

Engaging Literature Circle to Teaching Critical Reading in the EFL University Student

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Abstract---This study explores in accordance the effect of Literature Circle (LC) on EFL student's critical reading skill. Thirty students out of a private university in Semarang, Indonesia. These students were required to complete a studying in reading text analysis by using Watson-Glaser in measuring score and questionnaires was also applied in labeling of critical language awareness (CLA). The findings of this study show that there is relationship effect between LC seeing as the main independent variable and CLA as moderator variables; this implies that the EFL University students with higher CLA comprehend texts better than those with lower CLA. Besides, findings show that Literature Circle is more effective than Technology Integrated Instructions in teaching Critical Thinking Skill at EFL University College students. The mean score of the students taught using Literature Circle (89.00) is higher than the one of those taught using Technology Integrated Instructions (72.20) and Dialogic Inquiry (71.10).

Keywords: *literature circle, critical language awareness, critical reading skill, critical thinking, text analysis*

I. INTRODUCTION

Reading is one of the most important skills in English and a variety of other languages to support the university student to interrelate and communicate effectively with the other cultures. And it services people through the world to comprehend what is happening around. Moreover, reading skill is an important task not only as an important skill that should be learned but it is also crucial in engaged with information of technology, (IT) computers, internet and academic research, distributing with developing one's self in a diversity of ways. The objective of reading is to have approachability to the literature written in a language thus we can state that reading is an activity with an objective. Moreover, we can read for enjoyment to get well educated. In addition, we attempt to improve understanding of the specific language when you read it in a foreign language. The context of Indonesian English language pedagogy, particularly in university students, most of the English teachers adopt reading comprehension or intensive reading programs[(Widodo, 2016)].[1] The reading is while in the area of second-language acquisition, a multi-faceted process was studied from

various theoretical points of view (age, understanding, linguistics, literacy, social attitudes). It needs a decryption of the cognitive or process (age, knowledge, linguistics, literacy, social mindset) in the region of second language acquisition. It calls for the mental term decryption of a cognitive or method. The term decoding is gradually automated by applying the learners' reading skills. The following phases of the learning method include the organization and construction of documents (words, phrases, and phrases), the comprehension and interpretation of meanings and the communicative application of that symbolism. As the reading fluency of college learners grows, they concentrate on creating meanings, which consists of 3 closely intertwined parts. These consist of writing as a demonstration of the writer of the post, the public as a meaning creator, and a background as a social discourse or exercise (see Hedgcock and Ferris 2009). [2]. Although learners experience the same text message socially, they proceed with the reading in a variety of ways. Consequently, teachers need to comprehend this complexity that is socio-cognitive every day. Reading is a significant activity. A student may study with the intent of gaining information or evaluating current expertise, or with the intent of criticizing the thoughts or teaching style of a writer. A student may also read or improve understanding of the language being read for enjoyment. The reading purpose(s) direct the selection of documents by the reader. The reason for learning also determines the suitable attitude to understanding reading. Duncan, S. (2012). [3]That suggests that reading cannot be just the ability to decode and comprehend how the language and phrase structure is implemented in depth, but it all also gives significance to how these vocabulary resources are constructed for communication. Mickan (2013) argues that reading is a meaningful practice in which tourists explore and communicate with text messages dialogically. [5] Critical reading relates to a consciousness that all documents are built items, published by individuals with specific provisions or guidelines, regardless of the way the products may be real or Neutral. (Luke and Freebody, 1990). [2]. Whereas interpretation and safeguarding include the understanding and understanding of the primary ideas, critical reading begins the intervention

operation. You do not simply disseminate data but interpret, classify, question and weigh that given information. [7] Literature circles are also described as "student-led book groups" or groups in which students assume responsibility for their own learning (Cameron et al. 2012, p. 1). [8]. Reading group reading activities are created to become applied in four phases

Planning: In this phase the launch of reading tasks is making literature circles, and selecting the book/text respectively are carried out. To start, the introduction of reading tasks to the training students is applied. The students are notified individually in what they shall predicate on the task while reading the book. Secondly, reading circles are created among students who would like to work collectively voluntarily. If those who arrived have different interests collectively, skills, and academic accomplishment levels, this intensifies the quality of the learning atmosphere and in-class discussion. In the 3rd place, the training students must choose among the books/texts offered or among their selecting. **Specific reading:** In this phase, time is guided at the learning students to learn the book/text to complete their specific reading jobs. In specific reading actions, the learning students must comprehend this content of the text, take notes, and make a presentation to create insight pertaining to the reading task. For instance, a student who takes over the Illustrator task could be expected to extract the sequence of events and those in the story. **Conversation:** In this phase, the university student who gets manage the Questioner job provides his/her friends with a discussion period for 20-30 minutes to talk regarding their behavior and thoughts regarding the topic of the book, main idea, other text messages provided in the written book, the writer's use of vocabulary, and the writers create of managing this issue. The student also controls the program in ways for all students to engage in in the conversation to a significant level.

Posting: In this phase, everyone offers their presentations with their close friends regarding the tasks they did. For instance, the Literary luminary/Passage understand offers the areas likes in the book/text; the vocabulary enricher/word wizard offers the keywords the writer emphasized and the expressed words used with new and various meanings; the Illustrator offers the visuals s/he ready regarding the characters and concept plan of the occasions with the group users (Daniels, 2002; Karatay, 2015).[6]

II. RESEARCH METHOD

2.1 Method

The study was designed as experimental research. The study group of the research consisted of a total of 30 students of English department of PGRI University of Semarang Indonesia.

2.2 Population and Sample

The population in this study was 30 students of English department of PGRI University of Semarang Indonesia. The participants in the sample were selected using homogenous sampling.

2.3 Instrument of the Study

The instrument used in this study a questionnaire that provided by the researchers to generate students' feedback after the treatment. The questionnaire contained different questions based on independent variable The questionnaire furthermore provided information about both effect of teaching Technology Integrated Instructions (TII), Literature Circles (LC)) on students' opinions about the requirement of any increase in Critical thinking skills, such as reasoning, analyzing, problem solving, and decision making.

2.4 Test of Validation and Reliability

Before applied the instruments is firstly tested by using the validity and reliability test. To test the reliability is by using uses the Kuder Richadson procedures in order to get the reliability of the test. While the validity test uses a split half technique which is analyzed by the Spearman Broun formula.

2.5 Technique for Data Analysis

To conduct an experimental research, the researcher planed experimental design. Fraenkel and Wallen (1997: 97) [11] state that an experimental design is a preconceived plan for conducting an experiment. In this case the research had used factorial design in which all levels of each independent variable are taken in combination with the levels of the other independent variable.

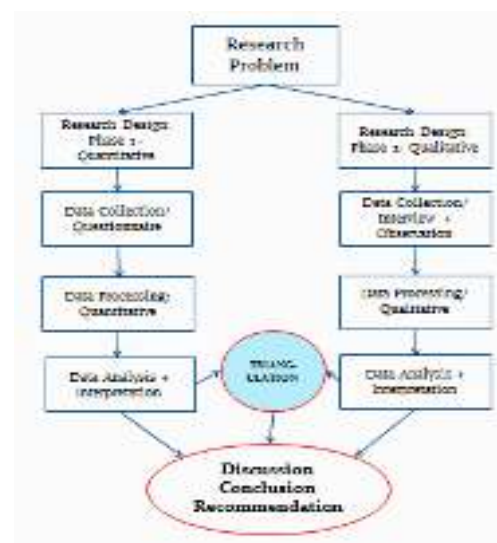


Figure 1. Research Design

III. FINDINGS AND DISCUSSION

Based on the answers to the questionnaire obtained from the teacher as a research sample could be seen in the following table:

Table 1. The Students 'score of Critical Language Awareness

Resp	Questioner CLA																				Sum	Method	Pretest	Posttest	Gain
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
1	6	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	100	TII /LC	67	94	27
2	6	5	5	5	5	5	6	5	5	5	5	4	5	5	5	5	5	5	5	5	101	TII /LC	52	89	37
3	5	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	5	101	TII /LC	62	92	30
4	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	102	TII /LC	52	70	18
5	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	5	6	102	TII /LC	61	62	1
6	6	6	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	103	TII /LC	51	93	42
7	6	6	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5	5	5	5	103	TII /LC	65	67	2
8	5	5	5	5	5	5	5	6	5	5	5	4	5	6	5	6	5	5	6	6	104	TII /LC	69	73	4
9	6	5	6	5	6	5	5	5	5	5	5	5	5	5	5	5	5	5	6	5	104	TII /LC	56	79	23
10	6	6	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	5	106	TII /LC	58	90	32
11	6	5	6	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	106	TII /LC	55	64	9
12	6	6	5	5	5	5	5	6	5	5	5	5	5	5	5	6	6	6	6	6	107	TII /LC	57	87	30
13	6	6	6	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	107	TII /LC	53	91	38
14	6	6	6	6	6	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	108	TII /LC	66	54	-12
15	6	6	6	6	5	5	6	5	5	5	5	5	5	5	5	5	6	6	6	6	108	TII /LC	61	63	2
16	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	98	TII /LC	45	63	18
17	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	98	TII /LC	59	66	7
18	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	99	TII /LC	49	69	20
19	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	99	TII /LC	68	67	-1
20	6	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	95	TII /LC	60	58	-2
21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80	TII /LC	60	86	26
22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80	TII /LC	63	69	6
23	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	81	TII /LC	59	83	24
24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	81	TII /LC	64	71	7
25	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81	TII /LC	63	75	12
26	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	82	TII /LC	62	70	8
27	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	82	TII /LC	53	73	20
28	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	82	TII /LC	58	72	14
29	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	83	TII /LC	63	87	24
30	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	83	TII /LC	60	92	32

As shown in table 1 the level of students 'score of Critical Language Awareness which was taught by

Literature Circle (LC) in Posttest was more effective than taught by Technology Integrated Instruction

(TII) in pretest. When table 1 was analyzed, this was seen that the students' post-test results (90) in acquiring "the theme in the text" were larger than their pre-test scores (59). It was noticed that there was a significant difference in favor of the post-test between the scores of the pre-test and post-test

Table 2. Literature Circles Data

Mean	21,20
Median	21
Mode	15
Std. Deviation	8,11
Variance	65,80
Range	41
Minimum	1
Maximum	42
Sum	2035

The data shows that 30 students who is as sampled of this research by using Literature Circles obtained mean score is 21,20, median is 21, mode is 15, standard deviation is 8.,11, variance is 65,80, range is 41, minimum is 1, maximum is 41 and sum is 2035

Table 3. Distribution Literature Circles Data

Mean	4,41
Median	4
Mode	2
Std. Deviation	6,86
Variance	47,02
Range	35
Minimum	-12
Maximum	23
Sum	423

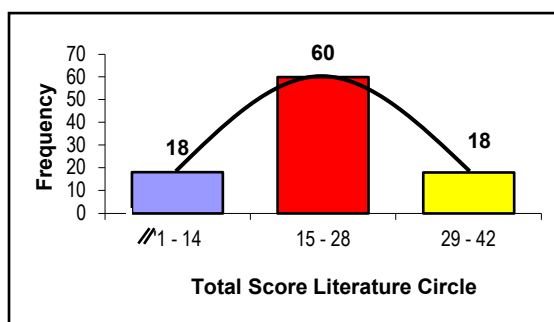


Figure 2. Distribution Literature Circles Data

Table 4. Technology Integrated Instruction

Class Limit	Frequency	Percentage	Category	Mean
1 - 14	18	18,75	Low	10,17
15 - 28	60	62,5	Medium	20,87
29 - 42	18	18,75	High	33,33

Total	96	100
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The data shows that 30 students who is as sampled of this research by using Technology Integrated Instruction obtained mean score is 4,41, median is 4, mode is 2, standard deviation is 6,86, variance is 47,02, range is 35, minimum is -12, maximum is 23 and sum is 423.

Table 5. Distribution Technology Integrated Instruction Data

Class Limit	Frequency	Percentage	Category	Mean
-12 - 1	32	33,33	Low	-2,56
2 - 15	58	60,42	Medium	6,67
16 - 29	6	6,25	High	19,67
Total	96	100		

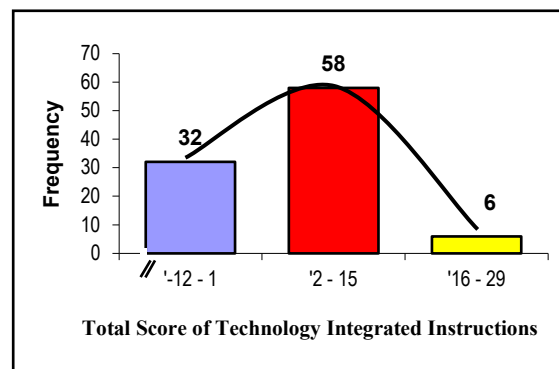


Figure 3 Distribution Technology Integrated Instruction Data

Based on table and picture above shows the distributions of the data Technology Integrated Instruction have the highest ranking in the Medium category 30 students (60.42%).

IV. DISCUSSION

Based on the finding in this study, the writer interprets that the use of Literature Circle was effective in teaching critical thinking skill in EFL University, It was assumed that the students' ability in learning Critical Reading Skill before being taught by using Literature Circle was in the enough level and after being taught through Literature Circle was in the good level. After the treatment, the students' achievement in critical thinking skill improved. This condition means that teaching critical reading skill through Literature Circle could improve their Critical Reading Skill. The following is the elaboration discussions of the research findings. Literature Circle is more effective than Technology Integrated Instructions in teaching Critical Reading Skill. The following is the result of testing of the data of each variable;

(1) The first Hypothesis Test is to test the difference between Literature Circle and Technology Integrated Instructions to the only students who have high Critical Language Awareness which obtained F_o is 71,262 bigger than F table 3, 09. It is viewed from the average of the difference in critical reading skills before and after the treatment by using Literature Circle method and obtained the highest average is 25,94, while the Technology Integrated Instructions method grain value is 11.34

(2) The second Hypothesis Test is to test the difference between Literature Circle and Technology Integrated Instructions to the only students who have Medium Critical Language Awareness which obtained F_o is 47,279 bigger than F table 3, 09. It is viewed from the average of the difference in critical reading skills before and after the treatment by using Literature Circle method and obtained the highest average is 21,31 and the Technology Integrated Instructions is 5,03.

(3) The Third Hypothesis Test is to test the difference between Literature Circle and Technology Integrated Instructions to the only students who have Low Critical Language Awareness which obtained F_o is 19,86 bigger than F table 3, 09. It is viewed from the average of the difference in critical reading skills before and after the treatment by using Literature Circle method and obtained the highest average is 16, 34 while Technology Integrated Instructions is 4,84.

Based on the findings of the study, the researcher draws a conclusion that the implementation of Literature Circle is effective to help in generating and organizing the ideas for Critical Reading Skill. The concept of critical thinking can be traced back to the work of John Dewey who first discussed reflective thinking in his book "How We Think" (Dewey, 1933). [10]The students' critical thinking abilities were assessed at the end of a fourteen-week course. Glaser

Considered three characteristics to be definitive of critical thinking: "(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences; (2) knowledge of the methods of logical

inquiry and reasoning; and (3) some skill in applying those methods" (p. 5-6).

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