



## The Effect of Literature Circle on Varied Reading Comprehension\*

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Article Info	Abstract
<p><i>Keywords:</i> Reading Comprehension Literature Circle</p> <p><i>History:</i> Received: April 7, 2022 Accepted: April 8, 2022 Published: May 31, 2022</p> <p>*Research article</p> <p>**Correspondence author</p> <p><i>How to cite (APA):</i> Rahman, Abdul. (2022). The effect of literature circle on varied reading comprehension. <i>Journal of Teaching and Education for Scholars (JOTES)</i>, 1(1), 7-14.</p>	<p>This research was conducted to know the effect of using the Literature circle to improve the students' reading comprehension. This research was designed into two groups: Experimental and control groups with 20 students using a simple random technique. The data was collected through multiple-choice reading tests, pre-test, and post-test, then analyzed using an independent-sample t-test and One-way ANOVA. The result of the research showed that the use of a literature circle was more effective than the directed reading activity method in improving students reading comprehension. The students' improvement in the post-test with a mean score of 65.30 was better than the mean score of pre-test 52.85 in the experimental group. There was also a significant difference between the mean score of the experimental group's post-test and the control group in each level of comprehension. The largest different was on inferential level (67.50 &gt; 56.50), followed by literal level (65.50 &gt; 64.00), and then critical level (61.50 &gt; 60.50). The one-way ANOVA from the three reading comprehension levels in the experimental group showed that none are significantly different within the same average score (<math>\mu_l = \mu_i = \mu_c</math>).</p>

### Introduction

One of the most critical factors influencing the learning outcome is Reading Comprehension (Astri & Wahab, 2018; Saiful et al., 2019). Through reading, the students can get a lot of knowledge or idea to improve their grade point average change their behaviour, and complete for a good place in any aspect of life in the world (Wawire & Zuilkowski, 2021; Wu et al., 2021). Therefore, reading is a course offered at schools and universities that plays an essential role in improving human development.

### Reading Comprehension

Reading is the motivated and fluent coordination of word recognition and comprehension. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation (Carlson et al., 2014).

Reading is about understanding written texts (Samiei & Ebadi, 2021). A complex activity involves both perceptions and thought. Reading consists of two related processes word recognition and Comprehension (Nurjanah, 2018). Word recognition refers to perceiving how written symbols correspond to one's spoken language (Hungwe, 2019). Comprehension is making sense of words, sentences, and connected texts. A reader typically uses background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text. However, now there are still some critical problems that the students face in learning reading (Kim & Pae, 2021). They might not have prior knowledge about the text given. They have a poor interpretation of the text, poor vocabulary, and poor grammatical competence (Gruhn et al., 2020). Especially students' ability of Syariah Economic Study program in reading comprehension was still low.

### ***Level of Reading Comprehension***

#### **Literal Comprehension**

Literal comprehension involves what the author is saying. That is a skill of getting the primary literal meaning of a word, idea, or sentence in context. The reader needs to understand ideas and information explicitly stated in the reading materials (Naniwarsih & Andriani, 2018).

#### **Inferential Comprehension**

Inferential comprehension deals with what the author means by what they said. The reader must read between the lines and make inferences about things not directly stated. Again, these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view (Srisang & Everatt, 2021).

#### **Critical Comprehension**

Critical comprehension concerns the author says what they say. This high level of understanding requires the reader to use some external criteria from their own experience to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. In this reading skill level, the reader must be active, questioning, searching for facts, and suspending judgment until she has considered all of the material (Srisang & Everatt, 2021).

### ***Factors that Influence Reading Comprehension***

Reader and text are factors that influence reading comprehension. Reader factors include the background knowledge that readers bring to the reading process, their reading strategies, and their motivation and engagement during reading. Text factors include the author's ideas, the author's words to express those ideas, and how the pictures are organized and presented. Both reader factors and text factors affect comprehension (Tánczikné, 2017). The table below shows an overview of the two comprehension factors:

**Table 1.** An Overview of The Two Comprehension Factors

Type	Factors	Role in Comprehension
Reader	Background Knowledge	The Students active their world and literature to link what they know to what they read.
	Vocabulary	Students recognize the meaning of familiar words and apply word-learning strategies to understand what they are reading

	Fluency	Students have adequate cognitive resources to understand what they're reading when they read fluently.
	Comprehension Strategies	Students actively direct their reading, monitor their understanding, and troubleshoot problems when they occur.
	Motivation	Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully.
	Genres	Genres have unique characteristics, and students' knowledge of them provides a scaffold for comprehension
Text	Text Structures	Students recognize the important ideas more quickly when they understand the patterns that authors use to organize text.
	Text Features	Students apply their knowledge of the conventions and literary devices used in texts to deepen their understanding.

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### ***Literature Circle***

In solving the students' problems in reading, there are some methods offered. One of them is the Literature Circle method. Literature circles are small groups of students gathering together to discuss a piece of literature in depth. The discussion is guided by students' responses to what they have read. You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story. Literature circles can provide an exciting way to promote student engagement in extensive reading throughout a foreign language course (Varita, 2017) (Daniels, 2002).

The literature circle method provides many advantages for the English teachers, the lecturers, and the learners. Namely, the Literature circle is a strong motivator for students, and they influence students' motivation toward the use of English in the EFL classroom. Group reading discussion motivates the students to speak in the foreign language classroom. This allows them to use language in real life and express ideas and thoughts with their colleagues. Literature circles can increase students' motivation, turning passive learners into active learners who produce thoughts and knowledge. In the Literature circle, the students are not passive learners who receive knowledge but active learners who have ideas and knowledge. Literature circle allows students to participate actively in their learning process, making students conscious that they are capable of contributing to a part of their learning (Fitriana, 2020) (Daniels, 2002)

Therefore, this research addresses the research question as follows:

1. Is the literature circle more effective than the Directed reading activity in improving the students' Reading Comprehension, literal reading comprehension, inferential reading comprehension, and critical reading comprehension?
2. Which types of reading comprehension are dominantly affected by Literature Circle?

### **Method**

This research employed a Quasi-experimental design with two groups, pre-test and post-test design using one experimental group and one control group. It is utilized when it is possible randomly to assign individual participants to groups. This research has two variables: the independent variable was Literature Circle as a teaching method for improving students' reading comprehension. The dependent variable was the students' improvement in reading comprehension, Literal, Inferential, and Critical comprehension. This research was conducted

at IAIN Bone. The research population was The Students of the Syariah Economic Study Program in Academic Years 2021/2022, which consists of three classes. The total population was 89 students. From the people the researcher took only 40 students as a sample. The researcher took an example using the simple random technique and the lottery technique.

## Results

The description presents the research finding through the distribution score of pre-test and post-test on Literal, inferential, and Critical levels of reading comprehension. It also described the students' improvement in reading comprehension in general through the distribution score of pre-test and post-test of both groups, the Experimental and Control groups.

### *The students' improvement in mean score on the three levels of reading comprehension in the experimental group and the control group*

**Table 2.** Experimental Group and The Control Group Result

Experimental group						Control group					
Mean Score						Mean Score					
Literal		Inferential		Critical		Literal		Inferential		Critical	
Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
53.5	65.5	62	67.5	43	61.5	52.5	64	50.5	56.5	44.5	60.5

Based on the table above, there was a different mean score between two groups: the experimental class and the control class before and after treatment. The literal and critical levels in the experimental and control categories It is proved by the mean score of pre-test and post-test between the two groups was not too improved significantly (53.50 in the pre-test experimental group and 52.50 in the control group, while in post-test 65.50 in the experimental group and 64.00 in the control group for Literal level and critical level 43.00 in the experimental group and 44.50 in the control group, while in post-test 61.50 in the experimental group and 60.50 in the control group). While in inferential level, the students' mean scores were significantly improved in the experimental and control groups. It proved that the experimental group's pre-test and the post-test mean score was more significant than the control group (62.00 > 50.50 in pre-test and 67.50 > 56.50 in post-test) before and after treatment. The literature circle method was more effective than the directed reading activity method in improving the students' reading comprehension at the inferential level, followed by the literal level and then the critical level.

### *The students' improvement results in pre-test and post-test*

**Table 3.** Students' Improvement Results in Pretest and Posttest

	Pre-test		Post-test		Improvement	
	Exp	Control	Exp	Control	Exp	Control
Respondents	20	20	20	20	20	20
Mean Score	52.85	49.20	65.30	60.30	12.45%	11.10%
Standard Deviation	6.92	6.71	6.37	6.61		

The table above indicated that the students' mean score for post-test in the experimental group was higher than the control group (65.25 > 60.30). It proved that teaching Reading Comprehension using Literature Circle is more effective and could improve students' ability to read.

***Test of Significance (T-test)***

Assuming the significant level is ( $\alpha$ ) 0.05, the only thing needed and the degrees of freedom (df) = 38. Below is the t-test result in the pre-test and post-test of the experimental and control groups.

***The probability value t-test of the experimental and control group***

**Table 4.** The Probability Value T-Test of The Experimental and Control Group

Experimental and control group	df	t	P-value Sig. (2-tailed)	Alpha ( $\alpha$ )	Remarks
Pre-test	38	1.692	0.099	0.05	Not significant different
Experimental and control group	df	t	P-value Sig. (2-tailed)	Alpha ( $\alpha$ )	Remarks
Post-test	38	2.435	0.020	0.05	significantly different

Based on the result, the researcher found that the P-value on the pre-test (0,099) was more significant than Alpha (0.05) while on post-test (0.020) was lower than 0.05 and the (df) 38. It means that H0 is rejected and H1 is tenable. In other words, there was a significantly different between the students' reading comprehension of both groups, the experimental and control group, before and after treatment. It concluded that the literature circle method could improve and affect the students' improvement in reading comprehension.

***Test Analysis of Variance (ANOVA)***

**Table 5.** One Way ANOVA Analysis of Experimental Group

	Sum of Squares	df	Mean square	F	Sig.
Between Group	373.333	2	186.667	1.343	0.269
Within Groups	7925.000	57	139.035		
Total	8298.333	59			

Based on the table above showed that the score of F-obs (1.343) was smaller than F-table (2; 57; 0.05), which was 3.159 or  $1.343 < 3.159$ . Thus, H1 was rejected, and H0 was accepted. Therefore, the three levels of reading comprehension have the same average score. In addition, the data also showed that the statistics test  $p = 0.269 > \alpha(0.05)$ . There was no significant difference in score among the three levels of students' reading comprehension in the experimental group, or literal, inferential, and critical levels almost have the same score.

**Table 6.** One Way ANOVA Analysis of Control Group

	Sum of Squares	df	Mean square	F	Sig.
Between Group	563.333	2	218.667	2.104	.131
Within Groups	7630.000	57	133.860		
Total	8193.333	59			

Based on the table above, it showed that the score of F-obs (2.104) was smaller than F-table (2; 57; 0.05), was 3.158 or  $1.343 < 3.158$ . Thus, H1 was rejected, and H0 was accepted. Therefore, the three levels of reading comprehension have the same average score. In addition, the data also showed that the statistics test  $p = 0.131 > 0.05$ . There was no significant difference in score among the three levels of students' reading comprehension in the control group, or literal, inferential, and critical levels almost have the same score.

## **Discussions**

In this discussion section, the researcher interprets students' reading improvement in both pre-test and post-test results. The discussion deals with Literature Circle (LC) and Directed Reading Activity (DRA) in teaching reading comprehension in the classroom.

From the data shown in the pre-test and post-test, the improvement of the students of comprehension increased. In contrast, the post-test data significantly improved from the distribution frequency of the result. The mean score of the experimental group on the literal level was 54.50 in pre-test and 65.50 in post-test, while in the control group on the literal level was 52.50 in pre-test and 64.00 in post-test.

The students' improvement on the literal level of comprehension indicated that the students have improved in recognizing the literal statements in the text. The students explicitly or directly state the information given in the text. For example, the main idea, detail, Cause, effect, and sequences are written in the text.

At the inferential level, the score of the pre-test and post-test improved; also, the data for the post-test significantly enhanced from the distributions frequency result. The mean score of the experimental group in the pre-test was 61.50 and 67.50 in the post-test. While in the control group, inferential was 50.50 in pre-test and 56.50 in post-test. At this level, the students gave better responses to the text provided by using the instruction or guiding question of the literature circle method. In this case, they can know the ideas do not state directly in the text. Therefore, it will help the students get meaning from the text without hardly reading the text repeatedly. (Duffy, 2014) stated that in interpretation, the readers read between the lines, make connections among individuals' framed ideas, draw conclusions, and read between the lines to get inferences or implied meaning from the text.

On the critical level of comprehension, by applying the literature circle method, the students were guided to read critically, compare ideas in the text, and think about the text's big ideas and messages implied in the written text. By relating those ideas to their own experiences in real life, it will make them find specific facts, so they will be involved in logical thinking and reasoning as a part of reading critically. It can be seen from the improvement of the experimental group on the critical level of comprehension, where the mean score before treatment in the pre-test was 43.50 after treatment, and the mean score was 61.50 in the post-test. At the same time, in the control group, the mean score in the pre-test was 44.50 and 60.50 in the post-test.

Besides that, to determine which one of the reading comprehension levels are dominantly affected by the literature circle, the researcher used one-way ANOVA. Based on the data showed that the three levels of reading comprehension have the same average score ( $\mu_l = \mu_i = \mu_c$ ), where F-Obs (1.343) was smaller than F-table (2; 57; 0.05) was 3.159 or  $1.343 < 3.159$  and the score of P-value (Sig.) was more significant than Alpha or  $0.269 > 0.05$ . While in the control group, based on the table showed that the three levels of reading



comprehension also have the same average score  $l = i = c$ ), where F-Obs (2.104) was smaller than F-table (2; 57; 0.05) was 3.158 or  $2.104 < 3.158$  and the score of P-value (Sig.) was more significant than Alpha or  $0.131 > 0.05$ . It proved that the three levels of reading comprehension score have almost the same average score. None of the three comprehension levels were significantly affected by the literature circle, but all were dominantly affected by Literature Circle in the experimental group. It is caused by the students' intelligence, motivation, language aptitude, linguistic competence, and the student's prior knowledge. It is also caused by the easiness and difficulty level of questions. In addition, another factor from the readers' ability to access appropriate content of the text and formal schemata depends on the students' ability to monitor what they understand and to take relevant strategic action (Hamra & Syatriana, 2012).

Based on the result of the research, the students have already made significant progress in reading after they gave the treatment. Thus, the literature circle was beneficial in leading the students to recognize how ideas are organized within a text or concept. The students can also build up their pictures by using the literature circle method. Thus, the students' improvement in reading comprehension was better and more effective by using a literature circle than directed reading activity.

## **Conclusion**

The literature circle method in teaching reading comprehension was more effective than the Directed reading activity. It significantly improved the students' level of reading comprehension, literal, inferential, and critical comprehension, especially at the Economic Syariah Study Program at IAIN Bone in the second semester. It saw that the students' mean score for post-test was 65.30 for the experimental group, while in the control group was 60.30. The final score of P-value (Sig.) in reading comprehension was smaller than Alpha ( $0.020 < 0.05$ ). In other words, H1 accepted, and H0 rejected. Thus, it concluded that the literature circle improved students' reading comprehension.

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