

CHAPTER VI

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research findings based on the questions proposed in Chapter one, limitations of the study, and some recommendations. The discussions are divided into three parts. The first part concerns with conclusions that built up based on the data analysis discussed in Chapter V. The second part reveals some limitations of the study that exposed as guidance and information for better future research. Then, the third part deals with recommendations addressed for those who are interested investigating of students' reading engagement in literature circles or those who are interested in conducting further research about reading engagement in literature circles.

6.1 Conclusions

As mentioned in Chapter 1, this study was aimed to explore the way the teachers conduct literature circles at the classroom, to explore the way students engage with the text using literature circles, and also to find out the obstacles in reading using literature circles. The conclusion is elaborated as follow.

For the first research question, the data from classroom observation both from the teacher and the non-participant observer indicated that the teacher implemented literature circle by letting the students to choose the text based on their preference, grouping the students based on their text preference, explaining and modeling the literature circles procedures to the students, and conducting the literature circles discussion. That last activity includes the

process of selecting roles, finishing and presenting the roles, and having group discussion.

For the second research question, five categories of engaged reader were found during the research. Students' reading engagement was related to their active participation, their cognitive strategy, beyond text knowledge, social interaction, and reading outcomes.

Students' active participation was represented by students' willingness to read the text, the increase of students' amount of the reading and the active communication in the literature circles discussion. Students used different strategy to construct their understanding towards the text, such as focusing and concentrating in the reading, asking question to their friends and the teacher as well as using dictionary or internet to find information related to the text. Experiencing literature circles has increased the students' knowledge beyond the topic in the text. Students also maintained the interaction in the group. Working in the group eased the problem that the students faced during literature circles. In addition, students claimed that their reading comprehension has improved since they joined the literature circles.

However, there were also some obstacles faced by the students and the teacher in this study. Language use, reading habit, facility, students' efforts, roles in literature circles, vocabulary difficulty, and group work difficulty were the obstacles as perceived by the students during literature circles. Whereas the language uses, vocabulary difficulty, group work difficulty, effort, classroom management, time allotment, and facility were the obstacles as observed by the teacher. The similar obstacles between perceived and observed obstacles show that the problems that were faced by the students were also captured by the teacher as the participant observer.

In conclusion, the implementation of literature circles can increase students reading engagement since most of the students show the characteristics of reading engagement in reading using literature circles. However, there are some things that should be paid more attention in the implementation of literature circles. Such as speaking skill and reading habit. From the difficulties above it can be identified that the students must actively use their English so that they get use to speak in English in a group discussion. Students also need to provide many exposures in reading English, such as different kinds of text, books, magazines, comics, and novels.

6.2 Limitations

In doing the research, there were some limitations found. First limitation was the classroom discussion. Since the students in this study were grouped as their text selection, mostly the discussion that happened in the classroom was the group discussion. There was not any classroom discussion because of the time limitation. However the researcher acknowledged the use of whole class discussion to maintain fairness among the students and to reduce the social injustice in the classroom.

Because of the time limitation also, the researcher as the teacher who implemented the literature circles did not use any form of text to measure students' reading improvement. Reading improvement was observed based on the students' work which manifested clearly from their journal. Reading improvement was observed by the teacher by comparing the students' work from meeting to meeting. Some roles-based task, such as summarizer and connector to some extent clearly showed students' reading improvement.

Second limitation was about providing the source. Although the students did not get any problems reading the texts, it would be better if the teacher could provide books for the students. Teacher also needed dictionary and a well internet connection as students need them to finish the role-based tasks.

Thirdly, the teacher limitation in guiding the literature circles discussion. The real literature circles need students to speak up using the target language. Since literature circles were new methods for the students, they were not able to speak in full English in the discussion. Teacher already encouraged students to use English more but that did not work. There were only a few students who spoke using English. Teacher's guidance was also needed by the students to choose the roles. In addition, there was a favorite role for the students because they thought they did not have to speak in English when they finish it. Accordingly, to make the roles-based task equal for the students, teachers need to guide them and to explain clearly the task for every role. This is to make the students experience the learning process equally.

6.3 Recommendations

Based on conclusion and limitations of this study, there are some recommendations that are suggested.

First, the teaching reading using literature circles can be conducted in higher level of the students. Implementing literature circles in senior high school will be more suitable as the students are more familiar with different kinds of text and they speak English more fluent. The use of literature circles

in junior high school should be arranged carefully by considering the students' skill and interest.

Second, reading using literature circles need more time and should be conducted continually to see the improvement in terms of students' reading engagement and reading habit.

Third, it is recommended for the future researcher and future teacher who are willing to conduct literature circles in their classroom to find interesting topic for the text or book that relatable to students' level of knowledge, students' age, and students' interests. It is also recommended to have more than one teacher in the classroom to join the group discussion as it was hard to manage groups in one meeting by only one teacher.

In conclusion, this study has showed that high school students engaged in reading using literature circles and the results of the study are expected to give ideas for teacher to provide an alternative teaching activity in building the positive atmosphere for teaching reading. Moreover, the use of literature circles is expected to help students to promote their engagement and motivation in reading.