



Efl Students' Engagement in Google Classroom Based-Literature Circle

Liliana Sandra Dewi¹, Hilmansyah Saefullah²

^{1,2}Singaperbangsa Karawang University, Indonesia

E-mail: lilianasandradowi3@gmail.com, hilmansyah.saefullah@fkip.unsika.ac.id

Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-10-02 Keywords: <i>Collaborative Language Learning; Literature Circles; Google Classroom.</i>	This research reports on the findings of a case study on the application of Google Classroom based literature circle in an EFL reading class. The purpose of this study is to investigate EFL students' engagement in an online collaborative learning via Google Classroom-based literature circle. Based on data analysis from observation and questionnaires of three EFL students' volunteers, the results revealed that the students are actively engaged in their own roles in the literature circle, such as leading the discussion in group by giving questions about the text, responding to the questions, sharing ideas and opinions, and retelling the story. This study found that students were enthusiastic about the Google Classroom-based literature circle. The implication of this study can contribute the teacher as alternative to implement online collaborative learning in reading classroom.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-10-02 Kata kunci: <i>Pembelajaran Kolaboratif Bahasa; Literature Circles; Google Classroom.</i>	Penelitian ini melaporkan temuan studi kasus tentang penerapan lingkaran sastra berbasis Google Classroom di kelas membaca EFL. Tujuan dari penelitian ini adalah untuk mengetahui keterlibatan siswa EFL dalam pembelajaran kolaboratif online melalui lingkaran sastra berbasis Google Classroom. Berdasarkan analisis data dari observasi dan angket dari tiga relawan siswa EFL, hasilnya menunjukkan bahwa siswa terlibat aktif dalam peran mereka sendiri dalam lingkaran sastra, seperti memimpin diskusi dalam kelompok dengan memberikan pertanyaan tentang teks, menanggapi teks pertanyaan, berbagi ide dan pendapat, dan menceritakan kembali cerita. Penelitian ini menemukan bahwa siswa antusias dengan proses pembelajaran melalui lingkaran sastra berbasis Google Classroom. Implikasi dari penelitian ini dapat memberikan kontribusi guru sebagai alternatif untuk menerapkan pembelajaran kolaboratif online di kelas membaca.

I. INTRODUCTION

Literature circles are widely used within language learning classrooms (Dogan et al., 2020; Karatay, 2017; Thomas & Kim, 2019; Widodo, 2016). They can activate cooperative learning among the students (Andarab & Mutlu, 2019) by encouraging students to participate fully as they interact with their peers (Dogan & Kaya-Tosun, 2020). Some research studies have revealed the benefits of literature circles for students such as, potentially enhancing the reader self-efficacies (Venegas, 2018); upgrading the reading attainment and pleasure of students (Thomas & Kim, 2019); giving students additional chances to be active readers by reading extensively and collaboratively (Dogan et al., 2020); and building on the socio-critical literacy (Awada et al., 2021; Dogan & Kaya-Tosun, 2020; Wexler, 2021). In the literature circles, all members of a group read the same text, participate in a conversation about the same text, and everyone has a different reading job for the end-of-discussion presentation (Karatay, 2017). When doing literature circles,

students were assigned to various focused tasks or different roles such as discussion leader, summarizer, word master, passage person, and connector (Daniels, 2006; in Su et al., 2018), the group members rotate through various 'roles' that guide the reading and the discussion (Whittingham, 2013).

Several researchers have recently focused their attention on literature circles. Venegas (2018) and Dogan et al. (2020) explores the potential influence of participating in literature circles. Su et al. (2018) explores the EFL learners attitude in literature circles in online learning. Andarab & Mutlu (2019) investigate forms of questioning among ELT students in literature circles. Thomas & Kim (2019) explore the impact of literature circle in the classroom. Awada et al. (2021) investigate the process of combining literature circles with other media to develop an instructional model. Dogan & Kaya-Tosun (2020) and Wexler, (2021) determine the effect of literature circles on the social skills. However, most of previous studies about literature circle

studied in offline setting class (Andarab & Mutlu, 2019; Awada et al., 2021; Dogan & Kaya-Tosun, 2020; Dogan et al., 2020; Thomas & Kim, 2019; Venegas, 2018; Wexler, 2021). Literature circles have also been widely used in various online learning contexts and have received a lot of attention from several scholars. Herrera & Kidwell (2018) explore the use and benefit of literature Circle 2.0; Su et al. (2018) investigates the implementation of literature circle in wiki; Ferdiansyah et al. (2020) investigates online literature circles during the COVID-19 pandemic to engaging undergraduate students by WhatsApp; and Fadhli (2020) explore the effect about the implementation of literature circle in Google Classroom to enhance the literacy of students. Based on the previous research, it is obvious that only a few studies have focused on students' engagement in the literature circle. Therefore, this study seeks to investigate students' engagement toward Google classroom based- literature circle in online instruction.

II. METHOD

This research is a case study focusing describing the students' engagement in Google Classroom-based Literature Circle. Setting of this research is in an online English classroom via Google Classroom. Because of the time of collecting research data coincided with school holidays, only three senior high school students who agreed to be participants of this research. They participated in 6 class meeting in the Google Classroom. The series of meetings included one introductory meeting (distribution of materials) and five discussion meetings, the questionnaire and observation were used in this study to collect data concerning the participants' engagement in the Google Classroom-based literature circles. The questionnaire contains 14 items adapted from Mark Furr (2007) in Bookworms club reading circles teacher's handbook from Oxford University Press in California. Following that, online observation was conducted in this study and the participants' activities were documented by taking screenshots from Google Classroom.

III. RESULT AND DISCUSSION

1. Students Engagement in Google Classroom based Literature Circle

a) Students Behavioral Engagement

According to the findings of data analysis obtained through observations in the online learning process for five

meetings, the participants have positive engagement toward the learning activity. In this case, the scope of their engagement is limited to the interactions among them. Their behavioural engagement can be seen in the interactions during the online learning process via Google Classroom. The participants who are actively engaged can be identified by a variety of indicators, including responding to a friend's questions and sharing ideas.

Liliana Sandra Dewi
2 Jul (Diedit pada 4 Jul)

Assalamualaikum warahmatullahi wabarokatuh

Hello students, i hope you feeling well today
As a result from previous meeting
Today we will discuss about "Run for Your Life"
In this meeting there are:
Rina as Discussion Leader and Passage Person
Muzhid as Summarizer
And Aufa as Word Master and Connector

I hope the discussion will be fun 😊

Lampiran

PDF
012_Run_for_your_Life.pdf

Ais Man 2 Jul
Walaikum salam miss. 😊
I am great 🌟
Thank you 🌟
How are you miss? 😊

Nurina Fauziah 2 Jul
Walaikumsallam warahmatullahi wabarokatuh
Miss 💙 I am good today 🍀 and you?

Nawilna Rizqil Aufa 2 Jul
Walaikumussalam
I'm fine, thank you and you?

Liliana Sandra Dewi 2 Jul
I am great 🌸 thank you 😊 let's start the discussion today

Nurina Fauziah 2 Jul
Hello friends,
In this occasion, i am a discussion leader in this meeting and i have read the story. Then, i have 4 questions for you to answer:
1. Did you know this story before? If already, is this story different from the stories you have seen? 2. Which part do you find interesting? 3. What would you think if this story happened around you? 4. What can you get from the story?

Nawilna Rizqil Aufa 2 Jul
1. No i didn't know this story before
2. In my opinion, the interesting part is when Kim runs to several road to avoid vidal
3. I will not walking around to random place without a guide in a strange place
4. Don't become a drug dealer.

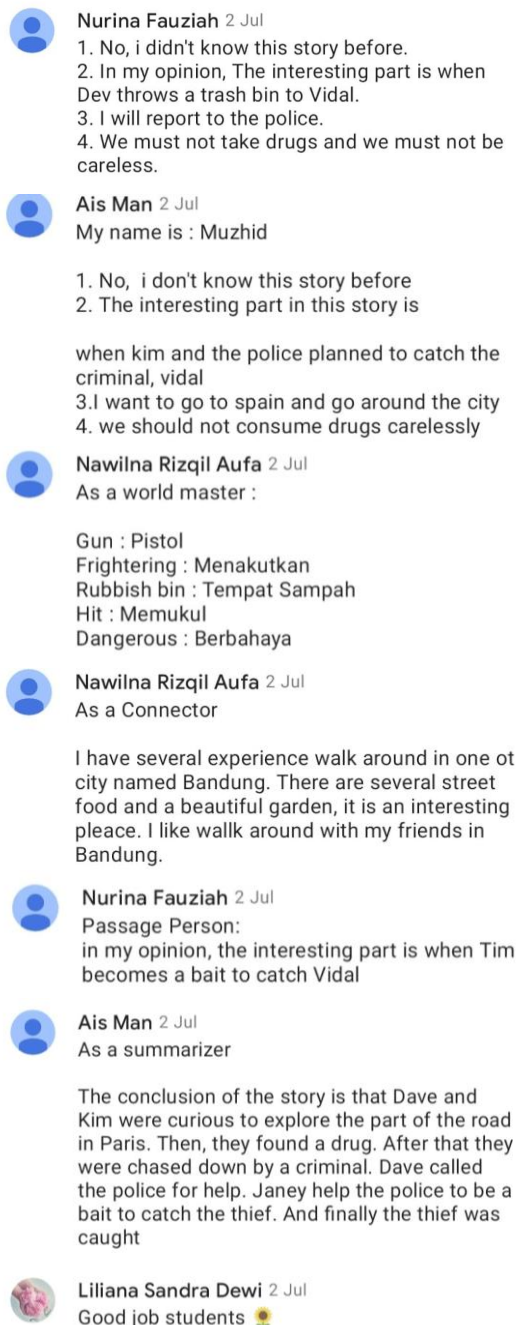


Figure 1. The discussion process in the Google Classroom-based literature circle

As shown in Figure 1, the students are doing a literature circle via Google Classroom. In the discussion process of text entitled "Run for Your life", Rina acted as a Discussion Leader and Passage Person; Muzhid acted as a Summarizer; and Aufa acted as Word Master and Connector. Next, Rina as a discussion leader shares four questions to the other participants. After that, the other participants, Muzhid and Aufa, responded the questions. The answers given by the participants to the

questions posed by the discussion leader are relevant to the context of the questions posed by the discussion leader. Furthermore, when students finish answering the questions from the discussion leader, the students share the ideas based on the roles that they get. Rina, as passage person, shares ideas about the interesting part in the story. Next, Muzhid as summarizer shares the ideas about the summary of the story. Last, Aufa as connector and word master shares the idea about the connection of the text with her experience and share the new vocabulary that she finds. Since the roles in the literature circle have five roles but there are only three participants in this study, some participants play a dual role. Based on the findings, the participants in the Google Classroom-based-literature circle are actively involved in the discussion process. It can be seen in how they respond to the discussion leader's questions and share their thoughts after reading the text based on their roles.

Table 1. Students' behavioral engagement in Google Classroom based literature circleDiscussion

Categories	Themes	Examples
Behavior Engagement	Using Google Classroom as online discussion media	All students: "We argue that discussing the text with google classroom-based literature circle is easy to access, easy to operate, easy to understand, and interesting."
	Assigning role in literature circle	Aufa: "When discussing the text with google classroom-based literature circle, I like to be a discussion leader because I feel like that is easy to guide my friend in the online discussion activity." Muzhid: "When discussing the text with google classroom-based literature circle, I like to be a word master because I feel like easy to find the difficult vocabulary in the text." Rina: "When discussing the text with google classroom-based

	literature circle, I like to be a passage person because I feel exciting to find the thing that interesting in the text."
Choosing the text	All students: "When discussing the text with google classroom-based literature circle, our group choose the stories with the title of, "The last photo", "Carnival", "Newspaper chase", "Run for your life", and "Marcel and the white star" because there are many pictures that illustrate the story, interesting storyline, and this is the first time our group read the story about this."

As shown in table 1, when students discuss in Google Classroom, they find it easy to understand and operate the media because the platform is simple to use due to the familiarity feature of the platform's buttons and can be accessed from anywhere. Following that, the students enjoy the roles of discussion leader, word master, and passage person in the literature circle. Aufa likes the role as discussion leader because she feels excited become a guide in the discussion. Muzhid likes the role of word master because she feels it is a simple role in which she only finds the difficult or new vocabulary. Rina likes the role as passage person because she feels fun to find the connection of the text with her experience. Furthermore, five texts have been discussed by the participants in the Google Classroom based-literature circle such as, "The Last Photo", "Carnival", "Newspaper Chase", "Run for your life", and "Marcel and the White Star". They enjoy the texts they have discussed because the texts are accompanied by various picture illustrations and an interesting storyline.

b) Students Cognitive Engagement

In revealing student cognitive engagement in Google Classroom based literature circle, a closed ended questionnaire consisting of 14 statements explored the participants' perceptions of their engagement. By using the Likert scale, the results of the questionnaire analysis are presented in the table 2.

Tabel 2. Questionnaire Analysis Results

No	Statement	Neutral	Agree	Strongly Agree
1	I read the story twice, and prepare at least four general questions about it	0	3 (100%)	0
2	I make sure that everyone has a chance to speak and joins in the discussion	0	2 (67%)	1 (33%)
3	I guide the discussion and keep it going	1 (33%)	2 (67%)	0
4	I read the story and make notes about the characters, events, and ideas	0	3 (100%)	0
5	I retell the story in a short summary in my own words	1 (33%)	2 (67%)	0
6	I talk about my summary to the group	1 (33%)	2 (67%)	0
7	I read the story twice and look for connections between the story and my experience	0	3 (100%)	0
8	I make the notes about the connections between the text and my experience	0	1 (33%)	2 (67%)
9	I tell the group about the connections between the text and my experience	1 (33%)	2 (67%)	0
10	I read the story, and look for words or short phrases that are new or difficult to understand	1 (33%)	2 (67%)	0
11	I choose five words or short phrases that are new or difficult to understand	0	2 (67%)	1 (33%)
12	I explain the meaning of five words or short phrases that are new or difficult to understand into Indonesian language.	0	2 (67%)	1 (33%)

13	I read the story and find important, interesting, or difficult passages.	0	2 (67%)	1 (33%)
14	I make the notes about the important, interesting, or difficult part and re notes the part with my own word	0	3 (100%)	0

Note: Scale ranging from 1 (strongly disagree) to 5 (strongly agree)

As shown in table 2, in general, the participants agree that they are engaged in google classroom-based literature circle. Next, 33% participants agree and 67% strongly agree if they make the notes about the connections between the text and their experience. Moreover, 67% agree and 33% participants strongly agree if the they have a chance to involve in the discussion; the participants look up the new or difficult vocabulary; the participants discover the meaning of new or difficult vocabulary, as well as important, interesting, or difficult passages. Furthermore, 100% the participants agree if the the participants should read the story twice and prepare questions for other the participants. The participants take notes on the characters, events, and ideas; the participants look for relation between the story and their own experiences; and the participants take notes on the important, interesting, or difficult part and re-note it with their own words. Next, 33% student neutral and 67% agree if the participants lead the discussion; the participants retell the story in their own words in a short summary; the participants share the short summary in their own words with the group; the participants tell the group about the connections between the text and their experience; and the participants look for unfamiliar or difficult words or phrases to understand. Finally, these responses indicate the active involvement of the participants in the cognitive domain.

Table 3. Categories of students' cognitive engagement in Google Classroom based literature circle

Categories	Themes	Examples
Cognitive Engagement	Action	All students: "When discussing the text with google classroom-based literature circle, every person in our group has a chance to feel all role in literature circle such as, discussion leader, summarizer, passage person, word master, connector. After that, we did several activities when discussing the text such as, reading the text, summarizing the text, finding the five difficult words in the text, finding the interesting paragraphs, and finding the relationship between the text and my experiences."

As shown in table 3, the the participants are actively participating in the discussion. In each meeting, the the participants take on different roles. As a result, the the participants have the chance to act as a Discussion Leader, Connector, Passage Person, Word Master, and Summarizer. This helps them understand what tasks they must complete based on the roles they are assigned.

2. Discussion

Literature circles were conducted online in this study, and it was discovered that participants were positively engaged with the learning activity. According to this study, participants can gain active behavioral and cognitive engagement by participating in Literature Circles via Google Classroom. The results are similar to previous studies that show Google Classroom is an effective media for increasing student engagement through collaborative participation among students (Harjanto & Sumarni, 2019) and help students develop their online collaborative learning (Herrera & Kidwell, 2018). It further found that participants actively communicate with their peers by sharing their ideas in Google Classroom-based Literature Circle. This is also in line with the previous study that engagement strategies can make students actively

sharing their ideas (Martin & Bolliger, 2018). Furthermore, the students reveal that Google Classroom as media is easy to use. It is also relevant with the previous study that the learning process in Google Classroom is understandable and operable (Tamin & Mohamad, 2020; Ventayen et al., 2018). Next, this study found that Online Literature Circle make students train the leadership skill, improve their comprehension about reading, and improve their vocabulary. This result is in accordance with previous research findings that the literature circle makes the students train their leadership ability (Daniels, 2002; Dogan, et. al., 2020; Thomas & Kim, 2019; Widodo, 2016); have opportunities to more comprehend the text (Dogan et. al., 2020); and gain more vocabulary (Aytan, 2018).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research is to learn about EFL students' engagement in the Google Classroom-based-Literature Circle. Using an integrated method of observation and questionnaire, this study discovered that EFL students have positive engagement through participate in the discussion process by leading it, sharing their ideas and experiences, responding to questions, and retelling the story. The findings specifically highlight the easy-to-use media of Google Classroom in the literature circle as that the learning strategy attracts students' attention, encourages students to participate in the discussion and make the discussion enjoyable. Furthermore, the findings suggest that texts with illustrations and an interesting storyline entice students to read the text.

B. Suggestion

Discussions related to this research are still very limited and require a lot of input, suggestions for further writers are to study more deeply and comprehensively about Efl Students' Engagement in Google Classroom Based-Literature Circle.

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