



Students' Responses in Learning Extensive Reading Through the Literature Circle

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Article Info	Abstract
Article History Received: 2022-07-24 Revised: 2022-08-18 Published: 2022-09-01 Keywords: <i>English Language Teaching; Extensive Reading; Literature Circle; Reading Classroom; Students' Responses.</i>	The literature circle develops into an interesting and challenging strategy that can encourage students to take an active role in reading instruction. The aim of this study is to investigate students' responses to learning extensive reading through the literature circle. The participants of this study were four secondary students in Karawang. To gain the natural experience of the participants, the author uses phenomenological study. The dataset for this study were collected by observation, interviews, and documentation. The data collection methods for this study were observations, interviews, and documentation. The authors used thematic analysis. The results showed that using a literature circle can help students read more, make them feel more involved in group discussions, and encourage them to read more English textbooks. However, the authors found out some obstacles that students face while conducting this activity such as the lack of sufficient time to carry out this activity. in the question-and-answer session students feel less exporting text from their group of friends.

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-07-24 Direvisi: 2022-08-18 Dipublikasi: 2022-09-01 Kata kunci: <i>Pengajaran bahasa Inggris; Membaca Ekstensif; Lingkaran Sastra; Kelas Membaca; Tanggapan Siswa.</i>	Lingkaran sastra berkembang menjadi strategi yang menarik dan menantang yang dapat mendorong siswa untuk berperan aktif dalam pembelajaran membaca. Tujuan dari penelitian ini adalah untuk mengetahui tanggapan siswa terhadap pembelajaran membaca ekstensif melalui lingkaran sastra. Partisipan penelitian ini adalah empat siswa sekolah menengah pertama di Karawang. Untuk memperoleh pengalaman alamiah partisipan, penulis menggunakan studi fenomenologis. Dataset untuk penelitian ini dikumpulkan dengan observasi, wawancara, dan dokumentasi. Metode pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Penulis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa penggunaan literature circle dapat membantu siswa membaca lebih banyak, membuat mereka merasa lebih terlibat dalam diskusi kelompok, dan mendorong mereka untuk membaca lebih banyak buku teks bahasa Inggris. Namun penulis menemukan beberapa kendala yang dihadapi siswa saat melakukan kegiatan ini seperti kurangnya waktu yang cukup untuk melaksanakan kegiatan ini. Pada sesi tanya jawab siswa merasa kurang mengeksplor teks dari kelompok temannya.

I. INTRODUCTION

Reading is considered a very important skill for students as well as for those who are learning English. It's crucial for students to have effective reading comprehension and independent reading management abilities since these skills are linked to the growth of student autonomy. According to Professor David Attenborough, Principal Lecturer at King's College, Cambridge, this skill is also crucial for students in the twenty-first century (Chanthap & Wasanasomsithi 2019). The goal of English teaching and learning is to encourage students to acquire functional literacy, or the ability to communicate simply in both written and oral English. Additionally, the Senior High School Curriculum (Curriculum 2013) for students in grades 11 through 18 specifies reading proficiency. However, expectations about

the goals of learning to read with comprehension are far from being true. The fact is, as stated by Surmanov (2021), reading is not easy to master. Because reading is the process of switching code from written speech to spoken speech. The readers need to understand the meaning of the highlighted text.

In Indonesia, English teachers frequently assign specific texts to their students and require them to complete challenging question-and-answer exercises. This method is known as the "intensive reading process" (Widodo, 2016). This strategy, however, is quite unsuccessful because it can be time-consuming and distract students from paying attention to what they are reading. Without having a discussion with their peers, students typically learn independently while concentrating simply on the reading material and

questions that need to be answered. As a result, the students learn passively, engage in little or no conversation with their peers, and do not find reading to be interesting. As a side effect, the idea of extensive reading at the high school level of EFL has not been used the way it should be. The extensive reading approach for students is very influential because it can build confidence and motivation, which makes students become more effective language users. The extensive reading focused on how the students enjoy themselves and how their understanding of the book's meaning grows (Nation, 2008). To solve these issues, the researcher chose the use of literature circles in the reading class. Researchers employ reading groups (literature circles) to provide extensive reading 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. A literature circle is a small peer-led discussion group, where students read the same books, novels, or storybooks. Then, the members of the group have to focus on their job while reading (Daniels 2002). The use of a literature circle can provide a unique value in engaging students in extensive reading (Fredricks, 2012). In addition, Widodo (2016) claimed in his research that literature circles act as a scaffold for students to read the books they are interested in and discuss what they have read with their classmates or group members to improve their reading experience.

Literature circles have been implemented in the previous study. Most of them have a positive outcome. Tosun & Doğan (2020) concentrated on the impact of the used literature circle on reading abilities. The findings indicate that the literature circle has a beneficial effect on students' reading rates for narrative and instructional texts. Additionally, Haeroni & Gailea (2018) researched "Improving Student Motivation and Reading Skills by Using Literature Circles." The results show that literature circles can improve students' motivation and reading skills. Another research conducted by Anugerahwati et al. (2021) is called "Maximizing Students' Critical Reading through Virtual Literature Circle." The results show that the Literature Circle Strategy (LCS), which can enhance students' reading and critical thinking abilities, is highly regarded by teachers. Along with offering engaging class exercises, it helps with text comprehension. Moreover, Su et al. (2019) investigated the application of literature circles

in a wiki-based setting. Regarding perceived effectiveness, self-efficiency, affection, and actions, the outcome demonstrates a favorable attitude toward learning through a wiki-based literature circle. In line, Ferdiansyah et al. (2020) also studied, focusing on the use of literature circles as an online medium for learning English. The results show that online literature helps students do their reading assignments in a classroom with a lot of reading. As explained above, literature circles have been used in previous studies to improve reading comprehension, reading fluency, and use media to conduct the activity. However, as was already indicated, several studies claim that the literature circle has an impact on students' frequent reading. Despite the fact that there is research on the subject, not much of it focuses on how students respond to doing extensive reading in a literature circle. Thus, the author wants to conduct this study by highlighting the students' extensive reading participation in a group reading. Students will carefully examine their learning in extensive reading through the literature circle. Therefore, this study maximizes examining students' experiences in the extensive reading through literature circle in order to close the reading skills gap. Since the focus of this study is on students' experiences based on personal awareness, the author uses a phenomenological study in this research.

1. The Concept of Extensive Reading

Students who engage in extensive reading are those who read books or texts for pleasure in addition to scholastic goals. Students that fit this description are independent readers who have formed reading habits. In both ESL and EFL reading programs, extensive reading is one of the most successful instructional strategies and can encourage students to enhance their reading abilities. According to Azizi et al. (2020), extensive reading is a method of teaching language to EFL students that involves having them read a lot of simple content in the target language. They choose the reading material themselves and read it without the guidance of the teacher. They read for knowledge, amusement, and broader, overall meaning. The sole requirement is that the pupils already have a foundational understanding of the second or foreign language. Previous studies looked at the impact of ER from a variety of angles, including how it affected students' motivation (Tanaka, 2017), how it enhanced their critical

thinking (Husna, 2019), how it affected their reading comprehension and reading speed (Beglar & Hunt, 2014), and how it affected their vocabulary usage (R. Brown et al., 2008; Webb & Chang, 2014). In addition, the students get broader and deeper global knowledge, which is crucial for interacting with the text and other people. Students also need to learn more about the world in order to relate to and interact with the text and with other people.

As previously indicated, Day & Bamford (2000) proposed 10 ER principles that may be viewed as the essential components of a fruitful ER program and urged teachers to employ them. The ten guidelines were:

- a) The reading material is easy;
- b) A variety of reading material on a wide range of topics is available;
- c) Learners choose what they want to read;
- d) Learners read as much as possible;
- e) The purpose of reading is usually related to pleasure, information, and general understanding;
- f) Reading is its own reward;
- g) Reading speed is usually faster than slower;
- h) Reading is individual and silent;
- i) Teachers orient and guide their students;
- j) The teacher is a role model for a reader.

2. The Concept of Literature Circle

A literature circle method is described as a "Small peer-led discussion group that meets regularly to exchange opinions on the literature they are currently reading in common." (Shelton-strong, 2012). In addition, Li et al. (2021) stated that these specific roles provide students with a compelling motivation to read. Each role's successful execution is frequently regarded as a key factor in literature circles' success. Additionally, the literature circle has been frequently used as a student-led exercise at all levels of language instruction. Early studies demonstrate its special significance in encouraging students to read widely (Fredricks, 2012). Additionally, shared reading in a peer-led group of four or five students rather than a complete class gives each student far more "airtime" and makes them feel less at risk. There has to be greater "positive peer pressure" to engage when the group is small and is administered by the students themselves rather than the teacher.

Due to the fact that book clubs are more entertaining and fun than other classroom activities, students frequently simplify this as book clubs. (Daniels 2002). In conducting the literature circle, Daniels (2002) has recommended several important roles in the implementation of the literature circle. These most important roles are as follows:

- a) Discussion leader: liable for creating thoughtful conversation topics and facilitating group discussions.
- b) Passage person: required for picking memorable, impactful, thought-provoking, or significant reading-aloud passages from the assigned text.
- c) Connector: bear the responsibility for understanding the relationship between the reader's real life and the people, places, and events in the book.
- d) Illustrator: assigned the responsibility of creating sketches, cartoon diagrams, or flow charts based on the readings.

Furthermore, Daniels (2002) lists five additional potential roles that can be added to the literature circle, and they are as follows:

- a) Researcher: assigned the mission of researching the history of books, authors, or textbook-related subjects.
- b) Summarizer: to give a succinct summary of the reading that can include the main ideas, key details, or substance of the text.
- c) Character captain: charged with giving the group a succinct explanation or description of the main characters in the reading.
- d) Word master: charged with highlighting a few unfamiliar but important keywords or terms.
- e) Travel tracer: sketch out a map or graphic of the narrative's setting.

II. METHOD

1. Research design

Qualitative research methods were used to conduct this research. Based on the research question in this study, the author wants to investigate "what are the student's responses to learning extensive reading through the literature circle." To answer the question, the researcher chose a phenomenological study design for research. Because the focus of the study is to investigate students' natural experience with the use of literature circles in the reading classroom. The author conducted phenomenological research to delve deeper into the students' experiences with their

substantial reading in literature circles. According to Moustakas (quoted in Demir & Qureshi, 2019), phenomenology is "a theoretical framework that allows examining lived experiences of the phenomenon from the viewpoints of those who encounter them."(p.840). Based on this statement, this study aims to investigate in-depth student experience on how the use of literature circles can have an impact on students' extensive reading learning.

2. Site and Participants

Qualitative research methods were used to conduct this research. Based on the research question in this study, the author wants to investigate "what are the student's responses to learning extensive reading through the literature circle." To answer the question, the researcher chose a phenomenological study design for research. Because the focus of the study is to investigate students' natural experience with the use of literature circles in the reading classroom. The author conducted phenomenological research to delve deeper into the students' experiences with their substantial reading in literature circles. According to Moustakas (quoted in Demir & Qureshi, 2019), phenomenology is "a theoretical framework that allows examining lived experiences of the phenomenon from the viewpoints of those who encounter them."(p.840). Based on this statement, this study aims to investigate in-depth student experience on how the use of literature circles can have an impact on students' extensive reading learning.

3. Data collection and instrument

The most popular data collection techniques in qualitative research include observation, interviewing, and document analysis Ary et al. (2010) claimed that the authors conducted observations, interviews, and documentation while gathering data in order to get an understanding of the context or participants. In order to get detailed information about the participants, the authors followed the steps listed below: First, we made an observation; next, we conducted interviews; and finally, we gathered documents. The observation, there are two types of observation; that is, the author acts as a participant and a non-participant (Creswell 2012). The observation method that the authors use is participant observation, so they

are directly involved in learning activities in the classroom. By acting as participant observers, researchers can easily observe directly how students respond to the use of literature circles in reading classes and observe the discussion process in class. After the observation, the authors conduct an interview with students to learn more about their responses to the lesson. The authors gather information from the students using a semi-structured interview as a data collection technique. Semi-structured interviews are ones in which the interviewer prepares a list of questions to ask and topics to explore before the interview and then proceeds according to that list. Additionally, it recognizes that the participants will respond openly to the questions. (Irvine et al., 2013), cited in (Brown & Danaher, 2019). Interviews were done by the authors with one chosen group, which had four participants. In total, 11 questions were asked in a one-on-one interview with each participant. The interview guidelines were taken and altered from (Fitri et al., 2019). The final method is documentation, which is used as a supplement. In this case, researchers need documents and everything related to research, such as pictures taken at the time of the research, notes from student interviews, and others, to strengthen this research.

4. Data analysis

After the data was collected, the authors analyzed the data according to Braun, Virginia, and Clarke (2006). There are six steps in analyzing the data. Such as, familiarizing with the data, generating initial codes, searching for themes, reviewing the theme, defining and naming themes, and finally, writing the report/manuscript.

5. The Instructional Procedure

The instructional procedure of this research was adapted from (Widodo 2016). The teacher and students first gather to discuss how to establish a group before beginning any instructional activity. Second, either the teacher would choose the students' group members or the students would have the opportunity to choose their own group (teacher-chosen). Third, each group selects a short story that the teacher has prepared. Fourth, the group was divided into the host group and the guest group (visiting group), adhering to the model of group roles

proposed by (Widodo, 2016). The visiting group asked questions about the text's substance after the host group had read the chosen text to them. Fifth, the teacher clarifies the responsibilities of each group member. Sixth, as their presentation and final project, each group created a poster or infographic. They display their infographic to the other groups in front of the class once it has been finished (Ferdiansyah et al., 2020). Seventh, the content for the presentation was produced by the host group, and the questions were done by the visiting groups. The students finished their presentations in step eight. Following that, students switched the visiting groups and the host group's many roles so that every student could understand and participate in every role in reading circle activities. Ninth, the authors moved around during the discussion group activity to make sure all groups took part in each role. The host group and the visiting group then discussed and shared what they had learned from the result of the discussion with a brief report after the students had completed the reading circle.

III. RESULT AND DISCUSSION

This chapter included the results of the study, taken from classroom observation, interviews, and documentation. Based on structured transcripts of interviews and thematic analysis (Braun & Clarke, 2006), the research results are split into four main parts. The information was used to answer questions and accomplish the aim of the research. "How do high school students react to learning about extensive reading through literature circle?" was the question for the study.

A. Results

1. The Advantages and Disadvantages of Using Literature Circle Technique In Reading Classroom

Student responses to the use of literature circles in the reading class are positive. All students enjoy reading activities using literature circles, because it allows them to better understand the reading material and be interested in using it to learn to read. The student said that they could be actively involved in this activity. This is evidenced by the results of the interviews below:



Figure 1. The activities of students during host presentations and visiting groups

"In my opinion, reading through the literature circle has made learning less boring and I have become actively involved because I have received the motivation from active group mates." (Student 1)

"I think learning to read through literature circles is very fun because by reading I can understand a story, plus, with this procedure, I can better understand the contents of the text because when I read, I know which part I need to focus more on to understand. So that at the end of the story I can discuss with my group friends what I have read." (Student 2)

"I think the difficulty lies in the time given because it is too short. Maybe it would be more optimal if the time was longer." (Student 3).

Based on the data above, it can be seen that students have a positive response to the activity. Because with the use of literature circles, students do not feel bored anymore when learning to read. They can actively participate in reading activities. Then learning to read becomes exciting because in the literature circle the learning system uses the discussion method with friends. Then it can help students to make it easier to understand the contents of the reading. And for the disadvantages of this activity, and for disadvantages of this activity, Most of the students answered that the time was too short, because learning at the school was still PTMT, and the time allotted was very limited.

2. The Literature Circle Activity Improved Students in Learning Extensive Reading

Another finding obtained from reading activities using literature circles in the reading class is that they can improve students' extensive reading. As explained above, extensive reading is when students are able to read more than one short story taught by the teacher and they feel happy reading. In addition, students can better understand the contents of the reading by using literature circles. So, this has a very positive impact on students' broad reading skills. Of course, this has the potential to make students motivated to be interested in reading books or short stories in English use of literature circles can have a positive impact on students. As shown in the data interview as follows:



Figure 2. The group presentation activities in front of the class

"I feel that using literature circles in learning reading is the right choice. Especially for me, vocabulary is essential to master. Especially when I was chosen to be a vocabulary enricher, I found it very helpful. With this activity, I was able to increase my vocabulary skills." (Student 4)

"In my experience, I feel very enjoyable to learn to use the Literature Circle, because I can freely choose the text myself, I also find it easier to understand the text because the system of division of roles in reading makes me understand more and my insight becomes deeper about the story." (Student 3)

The data interview for the students stated that the use of literature circles can affect students' learning of extensive reading. Student 4 said that the literature circle is an essential method for learning reading. Especially for their vocabulary improvement, they thought this method

was very helpful for gaining their new vocabulary. Student 3 also stated that this method can make it easier for students to understand the text's content. And their knowledge of the story in the text is deeper and wider. The student 2, however, said that the literature circle is very fun and they can get a lot of information about the text that is being presented by their friends. This method piques the student's interest in reading a large amount of English text. The whole statement is related to the expulsion mentioned above, involving extensive reading.

3. The Difference in Using Literature Circle Technique in Their Previous Teaching Method

In this phase, the authors find out what results if the literature circle teaching method is compared to the previous reading teaching method. And as a result, they are more dominant in responding positively to reading learning using the true circle method. This is evidenced by the data from student interviews as follows:

"In the previous reading learning method, the teacher only gave us orders to read online texts at home. The method bored us and made it difficult to understand the content. different from the literature cycle method. this method makes it easy for me to understand the content of the story and does not make me bored because I can discuss it with my friends." (Student 3)

"In my opinion, the previous reading learning method made me study alone so that when I had difficulty reading the text, I could not discuss it with my friends. It is different from the literature circle method; I can read and understand story texts with friends. This activity made me interested in reading." (Student 4)

These results illustrate that the previous teaching was not comfortable for them because they are only given homework to read and answer questions about a text. In contrast to the literature circle, students can easily understand the contents of the reading and the information contained in the text. Because learning to read through the discussion method becomes more comfortable and

actively involved. In addition, the literature circle also helps them to be able to increase their new vocabulary.

B. Discussion

The purpose of the current study was to examine secondary students' experiences in literature circles while learning extensive reading. The literature circle developed collaborative learning activities. Based on the observations, as the students came together to read a work and discuss it as a group. It is related to Daniel (2002) A literature circle is a small, temporary discussion group in which students opt to read the same book. When reading, group members divide up the reading into equal numbers, assign readings, make notes on what they read, and then discuss the material in accordance with their roles. Rotation in the literature circle occurs. Each member then summarizes their individual responsibilities. Additionally, by discussing the text as a group in a literature circle, students find reading to be more pleasurable and fun. It also agrees with Daniels (2006), who claimed that a joyful classroom environment and participation in various playfulness are essential components of literature circle activities. Other students expressed their desire to use the literature circle to learn to read. Students believed they might improve their reading weaknesses after discussing this with their friends. They were inspired to read more English-language texts as a result. According to Haeroni and Gailea (2018), literature circles can help students become more motivated and proficient readers of English-language books.

On the other hand, by discussing students' experiences, the literature circle could have contributed to students' comprehension of the text because it involved group text analysis. As group members who are responsible for their own roles within the group, students can actively learn. Additionally, they enjoyed reading English material since they participated actively in group discussions and presentations rather than just memorizing. In accordance with Ferdiansyah et al. (2020), the literature circle offers a social setting for students to actively participate in a reading activity by talking about the text being read, responding to it, sharing what they have learned from it, and engaging in discussion about their own questions and interpretations

of the text. The literature circle then helped students who didn't know much English understand the text by getting them to work together and learn as a group. The final process of observations during the activity shows that the literature circle affects students' learning through extensive reading. As previously said, the student's experience with the literature circle reading activity can be related to the student's extensive reading. It is clear that using literature circles to discuss texts with students helps them feel at ease while reading unfamiliar materials and broadens their vocabulary. As a result, the students can comprehend the contents they read and are inspired to read English-language texts. According to Day & Bamford (2002) (pp. 137-141), they created 10 ER principles that may be seen as the essential components of an effective ER program and enjoined teachers to apply them. The teacher has planned every step of the learning activity, from the text selection to the conclusion, in accordance with the 10 programs. Reading is typically done for enjoyment, information, and understanding in general. Reading speed is faster than slower, individual and silent reading. Students are guided and led by teachers, the text is simple to read, there is a large selection of reading material on numerous topics, the reading material is chosen by the students, students read as much as they can, reading is typically done for enjoyment, information, and understanding in reading comprehension.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the Literature Circles technique can help students learn in-depth reading. The quality of the learning process is demonstrated by the engaged and enthusiastic students who take part in the Literature Circle discussion, which helps to improve students' discussion abilities and foster an engaging and enjoyable discussion atmosphere for all students. This study found that the application of literature circles had a positive impact on students' perceptions of extensive reading. Students are more interested in learning to read using literature circles because they can read material comfortably, with learning that is fun and not boring, and can be more easily understood because students are formed into a reading

group. With the use of literature circles, students become better at understanding the reading material. Also, they are able to gain a new vocabulary. Not only reading, but students also try to be able to discuss with their friends the texts they have read. And students can also present the results of their discussions in front of the class. The students think that they prefer to learn to read English using the literature circle method rather than the previous teaching. Thus, this makes students' understanding increase. In addition, the application of the literature circle also makes students more active in the reading class. In addition to understanding the material to make them feel comfortable, the use of this literature circle can motivate them to be interested in learning to read in English reading classes. In this study, the authors realized that there were a few constraints on time because it was too short. But it is not a problem because students can overcome it by making the best use of the available time.

B. Suggestion

This related discussion is still very limited and requires input, suggestions for the next writer are to study more deeply and comprehensively about Students' Responses in Learning Extensive Reading Through the Literature Circle.

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