STUDENTS’ READING ENGAGEMENT IN LITERATURE CIRCLES
A STUDY OF LITERATURE CIRCLES IN TEACHING READING
AT A JUNIOR HIGH SCHOOL IN BANDUNG

A THESIS
Submitted in Partial Fulfillment of the Requirements for Master’s Degree in
English Education

By
JEANI SHINTA RAHAYU
1006900

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF POST GRADUATE STUDIES
INDONESIA UNIVERSITY OF EDUCATION

Jeani Shinta Rahayu, 2015
STUDENTS’ READING ENGAGEMENT IN LITERATURE CIRCLES
A STUDY OF LITERATURE CIRCLES IN TEACHING READING AT A JUNIOR HIGH SCHOOL IN BANDUNG
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu
2015

STUDENTS’ READING ENGAGEMENT IN LITERATURE CIRCLES
A STUDY OF LITERATURE CIRCLES IN TEACHING READING
AT A JUNIOR HIGH SCHOOL IN BANDUNG

Oleh
Jeani Shinta Rahayu
S.Pd UPI Bandung, 2009

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Sekolah Pascasarjana UPI

© Jeani Shinta Rahayu 2015
Universitas Pendidikan Indonesia
April 2015

Hak Cipta dilindungi undang-undang.
Thesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.
DECLARATION

I hereby certify that this thesis, which is entitled Students’ Reading Engagement in Literature Circles, is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources, all quotations have been acknowledged.

Bandung, January 2015

Jeani Shinta Rahayu
ACKNOWLEDGEMENTS

The completion of this study has been helped and supported by many important people. I would never have been able to finish my thesis without the guidance of my supervisors, help from friends, support and love from my family, husband, and son.

I would like to express my deepest gratitude to my supervisors, DR. Safrina Norman, M.A. and BachrudinMusthafa, M.A., Ph.D., for their excellent guidance and patient in giving me ideas and correcting my writing.

I gratefully acknowledge the support from Leongatha Primary School 2012 teachers and staffs, especially Irene Beasley, Jonathan Cox, and Kathrina Hodges who introduced me to the Literature Circles and gave me ideas to do my own literature circles research. Special thanks go to the students and school where I conducted my study. Thank you for the involvement in the study and given me a chance to learn together.

Lastly, I would like to thank my family for all their love and encouragement. For my parents who raised me with love and supported me in all my pursuits, I am grateful to have you in my life. For the support of my brother Andrian, my mother and brother in law, thank you for being lovely supporters. To my Australian parents, Irene and Allan Beasley, thank you for your kindness support and love. And most of all for my little family, loving, supportive, encouraging, and patient husband Rizki and my first son Ghaizan. Thank you.
STUDENTS’ READING ENGAGEMENT IN LITERATURE CIRCLES
A Study of Literature Circles in Teaching Reading
at a Junior High School in Bandung

ABSTRACT

The study investigated the students’ reading engagement in literature circles (e.g. Daniels, 1994; 2002; 2004). It was aimed to explore the way students engage with the text using literature circles, and to find out the obstacles in reading using literature. This study was a case study that was conducted in one junior high school in Bandung involving twelve eighth-graders as the focus group students. Classroom observations were done in eleven meetings which were divided into three phases; initial phase, discussion phase, and concluding phase and were then analyzed using literature circles theories as developed by Daniels (2002), Morris and Perlenfein (2003), Moen (2004) and reading engagement theories from Guthrie and Wigfield (2004). Questionnaire, students’ interview, and document analysis were also used to obtain the data. Questionnaire and interview were conducted after the teaching program. The result showed that the students engaged with reading through five aspects, including (1) their active participation in reading using literature circles, (2) cognitive strategy that they used during reading, (3) conceptual knowledge that they obtained, (4) social interaction that they made in the discussion, and (5) reading outcomes that they received. This study also found that there were obstacles as perceived by the students and the ones as observed by the teacher. The students were aware that there were having problems with the language, their reading habit, school facility, their own efforts, the roles in literature circles, vocabulary, and group working. On the other hand, the non-participant researcher found that students had obstacles with the language, their efforts, the time allotment, roles in literature circles, the vocabulary, the classroom management, and the group working. There were similarities between the obstacles as perceived by the students and those as observed by the non-participant observer in terms of language, vocabulary, efforts, roles in literature
circles, and group working. Based on the findings, it is recommended that literature circles be used to get the students engaged in their reading.

*Key words: Literature circles, reading engagement*

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>APPROVAL PAGE</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
</tbody>
</table>

**CHAPTER I: INTRODUCTION** 1

<table>
<thead>
<tr>
<th>1.1 Background of the Study</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Purposes of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Scope of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Significant of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Definition of Key Terms</td>
<td>5</td>
</tr>
<tr>
<td>1.7 Organization of the Paper</td>
<td>6</td>
</tr>
</tbody>
</table>

**CHAPTER II: LITERATURE REVIEW** 8

| 2.1 Reading                  | 8 |
| 2.2 Students’ Engagement    | 12|
| 2.3 Reading Engagement      | 13|
| 2.4 Assessing Students’ Reading Engagement | 15|
| 2.5 The Definition of Literature Circles | 16|
| 2.6 The Strengths of Literature Circles | 17|
| 2.7 The Steps in Literature Circles | 22|
| 2.8 Literature Circles Activities | 23|
| 2.9 The Importance of Roles in Literature Circles | 27|
| 2.10 Assessment in Literature Circles | 29|
2.11 The Previous Studies of Literature Circles in EFL Context .......... 30

CHAPTER III: RESEARCH METHODOLOGY ................................. 33
Introduction ........................................................................... 33
3.1 Research Purposes and Research Questions ......................... 33
3.2 Research Design .................................................................. 34
3.3 Sites, Participants, and Access ........................................... 36
3.4 Research Procedures .......................................................... 38
3.5 Data Collection Strategies .................................................. 42
3.6 Data Analysis ...................................................................... 45
3.7 Concluding Remarks .......................................................... 47

CHAPTER IV: THE TEACHING PROGRAM ................................. 48
4.1. The Teaching Program of Literature Circle ............................ 48
4.1.1 Initial Phase ...................................................................... 49
4.1.1.1 Activity 1: Text Selection and Students Grouping ............... 49
4.1.1.2 Activity 2: Explaining and Modeling .............................. 52
4.1.2 Discussion Phase ............................................................... 53
4.1.2.1 Activity 1: Selecting the Roles in Literature Circles ............ 55
4.1.2.2 Activity 2: Finishing the Role-Based Task ....................... 57
4.1.2.3 Activity 3: Presenting the Task ....................................... 65
4.1.2.4 Having a Role-Based Task Discussion ............................ 66
4.1.3 Concluding Phase ............................................................. 67
4.2 The Obstacles in Reading using Literature Circles .................... 68
4.2.1 The Obstacles as Observed by the Non-Participant Observer in Reading using Literature Circles .................................................. 69
4.2.1.1 Language Use ............................................................... 71
4.2.1.2 Students’ Effort .............................................................. 71
4.2.1.3 Time Allotment .............................................................. 72
4.2.1.4 Roles in Literature Circles .............................................. 73
4.2.1.5 Vocabulary Difficulty .................................................... 73
4.2.1.6 Classroom Management ............................................... 74
4.2.1.7 Group Work Difficulty .................................................. 74
4.3 Conclusion ........................................................................... 75

CHAPTER V: DISCUSSION OF QUESTIONNAIRE, AND INTERVIEW DATA ................................. 77
5.1 Discussion of Data from the Questionnaire ......................... 77
5.1.1 Students’ Beyond text Knowledge .................................... 77
5.1.2 Social Interaction in Literature Circles .............................. 78
5.1.3 Students’ Reading Outcomes ......................................... 79
5.2 Discussion of Data from Classroom Interview ..................... 81
5.2.1 Students’ Reading Strategy .............................................. 81
5.2.2 Students’ Beyond Text Knowledge ................................. 82

Jeani Shinta Rahayu, 2015
STUDENTS’ READING ENGAGEMENT IN LITERATURE CIRCLES A STUDY OF LITERATURE CIRCLES IN TEACHING READING AT A JUNIOR HIGH SCHOOL IN BANDUNG
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu