

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher will reflect on the whole research process and provide suggestion for further research. Conclusion based on the research question will be discussed alongside the limitation ensued in the study. Suggestions were also offered with the intention to shed the light for pedagogical implications of Literature Circles as collaborative learning technique as well as its significance for later studies.

5.1 Conclusion

It was shown from the conducted study that Literature Circles as Collaborative Learning Techniques cultivated the five essential elements of collaborative learning and a learning environment that are fun, challenging, and new to the students. By virtue of having peer interaction, the students were able to vigorously exchange thoughts and opinions on the text they read while at the same time assisted each other throughout the activity, evidently demonstrated hints of a meaningful reading experience. The students were also discovered to have made use of their social ability to negotiate group practices such as deciding reading length and task deadlines while their trust and belief that each member's partake counted relevant underpinned their keen responsibility and engagement towards the Literature Circles activity.

Furthermore, the development of learner autonomy and zone of proximal development (ZPD) was also ascertained through the Literature Circles implementation. Given the freedom to chose the text and their roles, the students felt emotional contentment while learning which leads to motivate them to work better. The presence of peers who have diverse and better knowledge also helped the students to develop as a learner.

From the data that has been previously discussed, it was also discovered that the classroom practice implementation in this study was monotonous and

demotivating for the students to learn. The researcher also supports the call for teacher professional development as it appears that there were possibilities for teachers to create changes in the classroom and increase students' motivation to learn. Additional data from the research also support this notion as it was revealed that there were students who were not fond of reading before yet ended up being the most invested students during the activity. Various genre of text selection and the synopsis that the teacher created played the immense role to get the students thrilled and excited to read the text which concluded the fact that children's interest in reading can be controlled and nurtured by the teacher using appropriate strategy.

The study further revealed that the teacher could not and should not let alone the groups as a facilitator only. This result exhibited the fact that in EFL context—especially in this study—the teacher had to still pay attention to the students although Literature Circles allows the development of learner autonomy. This was due to students' English language use in working on their assignments and on their presentation in which grammatical errors were apparent. Occasionally, the students were also seen to have had difficulties in understanding the story and in expressing what they thought in English. Thus, teacher's presence and guidance in this instruction is fundamental.

5.2 Limitation

While the result that has been aforementioned indeed put the use of Literature Circles as Collaborative Learning Techniques in positive light, there were some methodological issues ensued which limit the findings of this study.

One of the key elements of Literature Circles is to have another circle formed after one reading is done, which would end up taking several meetings to conduct the study. The circumstances given by the school and curriculum only permitted the researcher to do the research on 11th grader student in mandatory program with no narrative nor any other text similar to the genre. This lead the research to be considered feasible only for the first two chapters determined by the curriculum. Some modification had to be adjusted to the text and time restriction was resulted, which only allowed one round of Literature Circles to be done

within four meetings. A prolonged application of Literature Circles is suggested as it might lead to an extensive and more assorted result.

Due to space limitation, the potential of Literature Circles in fulfilling the curriculum needs and demands were only discussed briefly in this study. Some of the pedagogical elements such as the assessment process has not been specified and indicated. However, it is strongly presumed that Literature Circles are able to accommodate the curriculum needs and demands.

5.3 Suggestion

Through the data and findings resulted from this study, the researcher offers several suggestions both for researchers and for teachers who are interested in implementing Literature Circles in the classroom.

5.3.1 Suggestions for Practical Implementation

For practical implications, English language practice in Literature Circles allows the teacher to nurture and improve the students' potential in English language learning by providing constructive feedback and guidance through their reading, discussion, and presentation session. However, an in-depth scaffolding is needed in order to get the students understand and get adjusted to Literature Circles. Rather than having the students read different texts all at once on their first round, it is preferable for the teacher to provide one same text for the class as the starter before the actual Literature Circles starts accordingly to the lesson plan.

The texts also have to be carefully chosen to meet the students' reading ability as well as their interest. In EFL classroom context, the texts should not be too difficult for the students to read so that they can have a meaningful reading experience without being too busy checking on the dictionary.

Furthermore, a prolonged implementation of Literature Circles is also recommended for classroom activity so that the students could try each role provided in Literature Circles and practice the fundamental kinds of thinking that readers habitually do one at a time.

5.3.2 Suggestions for Further Research

First, one can further investigate the possibility of Literature Circles as a way to enhance student's critical thinking and explore their critical response. Literature Circles evoked a large range of ideas of the students as they read and analyze the text. It was revealed from the students' work sheet that they have practiced critical thinking, however there is a need for this evidence to be evaluated in detail.

Second, as has been previously stated, the potential of Literature Circles in fulfilling the curriculum needs and demands were only explored briefly due to space and time limitation. Such pedagogical elements like the assessment process has not been specified and indicated which calls for further research on the matter. More rounds of Literature Circles implementation are also suggested for further research to allow an extensive result of the study.

It is also advised for future researcher or teacher to provide larger range of text choices for the students in order to explore their preference and interest. By providing larger range of text choices, it is presumed that students' motivation might be increased.