



## The Effectiveness of Literature Circles (LC) Strategy on Learners' Reading Comprehension at the VIII Grade of UPTD SMP N 3 Kec. Guguak

Intan Julian<sup>1</sup>, Melyann Melani<sup>2</sup>, Reflinda<sup>3</sup>, Veni Roza<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

Corresponding Author: ✉ : [intanjulian35@gmail.com](mailto:intanjulian35@gmail.com)

### ABSTRACT

This research was conducted based on problems found by researcher in the learning process about reading comprehension using the Literature Circles (LC) strategy. It found that learners had problems when understanding the text although the teacher taught by using the Literature Circles strategy. Next, learners had difficulty to make a summary although the Literature Circles strategy was used. Last, in applying the Literature Circles strategy teacher had tried to help learners to comprehend some words that learners did not know from the text, but learners still tend to have difficulty in understanding those words. The purpose of this research was to see the effectiveness of using the Literature Circles strategy in teaching reading comprehension for VIII grade at UPTD SMP N 3 Kec.Guguak. The method used in this research was descriptive quantitative research, which aims to describe the significant effect of using Literature Circles (LC) strategy on reading comprehension learners. The population of this research were all of the learners in VIII grade of UPTD SMP N 3 Kec.Guguak. Then, the instrument used in this research was a reading comprehension test. The finding reveals that the use of Literature Circles strategy is effective to improve reading comprehension at VIII grade of UPTD SMP N 3 Kec. Guguak. It shows that in indicators the identifying the main idea and identifying generic structure in the text get the highest percentage of score (91.6%). Meanwhile, the result percentage of average score in indicator the vocabulary in the context get the lowest percentage of score (57.3%). Even though there is low score in those one reading comprehension's indicator, but the total percentage of average score from all indicators in reading comprehension learners is 79.5%. According to the table of interpretation of the effectiveness percentage, 79.5% indicated 'Effective' category. It means in using Literature Circles strategy is effective to improve the learners reading comprehension.

### ARTICLE INFO

*Article history:*  
Received  
05 August 2024  
Revised  
15 August 2024  
Accepted  
07 September 2024

**Key Word**

**How to cite**

Reading Comprehension, Literature Circles Strategy.

<https://pusdikra-publishing.com/index.php/jsr>



This work is licensed under a  
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

## INTRODUCTION

Reading refers to a process from the author and reader to communicate through writing which has the purpose of sharing information. According to Kardena and

Hildayati (2023) stated that being able in reading is one of the goals in learning English, especially English as a foreign language . To interpret and assimilate information from reading, especially English text, learners who use English as a foreign language should have a good understanding ability which focuses on understanding the English text. It is supported by Wahyudi & Firmansyah (2023) said that reading general comprehension is the ability to understand information from the texts, after that interpret it appropriately and correctly. So, It is clear that through reading which contains the understanding of the English text, EFL learners will get information based on learners' needs.

Conversely, if the EFL learners cannot understand the meaning of the text, EFL learners likely fail in reading comprehension. This idea is supported by previous research which has been done by Christianti et al., (2023) through interviews the English teacher. It found that learners struggle to comprehend English texts, identify concepts, and make sense of the text that learners read. To be clear, the teacher explains the reasons learners face those problems. There are; first, learners face many unfamiliar words from the text which is necessary

for learners to know to help learners understand the text. After that, the techniques used are not effective in meeting learners' needs. Lastly, the teacher said that learners are less involved in the learning process. Based on those problems, it is known that so many factors make learners have problems when reading a text, especially an English text.

There are many strategies that teacher can use to solve those problems. According to Vanesia, et.al (2023) sated that teaching strategy is a way of how the teacher teaches and manages the learning process to make learners enjoy and feel comfortable in learning process. All the problems above are in accordance with the advantages of the Literature Circles (LC) Strategy. Literature Circles were created by Harvey Daniels (2002) said that Literature Circles is a strategy in co-operative term that give learners the opportunity to control and manage their own learning. It can help learners to communicate better with others. It also gives individual learners an active role in the learning process because learners should focus on the task given to them. The concept of Literature Circles will focus on learners because learners read the text individually, discuss what learners got after reading the text, and share it based on the learners' role with other members of the group. Meanwhile, the teacher only does the evaluation and helps learners if there is something wrong during the discussion. It is supported by Anggrarini and Nurhadi (2022) stated that Literature Circles are student center group discussions, meanwhile teacher just serves the facilitates to learners, control and gives learners different roles to which learners should respond to the assigned role. In this case, learners will productively discuss with others and it helps learners easier to understand the text.

Previous researchers that used the Literature Circles strategy, such as Irawati (2016) through analysis of the data independent t-test in learners' reading comprehension after using the Literature Circles strategy by using expository text, found that applying Literature Circles has a positive effect on learners' literal and inferential reading comprehension. Learners who used Literature Circles tend to comprehend expository text better than learners who did not use it, also found that Literature Circles is more effective than conventional teaching reading activity. Apart from this research, there is another previous research by Nurhadi (2017) which investigated improving learners in reading comprehension after using Literature Circle. It found that there was a significant difference before and after implementing the Literature Circles strategy in teaching narrative text. It is clear that the implementation of this strategy in teaching reading is useful, especially in improving learners' reading comprehension of narrative text. Based on the explanations above, it is obvious the positive effect that can be obtained by using Literature Circles in the learning process, especially learning in reading the English text.

Related to the explanation above, the preliminary research has been carried out through observation at the VIII grade of UPTD SMP N 3 Kec. Guguak. It was conducted on 25th January 2024. In this meeting, a teacher used a Procedure Text with the title is "How to Makeover A Trash Can". In this case, the teacher has applied the Literature Circles strategy started with teacher selected "How to Makeover A Trash Can" as the text that discussed. Next, teacher asked learners to sit according to LC strategy group, there were 4 groups which each groups consist of 6 learners. After that, teacher gave the text and the role sheet to learners. In this part, teacher selected the role for learners, learners could not have the same role as before and teacher asked learners to fill their role sheet. Then, learners did discussion about the text after learners read and comprehend the text. The discussion could started and led by discussion leader. In this section, leader could asked freely to each role in a group. Next section was presentation, here teacher just served as a facilitator. In presentation, other groups could compare and gave their opinion to the group's presentation. After that teacher and learners did evaluation. So far, the class had been so fun, but because the limited of the time, teacher did not closing the class perfectly. Even though teacher implemented Literature Circles strategy have been accroding to theory but it turns out that there are still some problems were found. They are;

First, learners still have problems when understanding the text. In using Literature Circles strategy learners are expected to comprehend the text easier, because learners had worked in a group, so it would helped learners to discuss their difficulty in understanding the text with other members, but in fact, it was found that learners had difficult to understand the text. This is supported by the learners that still have difficulties to make a summary. Even though, in using this strategy the teacher has tried

to help learners in making a good brief summary. However the learners are still less capable of making a summary. This case was related to the first problem, learners had difficulty to make a summary correctly because learners were difficult to understand the text, so learners are confused about which part is important to take as a summary. Besides that, in applying this strategy teacher has also tried to help learners to comprehend some words that learners do not know from the text, but according to the role sheet of 'word master' role, learners tended to have difficulty in understanding those words. Most of them got the wrong answer in their role paper even the role of word master had used dictionary and also could asked freely the difficult words to other members or to teacher.

Considering the background of the research above, this research needs to be done because this research wants to make sure whether the Literature Circle strategy is able to overcome the problems that have been found above or not. Because of that, this research has a purpose to see the effectiveness of using Literature Circles strategy in English class at VIII grade of UPTD SMP N 3 Kec. Guguak, especially towards reading comprehension learners.

## **RESEARCH METHODE**

This research employed a quantitative descriptive analysis, which to describe the effectiveness of using Literature Circles (LC) strategy on reading comprehension learners. As a result, quantitative descriptive analysis is essential to gathering information about the effectiveness of a strategy. The purpose of this research was to find out the effectiveness of using the Literature Circles strategy in teaching reading comprehension for VIII grade at UPTD SMP N 3 Kec.Guguak.

In a research design, the population and sample are two components that cannot be separated. These are two crucial components of the study. In quantitative descriptive research, the population consists of people, groups, or environments that are connected to the research problems and offer a comprehensive understanding and varied viewpoints on the phenomenon under investigation. Additionally, the population is the entirety of the research object, and it is this object that employed as a source of data for the research.

The population of this research were all of the learners in VIII grade of UPTD SMP N 3 Kec.Guguak. It were consisting of three classes VIII.1, VIII.2, and VIII.3. The number of students will be shown in the table below:

**Table 1.**  
**Pupulation**

No	Classes	Learners
1.	VIII.1	26
2.	VIII.2	26
3.	VIII.3	27
Total		79

From the table above, the population of this research were 79 learners.

This research utilized purposive sampling, also known as judgment sampling, where participants were selected based on specific attributes. This nonrandom approach did not necessitate a predetermined number of participants or underlying hypotheses. Instead, this research identified the required information and actively sought sources willing and able to provide it based on their experience or knowledge.

The reading comprehension test was an instrument that used to collect data for this research. The test was used to measure reading comprehension learners and also to know the significant effect of literature circles strategy on reading comprehension learners. The form of the reading comprehension test was multiple choice. The multiple-choice consist of 20 items. It was based on points or indicators in reading comprehension.

**Tabel 2.**  
**Indicator**

No	Indicators	Number
1.	The learners are able to identify the main idea.	6,9,17
2.	The learners are able to identify the detail information in the text.	1,2,4,5,8,11, 13,14
3.	The learners are able to identify the grammatical features.	10,16
4.	The learners are able to recognize the vocabulary in the context.	3,7,12,15
5.	The learners are able to identify the generic structure.	18,19,20

The indicators above was got from lesson plan teacher at UPTD SMP N 3 Kec. Guguak.

## RESULT AND DISCUSSION

The research substance in this chapter was evaluated to analyze the Literature Circles (LC) strategy on reading comprehension learners. This chapter describes the data analysis used to address the formulation of the research, does the use of Literature Circles (LC) Strategy have the effectiveness on learners' reading comprehension at the VIII grade of UPTD SMP N 3 Kec. Guguk?".

The data of this research were based on the research that had been done in the VIII grade of UPTD SMP N 3 Kec.Guguk year 2023/2024 class VIII.2. The scores of the learners' reading comprehension test through the indicators of reading comprehension were collected by the rubric score below:

*Original source: Language assessment : principles and classroom practices (Brown, 2004)*

No	Indicators of reading comprehension test	Questions Number	Data Analysis	
			Right Answer	Wrong Answer
1.	Main idea	6	23	1
		9	19	5
		17	24	0
2.	The detail information from the text	1	22	2
		2	22	2
		4	19	5
		5	24	0
		8	18	6
		11	14	10
		13	22	2
		14	24	0
3.	Grammatical features	10	12	12
		16	19	5
4.	Vocabulary in context	3	10	14
		7	13	11
		12	24	0
		15	8	16
5.	Generic Structure	18	24	0
		19	22	2
		20	20	4

Based on the aforementioned data, the score in the table above represents the influence of the reading comprehension learners in using Literature Circles strategy. Twenty questions in the five indicators. First indicator is the main idea. It is in questions

number 6,9, and 17. Specifically, number 6, from 24 learners only 1 learner who got the wrong answer. In number 9, 5 learners had the wrong answers. And in number 17, all of them got the correct answers.

Second indicator is about the detail information from the text. It is in numbers 1,2,4,5,8,11,13,14. In number 1, only 2 learners got the wrong answers, same with number 2. Number 4, there were 5 learners who got the wrong answers. While number 5 all of them got the correct answers. In number 8 there were 6 learners who got the wrong answers. Number 11, 10 learners did not answer correctly. Number 13 only 2 learners got the wrong answers. Meanwhile, number 14 all of the learners were answers correctly.

Third indicator is grammatical features. This indicator is in question numbers 10 and 16. To be specific, in number 10 there were 12 learners who got the wrong answers and in number 16, 5 answers of learners were wrong.

Fourth indicator is about vocabulary in context. The questions number of this indicator are 3,7,12, and 15. In number 3, most of them got the wrong answers. There were 14 wrong answers in this number. In number 7, there were 11 learners who got the wrong answers. While in number 12, all of them were correct. In number 15, there were 16 answers were wrong. This number was a question that most learners were answers did not correctly.

Fifth indicator is Generic structure. The questions number in this indicator are 18,19 and 20. In question number 18 there was no wrong answer, but in question number 19 there were only 2 learners who got the wrong answers. While in number 20, there were 4 wrong answers of learners.

In conclusion, the researcher analyzed and found that many learners had the wrong answer in number 15. This number was about vocabulary in the context. In contrast to number 5, 12, 14, 17, and 18 had the perfect answers from learners. It means that all of learners answered correctly.

The data in the table above was used to determine the mean of the scores, percentage, and the category of the interpretation of the effectiveness percentage. The research's data analysis of indicators above as follow :

Indicators of reading comprehension	Questions number	Score	Percentage (%)	Category
Main idea	6	23	96	Very effective
	9	19	79	Effective
	17	24	100	Very effective
<b>Average</b>			275	<b>Very Effective</b>

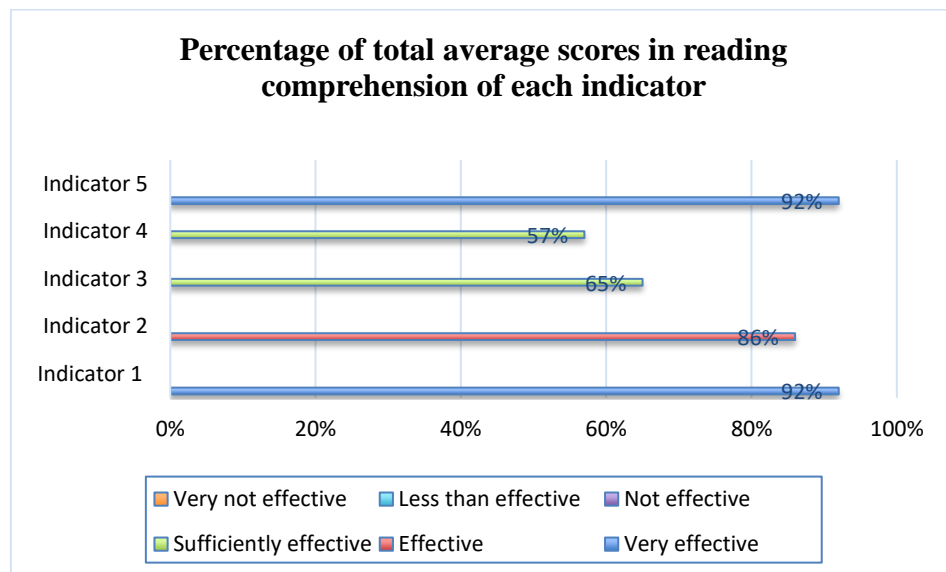
			91.6 %	
The detail information from the text	1	22	92	Very effective
	2	22	92	Very effective
	4	19	79	Effective
	5	24	100	Very effective
	8	18	75	Effective
	11	14	58	Sufficiently effective
	13	22	92	Very effective
	14	24	100	Very effective
<b>Average</b>			688	<b>Effective</b>
			86 %	
Grammatical features	10	12	50	Not effective
	16	19	79	Effective
<b>Average</b>			129	<b>Sufficiently effective</b>
			64.5 %	
Vocabulary in context	3	10	42	Not effective
	7	13	54	Sufficiently effective
	12	24	100	Very effective
	15	8	33	Less than effective
<b>Average</b>			229	<b>Sufficiently effective</b>
			57.3 %	
Generic structure	18	24	100	Very effective
	19	22	92	Very effective



	20	20	83	Effective
<b>Average</b>			275	<b>Very Effective</b>
			91.6 %	
<b>Count</b> <b>Total Average of Percentage</b>		383	1596	<b>Effective</b>
		19.15	79,8%	

The average score in the table above indicates the computation of scores, percentages, and indicator categories based on the previous table. The result revealed that 10 questions had very effective category. There were 5 questions that had effective category. 2 questions had sufficiently effective category, 2 questions had not effective category, and 1 question had less than effective category.

According to the fifth indicators above, there were variations of category in each indicator. It would know which indicator was effective after using the Literature Circles strategy and which indicator was not effective even when Literature Circles had been applied. To be clear, it would be explained in a figure as below;



Based on the total average of percentage of each indicator score, the highest scores were in indicators main idea and generic structure, with the average percentage of score was 91.6%, it was in the 'very effective' category. Meanwhile, the lowest score was indicator vocabulary in the context with percentage of score was 57.3%. It was in the 'sufficiently effective' category. In conclusion, there is still sufficiently effective category even though the Literature Circles strategy has been applied.

Related with that, the data calculated into distribution frequency table and calculated the interval of the data by using the formula from Yousda (1993), which is;

$$I = R/B$$

$$n = 24$$

$$R = \text{The highest score} - \text{The lowest score} + 1$$

$$= 95 - 65 + 1$$

$$= 31$$

Distance of the highest score to the lowest score is 31.

$$B = 1 + (3.3) \log n$$

$$= 1 + (3.3) \log 24$$

$$= 1 + (3.3) 1.38$$

$$= 1 + 4.554$$

$$= 5.554$$

The interval class of the data is 5.554

$$I = 31/5.554$$

$$= 5.58$$

$$= 5.6$$

$$= 6$$

So, the interval of the data is 6.

**Table 3.**

**Distribution Table of the Learners' Reading Comprehension Score**

Score	F	X	Fx
95-100	2	97,5	195
89-94	3	91,5	274,5
83-88	4	85,5	342
77-82	5	79,5	397,5
71-76	4	73,5	294
65-70	6	67,5	405
<b>Total</b>	<b>24</b>		$\Sigma fx$ = 1908

Next, to find out the mean of the data, the formula that would use is;

**Mean :**

$$X = \frac{\Sigma fx}{n}$$

$$= \frac{1908}{24}$$

$$= 79,5$$

The learners' percentage in reading comprehension was arranged into the graphic, which described as below :

**Diagram 1.**  
**Learners' Percentage for Reading Comprehension**

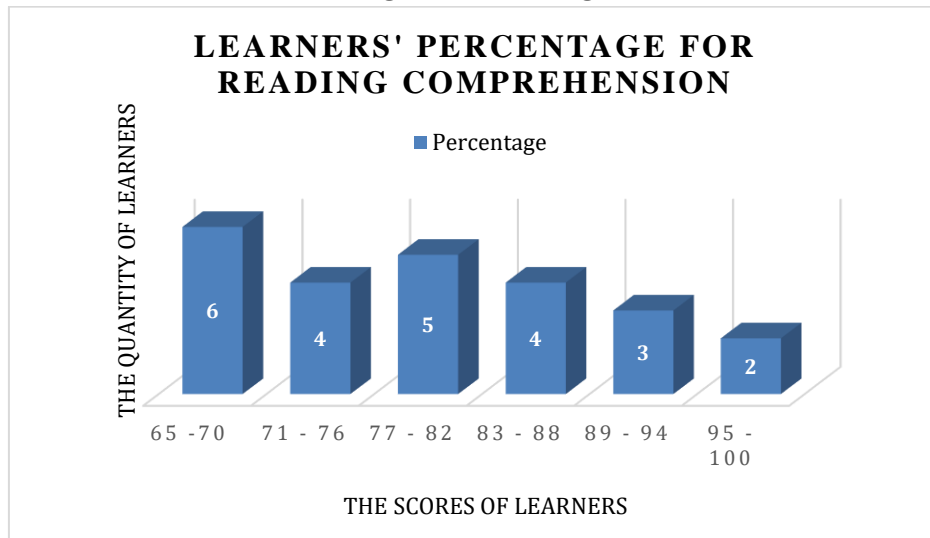


Diagram showed that 2 learners got the score between 95-100, 3 learners got the score between 89-94, 4 learners got the score between 83-88, 5 learners got the score between 77-82, 4 learners got the score between 71-76, and 6 learners got the score between 65-70. It could be concluded that the most learners were in grades 65-70 and only two learners in grades 95-100.

Next about the mean of the data, the result of the learners' average score of percentage in reading comprehension was arranged into the table of rating scale. As a result, the researcher used a rating scale to arrange the level of effectiveness. The percentage mean score of the learners was 79,5 (72 - 89%), it can be seen in the previous chapter about the table of interpretations of the effectiveness percentage.

**Table 4.**  
**The Interpretation of the Average Reading Comprehension Score Percentage Learners**

Percentage of Rating Scale	Rating Quality
90-100%	Very Effective
72-89%	Effective
54-71%	Sufficiently effective
36-53%	Not effective
18-35%	Less than effective
0-17%	Very not effective

The score was obtained from the learners' reading comprehension score in Literature Circles strategy. The finding showed that the mean score percentage of learners' reading comprehension score in Literature Circles strategy 79,5 was 'effective'

category. As the result, Literature Circles strategy was effective on learners' reading comprehension at VIII grade of UPTD SMP N 3 Kec. Guguk.

Based on the data above, it was found that Literature Circles strategy was effective in reading comprehension learners. It is in line with previous research that conducted by Hayati, et.al. (2022) stated that with shared reading experience could offers for teacher to help learners in developing the strategy necessary for effective, independent reading. This is proven by some reasons; first, learners had improved to identify the main idea or to know the author's meaning from the text. Next, learners also improved to find the specific information of the text. Also, learners had increased in identifying the generic structure of the text. It is supported by the highest percentage of scores from each indicator in reading comprehension. The indicators were; Main Idea and Generic Structure (91.6%). After that, followed by the second indicator, it was about the detail information from the text (86%).

However, there were several indicators that teacher must to teach more intensively in using the Literature Circles strategy. It was because learners still have difficulty especially in identify or recognize the words in the context that could help learners to understand the text. It is in line with previous research that conducted by Fitri, et.al. (2022) stated that to comprehend the text, the reader needs to identify each word and retrieve its meaning. In fact, learners were still difficult to know the meaning of that words. It supported by the result percentage of average score in each indicator showed that indicator vocabulary in the context got the lowest percentage of score (57.3%). After that, followed by the third indicator, it was about grammatical features. It showed that the percentage of score was still in sufficiently effective category (64.5%), it means this indicator was still low.

Even though the two indicators were low, but in indicators identifying the main idea and identifying generic structure in the text got the highest percentage of score (91.6%). It means that Literature Circles startegy could improve leaners reading comprehension, especially in identifying main idea and generic structure in the text. Besides that, the total percentage of average score from all indicators in reading comprehension learners was 79.5%. This showed the effectiveness of using Literature Circles strategy on reading comprehension learners. According to the table of interpretation of the effectiveness percentage, 79.5% indicated that using Literature Circles strategy was in effective category to improve the learners reading comprehension.

In conclusion, the finding had been supported by the theories and also suggested by some experts. According to Nurhadi (2017) said that using Literature Circles strategy in teaching reading was helpful, especially in improving learners' reading comprehension. The researcher which researched the Literature Circles strategy in the VIII grade at UPTD SMP N 3 Kec. Guguk found that using Literature Cirlces strategy

was effective for learners' reading comprehension. To be clear, the Literature Circles activities were taught by the teacher and it was used by the learners in English class, especially in the reading comprehension process. Therefore, the Literature Circles strategy may be considered as an effective strategy in improving reading comprehension learners.

## CONCLUSION

The purpose of this research was to find out the effectiveness of using Literature Circles strategy in teaching reading comprehension for VIII grade at UPTD SMP N 3 Kec.Guguak. In this research, the researcher used a reading comprehension test to get the data. The test was distributed on Tuesday, June 6th 2024.

Based on the data that has been obtained, it can be concluded that Literature Circles strategy was effective in improving reading comprehension learners. It proved that the mean of the learners' reading comprehension score was 79,5%. It indicated the use of Literature Circles strategy was "effective" category in order to improve reading comprehension learners. In conclusion, Literature Circles strategy was effective in teaching reading comprehension for the VIII grade at UPTD SMP N 3 Kec. Guguak.

## REFERENCES

- Abame, et al. (2017). Improving reading comprehension through extensive reading: The case of WCU 2nd year English majoring students. *International Journal of Research*, 04(01).
- Amelia, & Nurdiana. (2017). *Buku lengkap interpretive reading* (1st ed.).
- Anggrarini, N., & Nurhadi, K. (2022). Adopting literature circle to guide work undergraduate students in extensive reading program: Lessons learned from initial teacher education. *JELLT (Journal of English Language and Language Teaching)*, 6(1), 40-50. <https://doi.org/10.36597/jellt.v6i1.12036>
- Baha, O. A. (2017). Reading models: A review of the current literature. *International Journal of English Literature and Social Sciences*, 2(3), 44-49. <https://doi.org/10.24001/ijels.2.3.6>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson/Longman.
- Christianti, J. H., Pradana, D. A., & Rohmah, S. S. (2023). The teaching of reading comprehension by using a small group discussion (SGD) at the first year students of senior high school. *International Journal of Educational Review, Law and Social Sciences | IJERLAS*, 3(2).
- Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups* (2nd ed.). Stenhouse.
- Faucher, S. (2023). 13 basic types of text in English.

- Fitri, W., Eliza, Irwandi, & Safitri, L. (2022). An analysis of students' difficulties in reading comprehension of descriptive text. *Journal of English Language and Education*, 7(2). <https://doi.org/10.31004/jele.v7i2.276>
- Furr, M. (2004). Literature circles for the EFL classroom. *Proceedings of the TESOL Arabia Conference*, Dubai: TESOL Arabia.
- Gay, L., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications*. Pearson.
- Hayati, I., Sakti, G., Roza, V., & Safitri, W. (2022). The effect of shared reading strategy on students' reading comprehension in narrative text at the second grade of SMPN 2 X Koto Tanah Datar in the academic year 2021/2022. *Jurnal Sosial Humaniora dan Pendidikan*, 2(3). <https://doi.org/10.51903/education.v2i3.275>
- Irawati, D. (2016). Effectiveness of literature circles on students reading comprehension. *International Journal of Language Teaching and Learning*, 01(03), 179-192. <https://doi.org/10.30957/ijoltl.v1i3.183>
- Jugessur, Y. S. M. F. (2022). Reliability and internal consistency of data: Significance of calculating Cronbach's Alpha coefficient in education research. *International Journal of Humanities and Social Science Invention (IJHSSI)*, 11(4).
- Julianti, A. F. N., Fakhruddin, A., & Ilyas, R. (2019). Using literature circles strategy in teaching reading comprehension. *Journal of English Language Learning (JELL)*, 2(1), 7-15.
- Kardena, A., & Hildayati, R. (2023). What works in extensive reading; Students' reading motivation or students' reading ability?. *Proceedings of the 1st National Seminar on English Language Teaching (NELT)*.
- Meidiastuti, Y., & Safitri, L. (2021). The effectiveness of arranging word game in teaching grammar: An evidence from VIII grade students of SMP N 2 Simpang Alahan Mati, Indonesia. *Journal of English as A Foreign Language Teaching and Research (JEFLTR)*, 1(1), 1-21. <https://doi.org/10.31098/jefltr.v1i1.480>
- Nofitarina. (2017). Teaching reading narrative text by using literature circles strategy to the tenth grade students of SMAN 1 Lempung Jaya.
- Nurhadi, A. K. (2017). Developing students' reading comprehension by using literature circle. *World Education Journal*, 1(1). <https://doi.org/10.31943/wej.v1i1.15>
- Rahman, A. (2022). The effect of literature circle on varied reading comprehension. *Journal of Teaching and Education for Scholars (JOTES)*, 1(1).
- Rashid, M. H., Islam, J., & Hui, W. (2021). Discuss the different types of reading techniques and develop its skills. *Journal of Teaching and Education for Scholars (JOTES)*, 8(4).
- Sari, D. R., & Amrozi, F. (2020). Analisis efektivitas pembelajaran jarak jauh (PJJ). *Jurnal Penelitian Politeknik Penerbangan*, 5(4).
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.

- Sumarsono, D., Hanan, A., & Kadir Bagis, A. (2020). Partner reading; Pumping up the students' reading comprehension. *JOLLT Journal of Languages and Language Teaching*, 8(3), 297. <https://doi.org/10.33394/joltt.v8i3.2596>
- Sutrisno, D., & Nahdlatul, M. (2018). Engaging students in literature circles on critical reading and text analysis.
- Vanesia, R., Reflinda, Melani, M., & Kardenia, A. (2023). The effect of using paragraph shrinking strategy toward students reading comprehension in narrative text at ninth grade of MTS Koto Tinggi. *Jurnal Pendidikan dan Sastra Inggris (JUPENSI)*, 3(3). <https://doi.org/10.55606/jupensi.v3i3.2879>
- Varita, D. (2017). Improving reading comprehension through literature circles. *English Education Journal*, 8(2).
- Wahyudi, M. A., & Firmansyah, I. (2023). The effectiveness of extensive reading strategy on the students' ability in reading comprehension. *Journal on Education*, 5(4).
- Zahrah, F., Mulyati, T., & Wangi, W. (2019). The influence of narrow reading on reading comprehension of the eleventh grade students of SMAN 1 Srono in 2018/2019 academic year. *LUNAR (Language and Art)*.
- Zhuo, M. (2023). Literature circles: Fun, creative and meaningful. *TESOL Journal*, 32(5), 80-81.