presentasi.
- **Diskusi Kelompok:** Digunakan untuk menganalisis struktur dongeng, mengidentifikasi nilai moral, membandingkan versi dongeng, dan berbagi ide dalam proses penulisan proyek.
- **Eksplorasi Lapangan (Opsional/Daring):** Jika memungkinkan, kunjungan virtual ke perpustakaan digital yang memiliki koleksi dongeng dari berbagai budaya atau wawancara daring dengan penulis/pendongeng

lokal (jika ada).

- **Wawancara (Antar-kelompok/Daring):** Peserta didik dapat melakukan wawancara singkat antar-kelompok untuk mendapatkan umpan balik terhadap draf dongeng mereka.
- **Presentasi:** Peserta didik akan mempresentasikan dongeng karya mereka di akhir unit.

MITRA PEMBELAJARAN:

- **Lingkungan Sekolah:** Perpustakaan sekolah (untuk mencari referensi dongeng), guru mata pelajaran lain (untuk integrasi lintas disiplin).
- **Lingkungan Luar Sekolah:** Orang tua/keluarga (sebagai sumber cerita rakyat atau pendengar cerita), komunitas literasi lokal (jika memungkinkan kolaborasi).
- **Masyarakat:** Melalui eksplorasi dongeng-dongeng rakyat yang berkembang di masyarakat sebagai inspirasi.

LINGKUNGAN BELAJAR:

- **Ruang Fisik:** Kelas diatur secara fleksibel untuk memfasilitasi diskusi kelompok, kerja proyek, dan presentasi. Tersedia akses ke papan tulis/layar, alat tulis, dan bahan cetak.
- **Ruang Virtual:** Pemanfaatan platform daring (Google Classroom, Zoom/Google Meet) untuk berbagi materi, diskusi asinkron, dan pengumpulan tugas.

BUDAYA BELAJAR:

- **Kolaboratif:** Mendorong kerja sama tim, saling mendukung, dan berbagi ide.
- **Berpartisipasi Aktif:** Mendorong setiap peserta didik untuk berkontribusi dalam diskusi dan kegiatan.
- **Rasa Ingin Tahu:** Membangkitkan minat peserta didik untuk menjelajahi berbagai jenis dongeng dan bereksperimen dengan ide-ide kreatif.

PEMANFAATAN DIGITAL:

- **Perpustakaan Digital:** Menggunakan situs web seperti Project Gutenberg, International Children's Digital Library, atau sumber daya digital lainnya untuk mengakses berbagai dongeng.
- **Forum Diskusi Daring:** Menggunakan fitur forum di Google Classroom atau platform lain untuk diskusi asinkron, berbagi ide, dan memberikan umpan balik antar-teman.
- **Penilaian Daring:** Menggunakan Google Forms atau Quizizz untuk asesmen awal atau kuis singkat.
- **Kahoot/Mentimeter:** Digunakan untuk aktivitas pengenalan, *ice breaking*, atau kuis interaktif untuk menguji pemahaman.
- **Google Classroom:** Sebagai pusat pengelolaan kelas, berbagi materi,

pengumpulan tugas, dan pengumuman.

F. LANGKAH-LANGKAH PEMBELAJARAN BERDIFERENSIASI

PERTEMUAN 1: PENGENALAN DAN ANALISIS STRUKTUR DONGENG

KEGIATAN PENDAHULUAN (MINDFUL LEARNING, JOYFUL LEARNING):

- **Pemanasan (Joyful):** Guru menampilkan gambar-gambar karakter dongeng terkenal atau cuplikan video singkat dari film dongeng. Peserta didik menebak karakter/dongeng tersebut.
- **Aktivasi Pengetahuan Awal (Mindful):** Guru bertanya: "Apa itu dongeng? Apa ciri-ciri dongeng yang kalian ketahui? Dongeng apa yang paling kalian sukai dan mengapa?" (Diferensiasi Konten: Peserta didik dapat menjawab dalam bahasa Inggris atau bahasa Indonesia, sesuai kenyamanan awal).
- **Membangun Koneksi (Meaningful):** Guru menghubungkan dongeng dengan kehidupan sehari-hari atau nilai-nilai yang relevan. "Mengapa dongeng masih penting untuk kita baca dan pelajari hari ini?"
- **Orientasi (Mindful):** Menyampaikan tujuan pembelajaran hari ini dan kriteria keberhasilan.

KEGIATAN INTI (MEANINGFUL LEARNING, JOYFUL LEARNING):

Eksplorasi (Memahami):

- Guru membagikan beberapa teks dongeng pendek (contoh: "The Little Red Riding Hood", "Cinderella"). (Diferensiasi Konten: Menyediakan teks dengan tingkat kesulitan yang bervariasi; teks yang lebih pendek dan sederhana untuk peserta didik dengan kemampuan bahasa Inggris dasar, dan teks yang lebih kompleks untuk peserta didik yang lebih mahir).
- Peserta didik secara individu membaca dongeng yang diberikan.
- **Berkesadaran (Mindful):** Peserta didik diminta untuk mencatat kata kunci, karakter, dan peristiwa penting saat membaca.

Aplikasi (Mengaplikasi):

- **Diskusi Kelompok (Kolaborasi):** Dalam kelompok kecil, peserta didik mendiskusikan karakteristik dongeng yang mereka baca (karakter, setting, konflik, resolusi).
- **Menganalisis Struktur (Meaningful):** Guru membimbing peserta didik untuk mengidentifikasi bagian-bagian struktur dongeng (orientasi, komplikasi, resolusi, koda) dari teks yang dibaca. Guru menyediakan panduan atau *graphic organizer* untuk membantu analisis (Diferensiasi Proses: Panduan lebih rinci untuk kelompok yang membutuhkan, sementara kelompok mandiri dapat berkreasi).
- **Identifikasi Nilai Moral (Berkesadaran, Meaningful):** Peserta didik

berdiskusi tentang nilai-nilai moral yang terkandung dalam dongeng.

Refleksi (Merefleksi, Berkesadaran):

- Setiap kelompok mempresentasikan hasil analisis struktur dan nilai moral dari salah satu dongeng.
- Guru memberikan umpan balik konstruktif.
- **Jurnal Reflektif Singkat (Individu):** Peserta didik menuliskan hal baru yang mereka pelajari tentang dongeng hari ini dan mengapa penting untuk memahami strukturnya.

PERTEMUAN 2: UNSUR KEBAHASAAN DAN PERBANDINGAN DONGENG

KEGIATAN INTI (MEANINGFUL LEARNING, JOYFUL LEARNING):

Eksplorasi Unsur Kebahasaan (Memahami):

- Guru menampilkan contoh kalimat dari dongeng yang menggunakan *past tense*, *adjectives*, dan *adverbs of sequence*.
- Peserta didik secara berkelompok mengidentifikasi contoh-contoh tersebut dari teks dongeng yang telah dibaca sebelumnya. (Diferensiasi Konten: Menyediakan *highlighted text* untuk membantu identifikasi bagi yang kesulitan).
- **Latihan Interaktif (Joyful):** Menggunakan Kahoot atau Quizizz untuk kuis singkat tentang penggunaan *past tense* dan *adjectives* dalam konteks dongeng.

Perbandingan Dongeng (Mengaplikasi):

- Guru membagikan dua versi berbeda dari dongeng yang sama (misalnya, "Cinderella" versi Eropa dan versi Asia, atau "The Three Little Pigs" dan versi yang lebih modern). (Diferensiasi Konten: Menyediakan perbandingan yang lebih eksplisit untuk peserta didik yang membutuhkan bantuan, atau membiarkan mereka mencari sendiri persamaan/perbedaan untuk peserta didik yang lebih mandiri).
- **Diskusi Kelompok (Kolaborasi, Meaningful):** Peserta didik membandingkan kedua versi tersebut, mengidentifikasi persamaan dan perbedaan dalam alur, karakter, setting, dan pesan moral.
- **Peta Konsep/Diagram Venn (Berkesadaran):** Peserta didik membuat peta konsep atau diagram Venn untuk memvisualisasikan perbandingan mereka.

Refleksi (Merefleksi, Berkesadaran):

- Setiap kelompok mempresentasikan hasil perbandingan mereka.
- **Umpan Balik Teman Sebaya (Mindful):** Peserta didik saling memberikan umpan balik tentang presentasi teman mereka.
- Diskusi kelas tentang mengapa ada berbagai versi dongeng dan apa yang bisa kita pelajari dari perbedaan tersebut.

PERTEMUAN 3 & 4: PERENCANAAN DAN PENULISAN DONGENG MODIFIKASI/BARU (PROYEK)

KEGIATAN INTI (MEANINGFUL LEARNING, JOYFUL LEARNING):

Brainstorming Ide (Kreativitas, Joyful):

- Guru memfasilitasi sesi *brainstorming* untuk ide-ide modifikasi dongeng klasik atau penciptaan dongeng baru dengan tema yang relevan. (Diferensiasi Proses: Membiarkan peserta didik bebas memilih ide, atau memberikan beberapa *prompt*/tema jika ada yang kesulitan memulai).
- **Mindfulness/Meditasi Singkat (Mindful):** Mengajak peserta didik untuk memejamkan mata sejenak dan membayangkan karakter atau dunia dongeng mereka.

Perencanaan Proyek (Mengaplikasi, Mandiri):

- Dalam kelompok, peserta didik merencanakan dongeng mereka (membuat *outline* cerita, mengembangkan karakter, setting, konflik, resolusi).
- Guru menyediakan *template* perencanaan proyek (Diferensiasi Produk: *Template* sederhana untuk pemula, *template* lebih rinci untuk kelompok yang ingin lebih detail).
- **Wawancara Daring/Antar-kelompok:** Peserta didik melakukan wawancara singkat dengan kelompok lain untuk mendapatkan ide atau umpan balik awal.

Penulisan Draf (Meaningful, Berkesadaran):

- Peserta didik mulai menulis draf pertama dongeng mereka, dengan fokus pada alur cerita dan penggunaan unsur kebahasaan yang tepat.
- Guru berkeliling, memberikan bimbingan individual dan umpan balik formatif. (Diferensiasi Proses: Memberikan dukungan lebih intensif kepada kelompok yang membutuhkan bantuan dalam penulisan bahasa Inggris).

Refleksi Diri (Merefleksi, Berkesadaran):

- Di akhir setiap sesi penulisan, peserta didik diminta untuk merefleksikan kemajuan mereka dan tantangan yang dihadapi.
- Menggunakan *checklist* penulisan untuk memastikan kelengkapan dan koherensi.

PERTEMUAN 5: REVISI, PRODUKSI AKHIR, DAN PRESENTASI PROYEK

KEGIATAN INTI (MEANINGFUL LEARNING, JOYFUL LEARNING):

Revisi dan Penyuntingan (Meaningful, Berkesadaran):

- Peserta didik bertukar draf dongeng dengan kelompok lain untuk saling

memberikan umpan balik (Peer Review). Guru menyediakan rubrik umpan balik.

- Peserta didik merevisi dongeng mereka berdasarkan umpan balik yang diterima dan panduan dari guru.
- Guru memberikan umpan balik terfokus pada tata bahasa dan kosa kata.

Produksi Akhir (Kreativitas, Joyful):

- Peserta didik menyiapkan dongeng mereka untuk presentasi (misalnya, membuat poster digital, presentasi slideshow, atau bahkan properti sederhana). (Diferensiasi Produk: Membiarkan peserta didik memilih format presentasi yang paling sesuai dengan gaya belajar dan minat mereka).

Presentasi Proyek (Komunikasi, Kolaborasi):

- Setiap kelompok mempresentasikan dongeng modifikasi atau dongeng baru mereka di depan kelas.
- **Sesi Tanya Jawab (Meaningful):** Peserta didik lain dapat mengajukan pertanyaan dan memberikan komentar positif.

Refleksi (Merefleksi, Berkesadaran):

- Guru memberikan umpan balik menyeluruh terhadap proyek dan presentasi setiap kelompok.

KEGIATAN PENUTUP (MEMBERIKAN UMPAN BALIK, MENYIMPULKAN, PERENCANAAN SELANJUTNYA):

- **Umpan Balik Konstruktif (Berkesadaran):** Guru memberikan umpan balik secara keseluruhan tentang pembelajaran unit ini, mengapresiasi upaya peserta didik dan menyoroti area peningkatan.
- **Menyimpulkan Pembelajaran (Meaningful):** Guru bersama peserta didik menyimpulkan poin-poin penting yang telah dipelajari tentang dongeng, struktur, unsur kebahasaan, dan nilai moral. "Apa pelajaran terbesar yang kalian dapatkan dari unit ini?"
- **Perencanaan Pembelajaran Selanjutnya (Mindful, Partisipatif):** Guru mengajak peserta didik untuk memberikan masukan tentang topik atau aktivitas yang ingin mereka pelajari di unit berikutnya, atau bagaimana mereka dapat melanjutkan eksplorasi dongeng di luar kelas. "Bagaimana kalian bisa terus menjelajahi dunia dongeng di waktu luang kalian?"
- **Apresiasi (Joyful):** Guru memberikan apresiasi atas partisipasi dan kerja keras seluruh peserta didik.

G. ASESMEN PEMBELAJARAN

ASESMEN AWAL PEMBELAJARAN

- **Observasi:** Mengamati partisipasi peserta didik dalam diskusi awal tentang dongeng, kosa kata yang mereka gunakan, dan tingkat pemahaman mereka tentang jenis teks naratif.

- **Wawancara Singkat:** Guru dapat melakukan wawancara singkat dengan beberapa peserta didik untuk menggali pengetahuan mereka tentang dongeng favorit dan alasan menyukainya.
 - *Contoh Soal/Pertanyaan Wawancara:* "What is your favorite fairy tale? Why do you like it? Can you tell me a little bit about the story?"
- **Kuesioner:** Memberikan kuesioner singkat tentang pengalaman membaca dongeng dan tingkat kepercayaan diri mereka dalam menulis cerita.

SOAL KUESIONER:

1. List three fairy tales you know.
 2. What usually happens at the beginning of a fairy tale?
 3. What is the purpose of a fairy tale?
 4. Do you enjoy reading or listening to fairy tales? (Yes/No/Sometimes)
 5. How confident are you in telling a story in English? (1-5 scale)
- **Tes Diagnostik (Opsional):** Tes singkat untuk mengukur pemahaman dasar tentang *past tense* atau kosa kata naratif.

SOAL TES DIAGNOSTIK:

1. Change the verb in parentheses to the simple past tense: "She (live) in a small cottage."
2. Choose the best adjective to describe a kind princess: a. wicked b. cruel c. gentle d. selfish
3. What usually comes after "Once upon a time..." in a fairy tale?
4. Identify the moral lesson from the story of "The Tortoise and the Hare."
5. Write one sentence describing a main character from a fairy tale.

ASESMEN PROSES PEMBELAJARAN

TUGAS HARIAN:

- **Analisis Struktur Dongeng:** Peserta didik menyerahkan *graphic organizer* atau catatan analisis mereka tentang struktur dongeng yang dibaca di Pertemuan 1.
 - *Contoh Soal Tugas Harian:* "Analyze the structure (orientation, complication, resolution, coda) of 'Hansel and Gretel' and identify the moral lesson."
- **Identifikasi Unsur Kebahasaan:** Peserta didik mengidentifikasi 5 contoh *past tense* dan 5 contoh *adjectives* dari teks dongeng yang dibaca di Pertemuan 2.
 - *Contoh Soal Tugas Harian:* "Find five examples of simple past tense verbs and five examples of descriptive adjectives from the provided fairy tale text."

DISKUSI KELOMPOK:

- **Rubrik Observasi Diskusi:** Guru menggunakan rubrik untuk mengamati partisipasi, kualitas argumen, dan kemampuan kolaborasi peserta didik selama diskusi kelompok (Pertemuan 1, 2, 3).
 - *Contoh Soal/Prompt Diskusi:* "Discuss with your group: How do different versions of Cinderella reflect the culture they originated from?"
- **Presentasi Hasil Diskusi:** Guru menilai presentasi kelompok tentang analisis dongeng atau perbandingan dongeng.
 - *Contoh Soal/Prompt Presentasi:* "Present your group's analysis of the moral values in 'The Ugly Duckling'."

PRESENTASI PROYEK (MINI-PRESENTASI):

- Presentasi rencana proyek (alur cerita, karakter) di Pertemuan 3/4.
 - *Contoh Soal/Prompt Presentasi:* "Present your group's initial idea for a modified fairy tale, including the main characters, setting, and the new twist to the story."

ASESMEN AKHIR PEMBELAJARAN

- **Jurnal Reflektif (Individu):** Peserta didik menulis jurnal reflektif tentang pengalaman belajar mereka selama unit "Fairy Tale", termasuk tantangan, keberhasilan, dan wawasan baru yang diperoleh.

SOAL JURNAL REFLEKTIF:

1. What was the most challenging part of creating your own fairy tale? How did you overcome it?
2. What new insights did you gain about the importance of moral values in stories?
3. How has this unit changed your perspective on fairy tales?
4. What skills did you develop or improve during this unit?
5. If you could create another fairy tale, what would it be about and why?

TES TERTULIS (ESSAY/ANALISIS):**SOAL TES TERTULIS:**

1. Choose one fairy tale you have read. Explain its structure (orientation, complication, resolution, koda) and analyze the main moral lesson.
2. Compare and contrast two different fairy tales (e.g., "Sleeping Beauty" and "Snow White") in terms of their characters, plot, and moral messages.
3. How do fairy tales reflect the culture and values of the society they come from? Give examples.
4. Explain the importance of using descriptive language (adjectives and adverbs) in writing a captivating fairy tale.


5. If you were to write a modern fairy tale, what contemporary issue would you address and how would you weave it into the story?

TUGAS AKHIR/PROYEK:

- **Penulisan Dongeng Modifikasi/Baru:** Penilaian terhadap dongeng yang dihasilkan peserta didik, berdasarkan rubrik yang mencakup: kreativitas, koherensi alur, penggunaan unsur kebahasaan, dan pesan moral yang disampaikan.
 - *Contoh Soal Tugas Akhir:* "Write an original fairy tale or a modified version of a classic fairy tale. Ensure it has a clear structure, uses appropriate language, and conveys a meaningful moral lesson."
- **Presentasi Proyek Akhir:** Penilaian terhadap kemampuan presentasi, kepercayaan diri, dan kejelasan penyampaian.
 - *Contoh Soal Presentasi Proyek:* "Present your original/modified fairy tale to the class. Be prepared to explain your creative choices and the message you wish to convey."



Jember, 7 Oktober 2025
Guru Mata Pelajaran


Dwi Isti Mu'alimah, M. Pd.
NIP. 198112232009012006

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 3 Research Instrument

Research Instrument

Observation Instrument

1. Direct classroom observation during the learning process.
2. Focus on the implementation of the literature circle Technique in teaching reading comprehension.
3. Observe students' activeness and participation during group work while doing their assigned roles.

Interview Instrument

1. How usually students' reading comprehension assessed in class?
2. What reading challenges that are common?
3. How literature circles helped students understand the text better?
4. How students' reading comprehension after joining literature circle activities?
5. How students' attitude towards doing group work?
6. How does literature circle encourage students' interaction and collaboration?
7. What part of literature circle that helps student the most?
8. What is the improvement in reading comprehension and peer collaboration founded after literature circle activity?

Document Review

1. Profile of State Islamic Senior High school 2 Jember
2. Vision and mission of State Islamic Senior High school 2 Jember
3. The data of students at 11I class of State Islamic Senior High school 2 Jember
4. The lesson plan.

Appendix 4 Instrument of Interview

Instrument of Interview

- A. Literature circle is small temporary reading clubs, whose nature goes beyond just an extensive reading club (Daniels, 2002). Reading comprehension as an interactive process between reader and text, involving prediction, inference, and connection-making (Brown, 1995).**

Teacher

1. How do you usually assess students' reading comprehension in your class?
2. What reading challenges do your students commonly face?
3. How have literature circles helped students understand the text better?
4. What changes have you observed in students' reading comprehension after joining literature circle activities?

Student

1. Is it easier for you to understand the text after doing literature circle activities?
2. Which part of literature circle helped you understand the reading better?
3. Do you feel more confident in reading after discussing in a group? Why or why not?
4. What kind of support did you get from your friends during the literature circle?

- B. Learning occurs first through interaction with others (interpersonal) before being internalized (intrapersonal) (Vygotsky, 1978).**

Teacher

1. How do students usually behave when working in groups?
2. How does literature circle encourage peer interaction and collaboration among students?
3. What improvements do you notice in students' ability to share, discuss, and work together?
4. What are your overall impressions of using literature circles in the reading classroom?

Student

1. How did you work with your group members during literature circle activities?
2. Did you feel comfortable sharing your opinion with your group? Why or why not?
3. What did you learn from your friends during the discussion?
4. Do you think you work better in a group now? Explain why.

Interview 1: Mrs. I as the English Teacher

R: Researcher

T: Teacher

R: Selamat pagi, Bu. Saya ingin menanyakan beberapa hal seputar kegiatan membaca di kelas Ibu. Pertanyaan pertama, bagaimana Ibu biasanya menilai pemahaman siswa membaca di kelas?

T: Untuk *reading* ya?

R: Nggeh, untuk *reading*.

T: Untuk *reading* tentu saja biasanya Bu I menggunakan cara-cara lama. *Reading test*. *Test reading*, tes membaca yang diiringi dengan pertanyaan yang digunakan untuk mengukur pemahaman bacaannya.

R: Oke. Kemudian pertanyaan yang selanjutnya, mungkin apa saja yang tantangan yang Ibu temui di kelas tentang membacanya anak-anak yang seringnya itu menjadi hambatan siswa untuk memahami teks itu?

T: Hambatan terbesar dari proses *reading comprehension* itu adalah *vocabulary mastery*. Jadi karena *vocabulary mastery* mereka itu rendah, jadi memang memahami teks yang sederhana pun susah. Padahal sebenarnya kalau *vocab*-nya mereka bagus, teks untuk anak kelas 11 itu tidak terlalu susah, tidak susah untuk dipahami. Walaupun mungkin ada yang memang bakat bahasanya sangat-sangat di bawah, mungkin tidak bagus dalam memahami bacaan. Andaikan pun memahami semua *vocab*-nya. Tapi, bu I jamin, 80 persen anak itu akan memahami teksnya dengan mudah. kalau *vocabulary*-nya sudah bagus. Jadi, ya itu tadi. Hambatan utama adalah mereka itu masih berkutat dengan pemahaman *vocab*, menyelengi, menyimpan *vocab* ke kepala dan juga mungkin mereka itu minimnya mereka keterbatasan antar teman untuk saling berdiskusi karena biasanya *reading* itu kan dilakukan secara individual. Jadi mungkin tantangan yang kedua adalah anak-anak itu tidak menemukan partner sebaya yang bisa membantu mereka memahami bacaannya. Karena itu tadi menurut penilaian bu I sama-sama tidak bisanya. Walaupun ada yang bisa hanya satu atau dua dan untuk menjadi tutor sebaya bagi semua anak itu kayaknya sulit.

R: Lanjut, Bu. Pertanyaan berikutnya, bagaimana kegiatan *literature circle* membantu siswa lebih memahami teks?

T: Saya dulu selalu menganggap anak-anak itu sulit menjadi rekan sebaya bagi teman-temannya. Tapi ternyata dengan metode diskusi berjalan dengan baik, anak-anak antusias. Kemudian mungkin juga anak-anak nggak jenuh karena ada teman ngobrol. Dan anak-anak juga tidak terbebani untuk menyelesaikan semuanya sendiri. Sementara cara tradisional kan satu teks dan semua peran diambil satu anak.

R: Setelah kegiatan itu diterapkan, perubahan apa yang Ibu lihat pada pemahaman membaca siswa?

T: Saya melihat peningkatan yang jelas. Selama kegiatan *literature circle*, sekitar 90% siswa bisa memahami isi bacaan dengan baik. Menurut saya, dengan *literature circle* ini proses pemahaman mereka menjadi lebih dalam karena ada kerja sama dan pembagian tanggung jawab dalam kelompok.

R: Baik terimakasih, Bu. Kita lanjut ke pertanyaan selanjutnya itu bagaimana kira-kira perilaku siswa saat bekerja dalam kelompok?

T: Kalau perilaku siswa tentu saja sebenarnya tergantung banyak hal termasuk kondisi mental saat itu dan mental itu bisa ada kaitannya dengan situasi di rumah, ada yang sudah sarapan, ada yang belum, ada yang tadi pagi dimarahi ibunya. Lah kalau situasi pada saat kerja kelompok kemarin, gak 100% baik ya tentu saja. Ada satu-dua yang memang terlihat lelah, ada satu-dua yang terlihat asal gugur kewajiban, ada satu-dua yang mungkin memang tidak berminat pada pelajaran bahasa Inggris. Tapi karena selama proses baca sampai diskusi jadinya anak-anak diawasi sambil berkeliling mereka lebih focus. Walaupun tidak semuanya 100% aktif, sekitar 70% siswa benar-benar terlibat dalam diskusi.

R: Lalu peningkatan seperti apa yang Ibu lihat dalam kemampuan siswa untuk berbagi pendapat, berdiskusi, dan bekerja sama selama kegiatan *literature circle*?

T: Oke, kalau memang setiap kegiatan di madrasah ini kan ditujukan supaya anak-anak memiliki kecerdasan sosial yang bagus. Kegiatan ini sangat membantu siswa mengembangkan kecerdasan sosial mereka. Selama ini anak-anak terlalu focus dengan HP jadi empati dan kerjasama mereka menurun. Tapi ketika kegiatan *literature circle* berlangsung, mereka dilatih untuk saling membantu, bertanggung jawab terhadap perannya, dan sukses hanya kalau kelompoknya berhasil. Saya lihat mereka jadi lebih peduli, dan aktif, dan rasa tanggung jawabnya meningkat.

R: Pertanyaan terakhir, Bu. Secara umum, apa kesan Ibu tentang penggunaan *literature circle* di kelas membaca?

T: Menurut Bu I sangat baik dan inovatif. Biasanya kegiatan membaca dilakukan secara individu, tapi dengan *literature circle* membaca menjadi kegiatan yang kolaboratif. Saya rasa metode ini perlu terus diterapkan agar pembelajaran membaca tidak monoton, dan bisa menjadi contoh untuk guru-guru lain dalam mengembangkan strategi membaca yang lebih menarik dan interaktif.

R: Terima kasih banyak, Bu, atas waktunya dan penjelasannya.

Interview 2: N as a Student from 11I

R: Oke, siswa N pertanyaan pertama. Apakah kamu merasa lebih mudah memahami teks setelah mengikuti kegiatan *literature circle*?

S: Ya, saya lebih mudah karena saya bisa berbagi pendapat dengan teman-teman saya. Itu kayak saya lebih banyak mendapat pandangan dari teman-temannya.

R: Oke lanjut. Bagian mana dari *literature circle* yang menurutmu paling membantu kamu memahami teks?

S: Waktu *discussion*.

R: Discussion itu berarti saling berdiskusi ya sama teman-temannya. Oke. Next. Apakah kamu merasa lebih percaya diri saat membaca setelah berdiskusi dalam kelompok? Kalau iya, kenapa? Kalau tidak, kenapa?

S: Sejujurnya saya kurang percaya diri. Karena kayak saya belum terlalu bisa dalam bahasa Inggris.

R: Teman-temannya mungkin membantu ngasih inti jalan ceritanya ke Naswa juga, ya?

S: Iya, terbantu.

R: Selanjutnya, dukungan seperti apa yang kamu dapatkan dari teman-teman waktu kegiatan literature circle itu?

S; Dukungan, maksudnya gimana?

R: Dukungan mungkin N masih belum paham, belum banyak mendapat pemahaman tentang *vocabulary*, kayak kosa kata, misal ada kosa kata yang N belum tahu, tiba-tiba waktu kegiatan itu sama temannya dibantu. N ternyata ini tuh artinya ini, ada nggak kejadian yang kira-kira seperti itu?

S: Iya ada. Ada.

R: Jadi ada merasa mendapat dukungan ya dari temannya?

S: Iya.

R: Oke next. Bagaimana kamu bekerja dengan teman sekelompok saat kegiatan Literature Circle kemarin?

S: Membagi dan mengerjakan tugas masing-masing. Kan waktu itu kayak ada yang untuk menulis pesan moral. Terus yang mencari kata-kata sulit itu.

R: Kemarin N kebetulan dapat bagian apa?

S; Dapat bagian yang menulis kesimpulan.

R; Oh, menulis kesimpulan. Oke, selanjutnya. Apakah kamu merasa nyaman berbagi pendapat dengan kelompokmu waktu kegiatan kemarin?

S: Ya, nyaman. Karena kita dapat bertukar pikiran satu sama lain, habis itu berbagi pendapat juga.

R: Berarti kemarin teman-temannya mau bertukar pendapat ya?

S: Iya.

R Next. temannya mau bertukar pendapat ya?

S: Iya.

R: Next, apa yang kamu pelajari dari teman-temanmu selama diskusi kemarin?

S: Kita dapat bekerja sama untuk menyelesaikan suatu pekerjaan dan itu akan menjadi lebih mudah.

R: Next, terakhir. Apakah kamu merasa bisa bekerja lebih baik dalam kelompok atau mungkin N tetap merasa kayaknya aku tetap lebih enak individu deh, gitu?

S: Kalau saya tergantung kelompoknya. Biasanya kalau ada kelompok yang kurang aktif kayak gitu, Bu.

R: Oke, makasih ya. Naswa. Tadi sudah pertanyaan terakhir. Terimakasih

S: Oke.

Interview 3: D as a Student from 11I

S: Perkenalkan ama saya adalah D dari kelas 11I.

R: Oke, kemarin sudah mengikuti?

S: Ya, sudah mengikuti kegiatan kelompok *Literature Circle*.

R: Oke, jadi pertanyaan yang pertama, apakah kamu merasa lebih mudah memahami teks setelah mengikuti kegiatan *Literature Circle*?

S: Ya, pastinya saya sudah mengerti tentang teks itu, tapi membantu saya buat ingat tentang *vocabulary* yang belum saya tahu sama, mungkin mengingatkan kembali yang sudah tahu tapi lupa

R: Oke, lanjut. Bagian mana dari *Literature Circle* yang paling membantu kamu memahami bacaan? Kan ada dua session tuh yang membaca sama yang diskusi, kira-kira menurutmu bagian mana yang dari kegiatan itu tadi yang menurutmu paling banyak membantu?

S: Iya, waktu berdiskusi. Soalnya kan antara anggota kelompok itu kayak coba memberitahu apa yang mereka tahu dari teks ini. Pemahaman mereka juga pemahaman saya.

R: D kemarin jadi *discussion director* ya?

S: Iya.

R: Oh iya, sama (dengan siswa yang lain yang juga diwawancarai). Oke, next. Apakah kamu merasa lebih percaya diri saat membaca setelah berdiskusi dalam kelompok? Kalau iya, kenapa? Kalau tidak, kenapa?

S: Iya, saya percaya diri aja. Karena sama-sama belajar juga.

R: Oke, nomor empat. Dukungan seperti apa yang kemungkinan kamu dapatkan dari teman saat sesi diskusi kemarin? Waktu berdiskusi di *Literature Circle*.

S: Dukungannya itu menambah....

R: Kosa kata?

S: Ya kosa kata sama menambah semakin dekat aja sama teman, soalnya kan kalau misalnya gak ada kerja kelompok gitu saya kan diem-diem aja

R: Kemudian lagi kemarin kan kelompoknya diacak, ya? Jadi mungkin berkelompok sama teman yang seharusnya jarang diajak ngomong. Oke, lanjut. Bagaimana kamu bekerja dengan teman sekelompok saat kegiatan *Literature Circle*?

S: Saya ngebagiin jobdesk-jobdesk itu karena disuruh dibagi. Buat nyari jika ada kata yang tidak dimengerti sama kesimpulannya. Jadi semuanya bareng-bareng gitu, mencoba menyimpulkan dari teks itu.

R: Oke, terus kemudian. Apakah kamu merasa nyaman berbagi pendapat dalam kelompokmu? Kalau iya, kenapa? Kalau tidak, kenapa?

S: Ya, nyaman-nyaman aja. Soalnya kan mereka juga terbuka sama saya.

R: Mereka juga *open* ya terhadap pendapat-pendapatnya. Oke, lanjut. Apa yang kamu pelajari dari temanmu dalam proses diskusi kemarin?

S: Iya, saya belajar kalau semua orang itu gak memiliki keterampilan yang setara, skill yang setara. Jadi ya coba membantu.

R: Oke, next. Terakhir, apakah kamu merasa bisa bekerja lebih baik dalam kelompok sekarang? Atau mungkin kamu tetap merasa, oh kayaknya aku tetap lebih baik, aku bekerja individu saja, begitu?

S: Kalau itu tergantung mood saya.

R: Oh, tergantung mood?

S: Ya kadang kalau misalnya merasa lebih ingin komunikatif ya saya senang kalau bekerja kelompok, tapi kalau misalnya saya memang ingin sendiri biasanya individu. Tapi kalau misalnya kejar kelompok itu lebih gampang gitu ya.

R: Jadi tergantung kondisi juga ya

S: Ya tergantung kondisi.

R: Sudah, makasih banyak ya, D.

Interview 4: R as a Student from 11I

R: Oke, langsung ke pertanyaan pertama ya. Jadi pertanyaan pertamanya adalah, apakah kamu merasa lebih mudah memahami teks setelah mengikuti kegiatan Literature Circle?

S: Sebenarnya paham-paham aja sih entah ikut atau tidak.

R: Oke, nomor dua. Bagian mana dari kegiatan kemarin literature circle yang paling membantu kamu memahami bacaan?

S: Kalau dari reading saya sudah tau jadi, waktu itu yang membaca saya juga yang ngesimpulin saya.

R: Kamu nge-translate buat teman-teman ya? Terus dari discussion kira-kira?

S: *Discussion*.

R: Masih inget gak?

S: Inget.

R: Inget? Menurut kamu dari kegiatan discussion kemarin, kamu yang membantu teman-temannya ya?

S: Ya saya rasa gitu.

R: Apakah kamu merasa lebih percaya diri saat membaca setelah berdiskusi dalam kelompok? Atau mengapa iya, kalau enggak juga kenapa?

S: Merasa percaya diri setelah?

R: Setelah membaca dalam kelompok atau memang dari awal kamu sudah percaya diri?

S: Dari awal sudah percaya diri, tapi ya biasa-biasa aja.

R: Ya gak apa-apa dong, percaya diri itu bagus. Oke, pertanyaan ke empat. Dukungan seperti apa yang kira-kira kamu dapatkan dari kelompok waktu kegiatan *Literature Circle* kemarin?

S: Ya kayak dikasih apa ya, kepercayaan lah buat megang (peran) ketua kelompok sama buat apa ya, nge-translate atau kayak ngasih inti ceritanya lah buat anak-anak sekiranya itu bisa ngebenerin mereka buat ngejalanin tugasnya mereka juga

kan ada yang kayak yang nulis juga ada yang nyari pertanyaan apa ya kayak kalimat-kalimat yang sudah juga

R: Oke, jadi tadi itu pertanyaannya seputar *Literature Circle*-nya, kalau sekarang itu lebih ke kerja kelompoknya. Kemarin kan dikerjakan secara berkelompok, jadi pertanyaan selanjutnya itu. bagaimana kamu bekerja dengan teman sekelompok saat kegiatan *Literature Circle*?

S: Jadi singkatnya, ya kita ngerjain pekerjaan sesuai tanggung jawabnya kita lah. Jadi kayak sebelumnya kan udah dibagi satu kelompok, itu ada yang jadi ketua, ada yang jadi menulis ulang inti ceritanya, ada yang... Ada yang cari kata-kata sulit juga. Cari kata-kata sulit juga, ada yang...

R: Apa lagi?

S: Kalau gak salah ada satu lagi

R: Moral, nyari pesan moral

S: Jadi singkatnya tinggal nge-operasin aja apa yang udah dibagi gitu sesuai tanggung jawab masing-masing.

R: Oke, lanjut ya? Apakah kamu merasa nyaman berbagi pendapat?

S: Nyaman-nyaman saja. Terus kemarin itu sempet saya kan nerjemahin terus ada yang nanya, ini bukannya kayak gini terus saya kayak ngelurusin, enggak, itu ya emang arti arti apa ya, arti katanya itu gini, cuma kalau dilihat dari kata sebelumnya kalau digabung itu, enggak artinya itu enggak cuma gitu saja. Cuma ya nyaman-nyaman saja.

R: Selanjutnya, apa yang kamu pelajari dari temanmu selama diskusi?

S: Yang saya pelajari itu nyadar kalau durabilitas tiap orang itu beda-beda jadi ya apa ya kerjasama tim itu benar-benar pentinglah jadi bolehlah satu orang di situ tonjol cuma meskipun gitu tetap perlu peran orang lain juga buat menyuksekkan lah gitu.

R: Oke, ini pertanyaan terakhir. Apakah kamu merasa bisa bekerja lebih baik dalam kelompok, atau mungkin kamu masih tetap ngerasa kayaknya lebih enak individu aja? Menurutmu gimana?

S: Jujurnya lebih *enjoy* kalau misal kelompok ya, jadi bukan cuma tentang ada teman atau gimana, tapi di situ kayak ngerasa ada yang ngedukung saya buat belajar hal baru

R: Oke sudah. R makasih banyak ya udah dibantu.

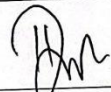

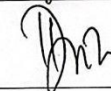
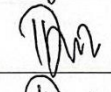
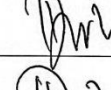

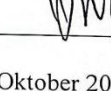
S: Oke




Appendix 5 Research Journal

RESEARCH JOURNAL

The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of MAN 2 Jember 2025/2026 Academic Year

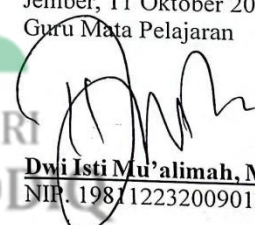
No.	Day/ Date	Activity	Signature
1.	18 th of July 2025	The researcher sends research permission to MAN 2 Jember	
2.	25 th of July 2025	The researcher get confirmation to do the research	
3.	29 th of July 2025	Observe the use of literature circles on reading comprehension of 11 th Grade English Class of MAN 2 Jember 2025/2026 Academic Year	
4.	19 th of August 2025	Interview with English Teacher at 11 th Grade in MAN 2 Jember	
5.	19 th of August 2025	Interview with students at 11 th Grade in MAN 2 Jember	
6.	7 th of October 2025	Complete the research data and document review	
7.	7 th of October 2025	The research asks a letter of research finishing	



Mengetahui:
Kepala Sekolah

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NIP. 703172005011008


Jember, 11 Oktober 2025
Guru Mata Pelajaran



Dwi Isti Mu'alimah, M. Pd.
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J E M B E R

Appendix 6 Permission Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 2
 Jalan Manggar Nomor 72 Patrang Jember 68117
 Telepon (0331) 485255
 Website: www.man2jember.sch.id, email: manda2jember@gmail.com

Nomor : B-131/Ma.13.32.02/PP/07/2025 25 Juli 2025
 Sifat : Segera
 Lampiran : -
 Hal : Pemberian Izin Penelitian

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UINKHAS Jember


Menindaklanjuti surat Saudara Nomor : B-12995/In.20/3.a/PP.009/07/2025 tanggal 16 Juli 2025 Perihal Permohonan Ijin Penelitian, kami sampaikan bahwa Kepala Madrasah Aliyah Negeri 2 Jember memberikan izin penelitian kepada:

Nama : Andin Laily Aulia Putri
 NIM : 211101060005
 Judul : The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of MAN 2 Jember 2025/2026 Academic Year

Untuk pelaksanaan penelitian bisa dibimbing oleh ibu Dwi Isti Mu'alimah sebagai guru bahasa Inggris di MAN 2 Jember

Demikian atas perhatian Bapak/Ibu kami sampaikan terima kasih.

Kepala



MOH. NASIR

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Appendix 7 Letter of Having Conducted Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 2
 Jalan Manggar Nomor 72 Patrang Jember 68117
 Telepon (0331) 485255
 Website: www.man2jember.sch.id, email: manda2jember@gmail.com

SURAT KETERANGAN
 NOMOR: 819/Ma.13.32.02/10/2025

Yang bertanda tangan di bawah ini,

Nama	: Moh. Nasir, S.Pd, M.Pd.I
NIP	: 197703172005011008
Pangkat/Golongan	: Pembina Tk I, IV/b
Jabatan	: Kepala Madrasah
NPSN	: 20580292

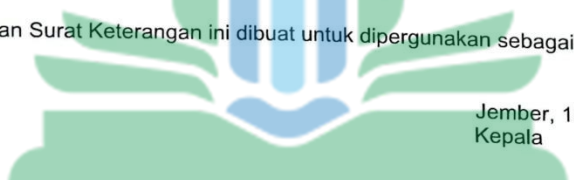
Menerangkan dengan sebenarnya bahwa:

Nama	: Andin Laily Aulia Putri
N I M	: 211101060005
Prodi	: Tadris Bahasa Inggris
Universitas	: UIN KHAS Jember


Yang bersangkutan telah selesai mengadakan Penelitian di MAN 2 Jember pada tanggal 29 Juli s.d 29 Agustus 2025 dengan judul : "The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of State Islamic Senior Highschool 2 Jember 2025/2026 Academic Year."

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 15 Oktober 2025
 Kepala



UNIVERSITAS ISLAM NEGERI
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JEMBER



MOH. NASIR

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Appendix 8 Letter of Turnitin Similarity Clearance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Andin Laily Aulia Putri
 NIM : 211101060005
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of State Islamic Senior Highschool 2 Jember 2025/2026 Academic Year

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 7,6%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I	= 17%
BAB II	= 13%
BAB III	= 8%
BAB IV	= 0%
BAB V	= 0%

Jember, 20 Oktober 2025

Penanggung Jawab Cek Plagiasi
 FTIK UIN KHAS Jember



(Ulfa Dina Novienda, S.Sos.I., M.Pd.I.)
NIP. 198308112023212019

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

Appendix 9 Document Reviews

Document Reviews

A. Profile State Islamic Senior High School 2 Jember



NPSN: 20580292

Alamat: JL. Manggar No. 72

Desa/Kelurahan: Gebang

Kecamatan/Kota: Kec. Patrang

Kab.-Kota/Negara (LN): Kab. Jember

Propinsi/Luar Negeri (LN): Prov. Jawa Timur

Status Sekolah: Negeri

Bentuk Pendidikan: MA

Jenjang Pendidikan: DIKMEN

SK Pendirian Sekolah: KMA RI 64 Tahun 1990

Tanggal SK Pendirian : 25-04-1990

SK Izin Operasional : KMA RI 64 Tahun 1990

Tanggal SK Izin Operasional : 25-04-1990

Data PTK dan PD				
Uraian	Guru	Tendik	PTK	PD
Laki-Laki	22	19	4	420
Perempuan	37	5	2	737
Total	59	24	6	1157

Keterangan:

- ☐ Data Rekap Per Tanggal 20 Oktober 2025
- ☐ Penghitungan PTK adalah yang sudah mendapat penugasan, berstatus aktif dan terdaftar di sekolah induk.
- ☐ Singkatan:
 1. PTK = Guru ditambah Tendik
 2. PD = Peserta Didik

Data Sarpras			
No.	Jenis Sarpras	Semester 2024/2025 Genap	Semester 2025/2026 Ganjil
1.	Ruang Kepala Sekolah	1	1
2.	Ruang Waka	4	4
3.	Ruang TU	1	1
4.	PTSP	1	1
5.	Ruang Guru	1	1
6.	Ruang BK	1	1
7.	Ruang Rapat	1	1

8.	Ruang Komputer	1	1
9.	Ruang Podcast	1	1
10.	Ruang Kelas	33	33
11.	Aula Sekolah	1	1
12.	Perpustakaan	1	1
13.	Masjid	1	1
14.	Ruang UKS	1	1
15.	Asrama	1	1
16.	Ruang OSIM MPK	1	1
17.	Ruang Ekstrakurikuler	4	4
18.	Pujasera	1	1
19.	Koperasi Siswa	1	1
20.	Lapangan Olahraga	2	2
21.	Kamar Mandi	12	12
22.	Ruang Tata Busana	1	1
23.	Ruang Tata Rias	1	1
24.	Laboratorium	2	2

B. Geographic Conditions of State Islamic Senior High school 2 Jember



C. Vision and Mission of State Senior Islamic Senior High school 2 Jember

VISI

“Terwujudnya Madrasah Berkualitas, Kompetitif Secara Global dan Berwawasan Lingkungan”

MISI

1. Menumbuhkan penghayatan dan pengamalan ajaran Islam dan budaya bangsa sebagai sumber kearifan dan bertindak.
2. Mengembangkan potensi akademik dan non-akademik peserta didik secara optimal sesuai dengan bakat dan minat melalui proses pembelajaran bermutu agar mampu bersaing
3. Melaksanakan pembelajaran dan bimbingan secara efektif kepada peserta didik bidang ketrampilan sebagai modal untuk terjun ke dunia kerja.
4. Melaksanakan pembelajaran yang mampu meningkatkan kepedulian terhadap lingkungan

D. The Data of Eleventh I (11I) of State Islamic Senior High school 2 Jember

No.	Nama Siswa	NIS	L/P
1.	A F	0074	L
2.	A	0215	P
3.	A P	0254	P
4.	A x P	0010	L
5.	D	0013	L
6.	F K	0047	P
7.	F C	0291	P
8.	G	0225	P
9.	I	0227	P
10.	K	0155	P
11.	M. N	0056	L

12.	M. Y	0120	L
13.	M R	0091	L
14.	R	0129	L
15.	M Re	0202	L
16.	M T	0029	L
17.	M Z	0030	L
18.	N B	0371	P
19.	N	0236	P
20.	NN	0374	P
21.	P	0205	P
22.	Q	0164	P
23.	R D	0165	P
24.	R A A	0350	P
25.	R I	0240	P
26.	S	0314	P
27.	S R	0168	P
28.	S P	0069	L
29.	S B	0169	P
30.	S S	0381	L
31.	S M	0384	P
32.	S M M	0244	P
33.	T	0174	P
34.	Y	0211	L
35.	Z	0104	P

DOCUMENTATION



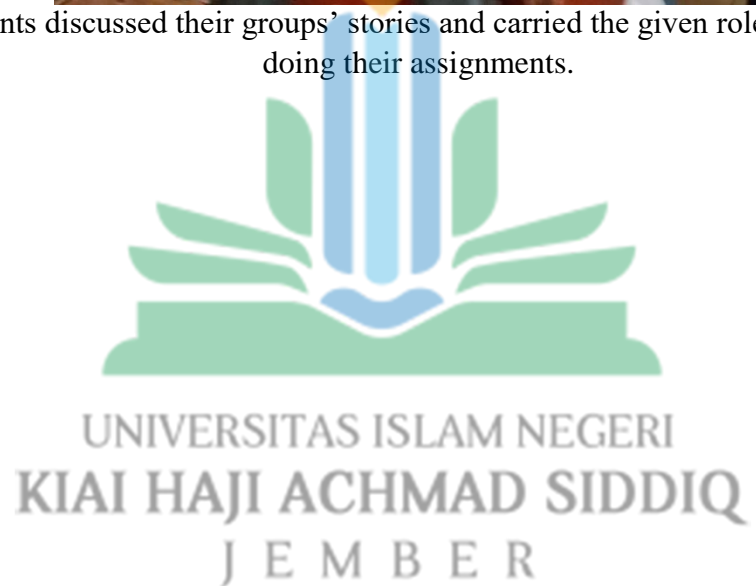
Students listened to teacher instruction carefully.



Students had reading session in groups.



Students discussed their groups' stories and carried the given roles as well as doing their assignments.



Conducted interview with Mrs. I and students



Appendix 10 Observation Checklist

Observation Checklist	Yes	No	Notes / Examples
Student understands their role clearly	<input type="checkbox"/>	<input type="checkbox"/>	
Student reads actively and completes reading task	<input type="checkbox"/>	<input type="checkbox"/>	
Student participates in group discussion	<input type="checkbox"/>	<input type="checkbox"/>	
Student shows evidence of understanding text	<input type="checkbox"/>	<input type="checkbox"/>	
Student supports or collaborates with peers	<input type="checkbox"/>	<input type="checkbox"/>	
Group discussion is balanced (not dominated by one person)	<input type="checkbox"/>	<input type="checkbox"/>	
Student completes role-specific task effectively	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix 11 Fieldnote

- The Discussion Director leads the discussion good.
- The rest of the members pretty good at joining the discussion
- They are good at finding the connections between the story and the real lives
- Students still needs lots of improvement in their ability to understand commands
- Even with limited vocabularies, they still manage to help each other to have better understanding of the stories.
- They discussed mostly in Indonesian
- They worked together with good teamwork.
- They made summary in Indonesian & made mistakes while constructing sentences from 5 found new vocabularies.

- So far this group have done the worksheet the best. They understood the command well & wrote down exactly what have asked
- They discussed well while also talking about their struggles and confusion throughout the story
- Their main struggles was vocabulary & plot / story
- The DD lead the discussion well and other members were so active.

- The discussion leaded by DD, he asked questions and his members answered well.
- Would've better if the DD active from the start but he done his role better at the end
- They understood their chosen story and one of the member got great analysis ability.
- The worksheets done well.



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Appendix 12 Declaration of Authorship


DECLARATION OF AUTHORSHIP

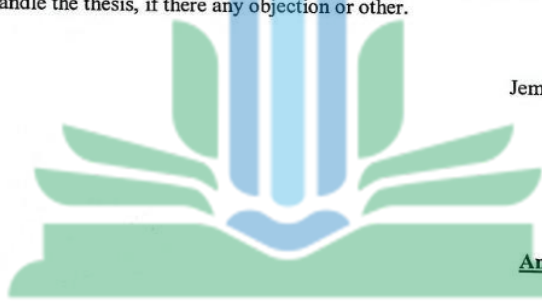
The undersigned bellow:

Name : Andin Laily Aulia Putri
 NIM : 211101060005
 Study Program : English Education
 Faculty : Tarbiyah and Teacher Training
 University : State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that thesis entitled "The Use of Literature Circles on Reading Comprehension of 11th Grade English Class of State Islamic Senior High School 2 Jember 2025/2026 Academic Year" is truly my authentic word. Except for those that cited in quotation and references, it does not include my writings and publications that have previously been authored or published by another person. Due the fact, I handle the thesis, if there any objection or other.

Jember, October 24th 2025
 Author


Andin Laily Aulia Putri
 211101060005


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 J E M B E R

Appendix 13 Bibliography of Researcher



Personal Information:

- Name : Andin Laily Aulia Putri
- SRN : 211101060005
- Place & Date of Birth : Jember, April 12th, 2003
- Domicile : Jember
- Religion : Islam
- Department/Major : English Education
- University : State Islamic University of Kiai Haji Achmad Siddiq Jember
- Email Address : andinlaily19@gmail.com

Educational Background:

- 2009 – 2015 : Sekolah Dasar Negeri Sidomekar 04
- 2015 – 2018 : Sekolah Menengah Pertama Negeri 01 Semboro
- 2018 – 2021 : Madrasah Aliyah Negeri 2 Jember
- 2021 – 2025 : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember