

LITERATURE CIRCLES AS COLLABORATIVE LEARNING TECHNIQUES IN SENIOR HIGH SCHOOL

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ABSTRACT

The demand of teaching reading strategy that fits to equip students to cope with both academic needs and other functional competence requirements increases over time. Literature Circles proposed by Harvey Daniels (1994) has been highly praised for its qualification in assisting students to have a more meaningful reading experience. This research aims to qualitatively review the way Literature Circles function as Collaborative Learning Techniques on Senior High school students in Indonesia. The study was concluded within four consecutive meetings in one of Senior High Schools in Bandung with the data collected through participant observation, interview and document analysis. The findings of the study revealed that Literature Circles allows a learning environment that (1) supported the learner to have a meaningful and supportive interactions with their peers; (2) displayed responsibility of oneself and to others; (3) were reflective of its own practices, all of which support a Collaborative Learning environment in EFL classroom. Furthermore, it was also revealed that Literature Circles aided Learner Autonomy and Zone of Proximal Development (ZPD) to develop.

Keywords: *Literature Circles; Collaborative Learning Technique; learner autonomy; zone of proximal development (ZPD)*

LITERATURE CIRCLES SEBAGAI TEKNIK PEMBELAJARAN KOLABORASI DI SEKOLAH MENENGAH ATAS

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ABSTRAK

Tuntutan terhadap strategi pembelajaran membaca yang cocok untuk menyokong peserta didik mengatasi kebutuhan akademik juga kebutuhan kompetensi fungsional lainnya teras meningkatkan seiring berjalannya waktu. Literature Circles, dipelopori oleh Harvey Daniels (1994) telah banyak dipuji atas kapabilitasnya dalam membantu peserta didik untuk mendapatkan pengalaman membaca yang bermakna. Penelitian ini bertujuan untuk mengulas cara Literature Circles berfungsi sebagai teknik pembelajaran kolaboratif di sekolah menengah atas di Indonesia secara kualitatif. Studi ini selesai dalam empat pertemuan berturut-turut di salah satu sekolah menengah atas di Kota Bandung dengan data didapat dari observasi peserta didik, wawancara dan analisis dokumen. Berdasarkan hasil penelitian, Literature Circles ditemukan dapat menyediakan suasana pembelajaran yang: (1) membantu peserta didik berinteraksi dengan suportif dan bermakna; (2) menampilkan tanggungan jawab terhadap diri sendiri dan orang lain; (3) reflektif terhadap praktik kerja kelompok, yang mana mendukung terjadinya suasana pembelajaran kolaboratif di kelas EFL (*English as Foreign Language*). Selain itu, Literature Circles juga dapat membantu berkembangnya otonomi siswa dan ZPD (*Zone of Proximal Development*).

Kata kunci: *Literature Circles; Teknik pembelajaran kolaborasi; otonomi siswa; zone of proximal development (ZPD)*

