

Literature Circles and Jam Board: Interactive Ways to Comprehend Young Adult Literature

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Abstract:

The purposes of the study are to describe the use of Literature Circles in the classroom using jam board media and to know the students' responses to Young Adult Literature (YAL) using jam board. This study is qualitative research. The data collection method is observation and interview. Using a jam board, the researcher observes the use of literature circles in the classroom. Meanwhile, the researcher interviews the teacher and the students about their perception of the use of literature circles in the classroom using a jam board. Data analysis uses three steps, namely, data reduction, data displays, and drawing conclusions. The participants are 20 students of secondary school. The result shows that there are four roles in literature circles, namely, discussion leader, summarizer, question writer, word wizard, culture collector, and passage master. The students' responses show that they are active in reading class because Jam Board is an interesting media. They also could understand the text well since they work in groups and have their roles. In addition to addressing the requirements of many students and providing them with responsibility and participation in the class, literature circles can be a useful instrument for increasing motivation by appealing to their reading interests because the literary text is frequently chosen by the group from a selection of adequately leveled options offered by the teacher

Keywords: *jam board; literature circles; reading interest*

1. INTRODUCTION

Young Adult Literature (YAL) is a type of authentic material that is visually pleasing, culturally informative, and linguistically rich (Bland, 2018). As a result, over the past two decades, using literature to teach a second or foreign language (hereinafter L2) has become more accepted and well-liked (Teranishi et al., 2015). Particularly, there has been an increase in the usage of Young Adult Literature (YAL) in L2 classes in secondary schools.

The use of Literature Circles (LCs) in the classroom can help teachers assess students' comprehension through their responses to Young Adult Literature (YAL). Compared with other literary texts, YAL is more accessible for teenage learners in both content and language. Young adult literature (YAL), as the name indicates, is a genre of literature written for and about young adults (Bull, 2011). Since adolescent and young adult are commonly interchangeably used, YAL is also defined as 'the novel specifically marketed to an adolescent audience (Trites, 2016)

Some claim that YAL is meant for adolescent readers between the ages of 12 and 18 (Forrester, 2016), while others (Öhrn, 2013) describe the target audience as being between the ages of 12 and 20. Despite the differences in target audience definition, YAL has a

unique quality when compared to other literary genres: it conceptualizes growth, an essential and occasionally difficult stage of life leading to adulthood (Trites, 2016). As a result, YAL delivers stories about characters who are transitioning from childhood to young adulthood and deal with themes that young readers may easily identify with (Burger, 2016). Utilizing Young Adult Literature will encourage students to visit libraries, and these works will assist in educating students about being global citizens (Williams, 2022)

Literature circles (LCs) can be a useful instrument for evaluating students' comprehension of YAL. Students might feel more involved in the educational process and increase motivation by appealing to their interests because YAL is frequently chosen by the group from a selection of adequately leveled options offered by the teacher.

This study frequently notes that teachers lack the confidence and skills necessary to execute L2 literature instruction, which highlights the need to investigate effective pedagogies for literature instruction in these L2 teaching situations. This study examines literature circles as a strategy to close this gap and address the issue raised above.

Research has looked at how each student fits into small groups in addition to understanding the teacher's involvement in literature circles (such as mini-lessons and preparation techniques). Students could guide and scaffold their classmates, according to research by (Thesis et al., 2021). This study looked at reading ability, gender, and personality types as additional variables that might affect the caliber of literature conversations in literature circles. A secondary regression model also took the size of the group into account, which had not previously been empirically researched in literary circles.

Important questions are raised by the constantly shifting environment of learning support education at the university level. What subjects ought to be covered in these courses? Using what techniques? which metrics will be used? The shortest road to completion has, in a sense, been removed from students enrolled in developmental programs, hence only the most "mission-crucial" content and research-based methods should be used in these settings. While it could appear clear that literature circles, or small-group discussions of prescribed readings, help university students in progressive classes read better.

Reading comprehension is increased by using literature circles (LCs) as a pedagogical strategy to link the learning of a second or foreign language with student engagement. Despite the autonomous learning of various texts that extended reading with graded readers facilitates, relatively little study has concentrated on how LCs affect reading comprehension and how EFL students use graded readers in LCs.

It is advised that students switch between several roles for various plot points. For instance, if a student leads the discussion in the first reading assignment chapters 1-3, he or she will summarize in the second assignment chapters 4-5. Roles are usually assigned to members of the literature circle to allow the group to function productively and to help members remain focused on the chosen book (Elhess & Egbert, 2015). The roles are (Daniels, 2002)

- 1) Discussion leader: formulates at least five questions, asks them, and keeps the conversation interactive.
- 2) Summary maker takes notes on the people, events, and ideas, paraphrases the narrative, and contributes to the conversation about the summary.
- 3) Connector: draws parallels between the plot's characters and actual people and events using personal experiences and stimulates discussion.

- 4) Word master: scans the text for new or significant words and/or phrases and provides vocabulary explanations.
- 5) Passage person: Selects significant and engaging portions from the story and describes the characters to the group.
- 6) Culture collector invites comments and questions from group members while looking for cultural parallels and distinctions between the reader's culture and the one in the story.

Stien & Beed (2004) research also examined the functions that teachers perform within literary circles. During these discussion groups, teachers take on four roles, according to these researchers: facilitator, participant, mediator, and active listener.

Their study found that the facilitator position required professors to promote student connection and conversation while keeping an eye out for social interactions that disrupted class discussions. Particularly in the first year of the study, this position was frequently seen. The teacher was viewed as a Participant in the second position. This required teachers to interact with students as readers by offering unique connections, viewpoints, and inquiries derived from their individual readings of the book. The teacher was designated as a Mediator in the third function. Teachers in this role encouraged students to relate their discussions of the book to their own experiences and values by using facilitator or participant talk. The researchers' final role classification was Active Listener. This position shifted away from lecturing and left the negotiation of control to the group. The researchers in this group saw some "active listening" behaviors, such as saying "yes" or "hmm." The pupils were more inclined to talk over one another, interrupt, or otherwise compete for a "adult's" attention.

Literature circles are intimate, student-led discussion gatherings where students have read the same book or piece of writing. Each group member must get ready for the small group conversation and then engage and contribute. The outcomes of the small group discussions can be presented to the class as a whole by the groups (Fitri et al., 2019). Daniels (2002) mentions 11 principles of Literature Circles: (1) The reading materials are picked by the students, (2) Based on the selection of the book, small temporary groups are formed, (3) Distinct groups read various literature, (4) Group discussions on a reading take place at regular, predictable times, (5) students utilize notes—written or drawn—to direct reading and conversation, (6) The students suggest the discussion topics, (7) Group discussions should be informal and unstructured; personal anecdotes, tangents, and open-ended inquiries are encouraged, (8) The teacher acts as a facilitator rather than a group member or teacher, (9) Evaluation is done by student self-evaluation and teacher observation, (10) A cheerful and enjoyable spirit, (11) After reading a book, readers discuss it with their classmates, and new groups are created.

From the perspective of these, numerous studies from all around the world were discussed and examined to determine how well the literature circle technique enhanced the students' reading interest and motivation. The majority of it highlights how positive aspects circles are for both qualitative and quantitative research.

Mary Nerissa T. Castro, MST (2021) and Ayu Kusmana et al., (2023) conducted quasi-experimental method to see the effect of literature circle in improving students critical thinking skills. The results concludes that literature circle strategy is effective in enhancing student's critical thinking skills in reading.

Young & Mohr, (2018) also revealed that literary circles are an effective way for students to strengthen their literacy skills. This study, comprising 17 fourth graders, analyzes variables that may affect the quality of literature conversations, such as reading

ability, gender, personality types, and group size, in order to better understand the potential usefulness and to add to the research base about literature circles. These findings are presented and the limitations and implications of the study are discussed. Understanding the impact of many elements on literature circles, such as their goal, roles, reading levels, structure, gender, personality qualities, and group size, may be more difficult. Some of these elements can, however, be handled more easily by occupied classroom teachers. Simpler factors that are simple to identify and could aid in reading comprehension and group dynamics are group size and gender balance. While research continues to study the impact of personality and interpersonal connections, teachers might consider gender and group size as practical considerations while establishing and overseeing the operation of their reading circles.

A similar study conducted by (Thomas & Kim, 2019) also shows that A study found that literature circles encourage conversation, teamwork, and social connection in addition to improving reading comprehension and textual engagement. These results imply that literature circles might enhance a postsecondary developmental reading curriculum in a positive way.

Irawati, (2016) conducted another study that was carried out A quasi experimental research using nonrandomized control group pretest-posttest design. Based on the results, the students who are taught using literature circles achieve significantly higher reading comprehension than those who are taught using conventional teaching reading activity is accepted. The results imply that the literature circle is successful. The success of literature circles is supported by a number of potential factors. First, the fact that students can pick the books they want to read makes literature circles successful. The kids' motivation and engagement with reading are a result of their ownership of their education and reading. By using literary circles, teachers can go beyond the required curriculum and provide students the freedom to connect to texts in their own unique ways.

In addition, a study conducted by (Chou, 2022) showed that the students who received the LC intervention did better than the group under control. It was discovered that the LC tasks encouraged reading comprehension and practice of reading strategies. Although reading tactics were generally used similarly, the experimental group utilized monitoring strategies more frequently. LCs provided EFL students with a means of developing linguistic and cultural schemata, metacognitive reading methods, improving main-idea comprehension, and creating long-term memories for retention.

Karatay, (2017) focused on “literature circles” is effective in developing students’ abilities to find the theme, main idea, and keywords in a text. Besides, the students pointed out that the implementation of this strategy increased their interest and desire for communication, their self-confidence, cooperative learning, critical thinking, reading objectively without bias, and independent reading skills.

This research is different from all studies above. First, the difference lies in media. The media used is Jam board. In the Indonesian context, there is few research on the implementation of literature circles using jam board. Jam board is a digital whiteboard that lets you collaborate in real time using either the Jam board device (a 55-inch digital whiteboard that works with G Suite services), web browser or mobile app. In previous researches above, they did not investigate the use of literature circles using Jam board. Second, the material used is Young Adult Literature. The researcher is interested in using authentic material, especially, novel genre. This novel is especially made for teenager reader. The language is easy so that the students could understand it and it can attract their reading interest. The purposes of the study are to describe the use of Literature Circles

in the classroom using jam board media and to know the students' responses to Young Adult Literature (YAL) using jam board.

2. METHODS

This research uses qualitative design. The collection of data is used observation and interviews. The researcher uses participant observation using observation checklist. The researcher observes the use of literature circles in the classroom using jam board. Meanwhile, the researcher interviews the teacher and the students about their perception about the use of literature circles in the classroom using jam board. Data analysis uses three steps, namely, data reduction, data displays, and drawing conclusion (Sugiyono, 2015). The participants are 20 students of secondary school. The materials used are some YALs such as Harry Potter, The Alchemist, Flipped, The adventures of Tom Sawyer and Huck Finn, and the boy in the stripped pajama the researcher reduces the result of interview and observation by selecting the used as the research base. The results of interview and observation shows how the teacher used the strategies in teaching reading. the researcher includes the needed data and reduces the irrelevant data. After that, the researcher begins with looking at what the data is and examining all entries with the same code to be combined to find relationships between categories. Then it continues by telling stories and making connections between the stories so that the researcher can get results and draw conclusions from this research.

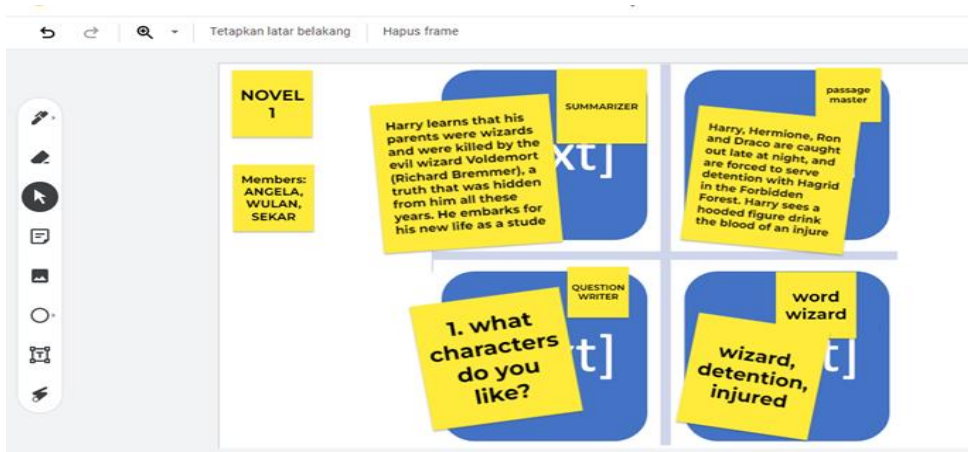
3. FINDINGS AND DISCUSSION

The literature circles each met once per week for five consecutive weeks. The series of meetings included one introductory meeting (distribution of materials) and four novel discussion meetings. At the first meeting, teacher introduced YALs and asked them to choose one of YALs that they like. Then, based on the chosen reading, the teacher assigns students to groups of four to five. Each group reads a different YAL from the teacher. The teacher gives the class the task of selecting a group leader and assigning roles to each member. The students went through the text. Each team member carries out their individual responsibilities in accordance with their responsibilities. Each group participant discusses and shares their responses with the other members of their group. The outcomes of the group discussion are read aloud by each group leader.

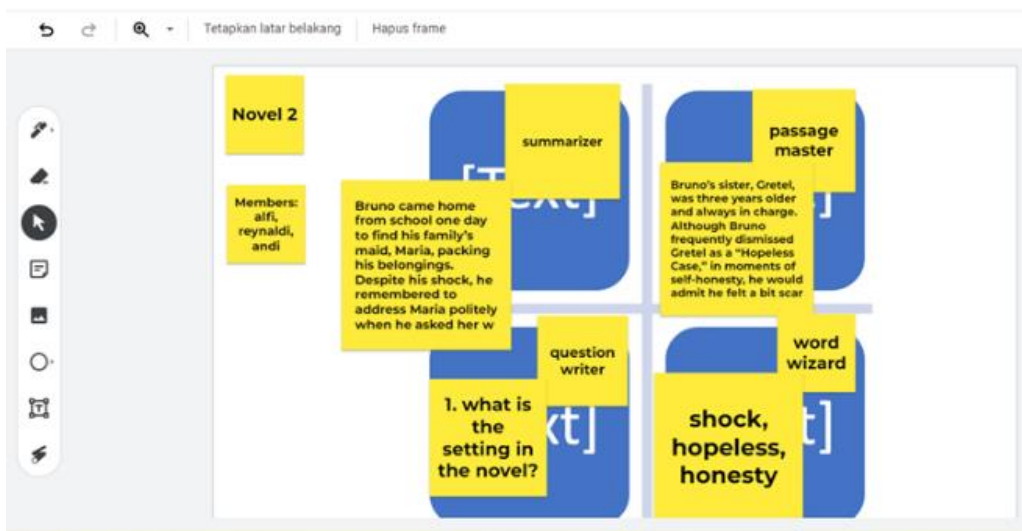
At the second, the teacher shares the link to Jam board and explain what to do. One frame for one group. The teacher shares the text via google drive. Put participants in the group. Each group for 4 members. Each group determines the text. The teacher asks the group to appoint a leader. Then, the group leader leads the discussion to select 4 roles for each member (summarizer, vocabulary finder, question writer, story mapper, passage master, connector, scene setter, illustrator). Give everyone 3 minutes to read the text. The teacher gives each member 5 minutes to make notes based on their roles. The teacher asks every member to use the sticky notes or text box features in the Jam board to attach their responses to the role sheets. The leader leads the discussion and ask every member to share their work. Then, the teacher asks the leader to appoint a representative of the group to share their work in the main session.

In The third meeting, the teacher distributed some comics to the students via google drive. The students make a new group different from the previous meeting. Still, they should have four different roles. They could be summarizer, vocabulary finder, question writer, story mapper, passage master, connector, scene setter, illustrator. The teacher gives them 5 minutes to read the comics. The teacher asks every member to use the sticky

notes or text box features in the Jam board to attach their responses to the role sheets. The leader leads the discussion and ask every member to share their work. Then, the teacher asks the leader to appoint a representative of the group to share their work in the main session.



Picture 1. Jam Board Meeting 2



Picture 2. Jam board Meeting 3

In The fourth meeting, the teacher distributed some short stories to the students via google drive. The students make a new group different from the previous meeting. Still, they should have four different roles. They could be summarizer, vocabulary finder, question writer, story mapper, passage master, connector, scene setter, illustrator. The teacher gives them 5 minutes to read the comics. The teacher asks every member to use the sticky notes or text box features in the Jam board to attach their responses to the role sheets. The leader leads the discussion and ask every member to share their work. Then, the teacher asks the leader to appoint a representative of the group to share their work in the main session.

After doing the observation, the researcher conducts an interview to the students. It because the researcher needs information from the students related to the applications of Jam board. The first question is about the applying of Literature Circles to comprehend

YAL using Jam Board. The student answers: “Ya, gampang bu menggunakan Jam Board”. It means that it is quite easy to be applied. All of students download the applications, including the students who have low internet connection, they still download it when they have good internet connection. Students also active during the class because they use the live chat features to discuss about the material. Second question is about students’ response in using YAL. The students says: “saya suka dan tertarik dengan bacaannya. Bahasanya mudah”. It means that the students are interested in the material of YAL because the language used is easy to understand and the story is interesting.

The third question is about the strengths of LC to comprehend YAL using Jam board. The student answers: “LCs itu praktis dan kami bisa memilih bacaan sendiri dan guru langsung memberi feedback di jam board.” It means that it is more practical and flexible, because students can check the material and the task directly. In Jam board, the teacher can upload each point of material in separate place so the students are easier to learn the material. Students are more interested in class because they like the YAL material. The method and material also can be adjusted with students need and condition. The teacher can give feedback directly for each student in Jam board.

The fourth question is about the weaknesses. The student says: Kami kadang kesulitan koneksi internet karena kehabisan kuota dan sinyal buruk.” It means that some of students could not participate the class because they do not have internet quota, but they still submit the assignments after getting permission from the teacher.

Based on the data of observation and interview above, it can be inferred that Literature Circles integrated with Jam Board is an interesting strategy to comprehend Young Adult Literature using Jam board. Some reasons and theories support the finding. First Students can choose the books they want to read and the media Jam Board is interactive and easy to use. Jam board help the students to promote their motivation. The students' motivation and engagement with reading are a result of their ownership of their education and reading. It is in line with (Sun, 2021) LC are frequently used as a form of in-depth reading to boost motivation and a positive outlook. Strategies for skill development improved by explicit reading teaching. The LC offered chances for peer learning as well as a suitable pedagogical paradigm for teaching graded readers.

Second, group discussions about texts give students the chance to check their understanding and contribute new information. Additionally, there is a negotiation for meaning that can help kids read more effectively. It is supported by the statement from (Sun, 2022) Teenage students may be eager to read the book as a result of its potent resonant impact. When discussing how much they enjoyed reading this book, students showed a clear sense of excitement. One pupil thought that by honing their word-guessing techniques, their intense interest in the book had made it easier for them to understand the material.

Third, through cooperating, students learn about one another's thought processes and impart useful reading techniques to one another. As a result, students share and learn from one another's metacognitive abilities. Participants who were assigned the position of "Passage Person" said that picking important passages made it easier for them to understand the story's core ideas and to review it for assessments. Last but not least, the participants thought that Culture Collector was crucial for assimilating themselves into the story cultures and for understanding stories from many perspectives. (Varita, 2017)

Fourth, literature circles give students the chance to share their individual reactions to reading. Reader response allows students to incorporate their own experiences and prior knowledge into their reading, which can enhance understanding. They risk

misinterpretation when they apply new information from the text to their past knowledge and experience. They can, however, go back to their initial understanding throughout the conversation. As they look back, they may spot any mistakes they may have made and understand how and why they happened. Then they discover to reevaluate that original interpretation. From this perspective, it is easier for students to see their mistakes as a normal part of the reading process. Additionally, reader reaction enables pupils to comprehend what reading entails (Thomas & Kim, 2019)

Cooperative learning can take place in literature circles. Students assist one another in comprehending and making sense of a text. Children learn to use one another as resources and develop their independence through lit circles. Of course, the teacher must purposefully design them as such if they are to serve as an efficient framework for cooperative learning. They are not necessarily hubs of collaboration without direction, modeling, and assistance (McCall, 2010)

Students can choose how they want to learn by participating in literature circles. Typically, teachers let students choose from a variety of books they'd want to read. They can also decide who will be in a book group. Every student urgently needs additional decision-making opportunities in the classroom. Choice creates opportunities for guided decision-making, greater intrinsic motivation, and deeper involvement.

4. CONCLUSION

Through reading, discussing, and responding to books, students can practice critical thinking and reflection in Literature Circles. Through organized debate, in-depth written and visual responses, and creative expression, literature circles help students gain a deeper comprehension of the texts they study. The foundation of this strategy is collaboration. As they create meaning with other readers, students alter and add to their understanding. Reading must occasionally be relaxed; if the teachers do not make it so, the students are unlikely to continue reading after they let go of them. Because they are social events, literature circles are enjoyable and fun.

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