

## APPENDIX

## Appendix 1

### Interview Guidelines for Teacher Trainees

**Research Focus:** “EFL Teacher Trainees’ Engagement and Perspectives in Reading Activities Through Literature Circle: A Narrative Study”

1. Can you tell us a little about your academic journey to becoming a prospective English teacher student
2. What motivated you to choose this study program and how did your interest in reading and literature develop?
3. How did you feel when you first learned about Literature Circle?
4. What is your motivation for getting involved in Literature Circle activities?
5. What is your experience in selecting and determining reading materials that are suitable for use in literary circles? Are there any specific criteria you keep in mind?
6. How do you prepare for a Literature Circle session?
7. How often do you participate in Literature Circle?
8. What role do you typically take on in a Literature Circle (e.g., discussion leader, note taker, etc.)? explain!
9. Can you explain the group dynamics in the Literature Circle? How do your group members interact and work together?

10. Was there a particular moment in Literature Circle that made you feel particularly engaged or connected to the text you were reading? Can you tell me more?
11. What do you enjoy most about being involved in Literature Circle?
12. How do you feel engaged in Literature Circle activities while reading collaboratively with your peers/group?
13. How has involvement in the Literature Circle affected your reading and text analysis skills?
14. Do you feel that Literature Circle has influenced your teaching methods?  
If yes, how?
15. What are your views on the effectiveness of Literature Circles in improving students' reading skills?
16. How do you think Literature Circle helps in building students' critical thinking and analysis skills?
17. Do you notice a difference in your own engagement and comprehension compared to other reading methods?
18. What is the biggest challenge you face while participating in Literature Circle? How do you overcome these challenges?
19. Have you ever had difficulty expressing your opinion or understanding the views of other members? How do you solve it?
20. Can you tell me about a situation in Literature Circle where you had to work harder to actively engage or understand a text?

21. If you could change one aspect of your Literature Circle experience, what would you change and why?
22. How do you see your experience with Literature Circle influencing your professional future as an English teacher?
23. Is there anything else you would like to add about your experience or perspective on Literature Circle that we haven't covered?

## Appendix 2

### Transcript of Interview

#### **Question one**

Researcher : *Bisakah Anda ceritakan sedikit tentang perjalanan akademik Anda hingga menjadi mahasiswa calon guru bahasa Inggris?*

Can you tell us a little about your academic journey to becoming a prospective English teacher?

Teacher trainees 1 : *Perjalanan akademik saya di awali dengan memasuki paud ketika umur 5 tahun kemudian masuk SD di umur 6 tahun tanpa melalui TK. Karena masih menggunakan sistem NEM atau pasinggrid untuk memasuki sekolah maka hasil pasinggrid saya cukup untuk masuk ke SMP N 1 Banjaran. Di SD saya aktiv mengikuti ekskul Pramuka hingga menjuarai Lt 1&2 setelah masuk SMP saya mengikuti ekskul silat (Perisai diri) karena kebijakan sekolah membebaskan siswa kelas 9 dari ekskul jadi di kelas 9 saya free tidak mengikuti ekskul apapun karena fokus untuk berbagai macam ujian. Bermula dari anjuran untuk mengikuti les bahasa inggris di kelas 8 tapi saya menolak karena tidak mau mengganggu waktu ekskul dan ketika*

kelas 9 sudah tidak mengikuti ekskul saya disuruh les bahasa inggris padahal saya menginginkan bimbel untuk persiapan ujian. Tapi singkat cerita saya mengikuti les bahasa inggris dan nilai UNBK mapel bahasa inggris berada di angka 6. Selanjutnya saya menagih janji untuk melanjutkan sekolah ke pesantren karena waktu kelulusan SD saya ingin ke pesantren tapi belum di izinkan dengan alasan masih cukup kecil. Akhirnya di izinkan ke pesantren dan mulai menjadi anak SMA di pondok pesantren Manahijul Huda Rajapolah Tasikmalaya. Saya mengambil jurusan IPA padahal waktu itu nilai UNBK IPA saya berada di angka 4. Kecil sekali memang tapi karena saya ingin seperti dr. Zakir naik maka saya berani mengambil resiko. Singkat cerita saya selalu berdo'a ingin menjadi divisi bahasa di pondok pesantren seperti Kaka kelas saya yang bisa berbahasa inggris dan arab padahal saya tidak menyukai bahasa inggris dari sejak SD, lagi<sup>2</sup> karena dr. Zakir naik membuat saya bersemangat mempelajari bahasa inggris. Hingga akhirnya saya terpilih menjadi anggota OSAMA (Organisasi Santri Manahijul Huda) dengan jabatan divisi bahasa. Maa syaa Allah sekaliii :) dari kelas 10 menginginkan dan akhirnya di kelas 11 Allah kabulkan :) Allah tau waktu yg tepat untuk kita :). Di divisi bahasa

*belum sampai pada tahap bahasa inggris karena kebetulan dulunya pesantren salafiyah jadi saya mempunyai program mengubah bahasa daerah menjadi bahasa nasional, mengingat ada banyak santri yg bukan dari daerah Jawa barat saja. Akhir kelas 12 ternyata pondok pesantren kita bekerja sama dengan Institut Dari Qur'an dan STMIK antar bangsa Tanggerang (Ust Yusuf Mansur) dan saya mengambil keputusan untuk masuk ke STMIK dengan prodi Si karena itu keputusan keluarga juga. Tapi ternyata Allah berkehendak lain. Umu (istri pimpinan umum pondok pesantren) memberikan penawaran dan rekomendasi kuliah untuk mengambil jurusan pendidikan bahasa inggris. Singkat cerita saya ambil penawaran dan rekomendasi dari umu dengan segala macam pertimbangan karena kuliah ini semuanya di tanggung oleh beliau. Maasyaa Allah :'). Dan akhirnya saya kuliah di Universitas Galuh dengan jurusan pendidikan Bahasa Inggris. Tapi masih aga deg²an karena masih jauh dari kata bisa berbahasa inggris :( . Masih on going sepertinya :). Mohon arahannya kang supaya saya bisa berbahasa inggris dan bisa berbagai macam accents seperti native speaker nya.*

My academic journey began by entering preschool when I was 5 years old, then entering elementary school at the age of 6 years without going through kindergarten. Because I still use the NEM or pasinggrid system to enter school, my pasinggrid results are enough to enter SMP N 1 Banjaran. In elementary school, I actively participated in the Scout extracurricular until I won the 1st & 2nd Lt. After entering junior high school, I took part in the silat (self-shielding) extracurricular because the school policy exempted grade 9 students from extracurriculars, so in grade 9 I was free not to take any extracurriculars because I was focused on various kinds of exams. It started with the suggestion to take English lessons in grade 8 but I refused because I didn't want to disturb my extracurricular time and when in grade 9 I didn't take extracurriculars I was told to take English lessons even though I wanted tutoring to prepare for the exam. But long story short, I took English lessons and the UNBK score for English was at number 6. Next, I asked for a promise to continue my studies at an Islamic boarding school because when I graduated from elementary school I wanted to go to a boarding school but it wasn't allowed because I was still small enough. Finally he was allowed to go to Islamic boarding school and started as a high school

student at the Manahijul Huda Rajapolah Tasikmalaya Islamic boarding school. I majored in science even though at that time my UNBK science score was 4. It was very small, but because I wanted to be like Dr. Zakir rose then I dared to take the risk. Long story short, I always prayed that I wanted to be in the language division at an Islamic boarding school like my classmate who could speak English and Arabic even though I didn't like English since elementary school, again because Dr. Zakir Naik made me enthusiastic about learning English. Until finally I was elected as a member of OSAMA (Manahijul Huda Santri Organization) with the position of language division. Maa syaa Allah :) since 10th grade I wanted it and finally in 11th grade Allah granted it :) Allah knows the right time for us :). In the language division, we haven't reached the English language stage yet because coincidentally, I used to be a Salafiyah Islamic boarding school, so I have a program to change regional languages into national languages, considering that there are many students who are not just from West Java. At the end of grade 12, it turned out that our Islamic boarding school was collaborating with the Institute of the Qur'an and STMIK between Tanggerang nations (Ust Yusuf Mansur) and I made the decision to enter

STMIK with the Si study program because that was the family's decision too. But apparently God had other plans. Umu (wife of the general manager of the Islamic boarding school) provided a college offer and recommendation to major in English education. Long story short, I took the offer and recommendation from the general with all kinds of considerations because this lecture was all under his responsibility. Maa shaa Allah :'). And finally I studied at Galuh University majoring in English education. But I'm still a bit nervous because I'm still far from being able to speak English :( Still on going it seems :). Please give me guidance so that I can speak English and can speak various accents like a native speaker.

Teacher           *Sejak kecil, saya sudah menyukai Bahasa Inggris karena*  
 trainee 2 :       *sering bermain game berbahasa Inggris. Saya menyadari*  
                   *bahwa bahasa ini sangat bermanfaat dan memiliki*  
                   *jangkauan luas. Karena itu, saya memilih untuk mendalami*  
                   *Bahasa Inggris di perguruan tinggi. Meskipun awalnya*  
                   *saya tidak terpikir untuk menjadi guru, saya melihat banyak*  
                   *peluang dan manfaat dalam menguasai bahasa ini.*

Since childhood, I have liked English because I often played games in English. I realized that this language is

very useful and has a wide reach. Therefore, I chose to study English in college. Although I didn't initially think about becoming a teacher, I saw many opportunities and benefits in mastering this language.

### **Question two**

Researcher : *Apa yang memotivasi Anda memilih program studi ini dan bagaimana minat Anda terhadap membaca dan literatur berkembang??*

What motivated you to choose this study program and how did your interest in reading and literature develop?

Teacher                   *Motivasi saya memilih program studi bahasa inggris ini*  
 trainees 1   : *karena saya ingin seperti dr. Zakir naik, ustazah Haifa Younis, ustaz Yousef estate yang bisa menyebarkan agama Islam ke berbagai penjuru dunia. Minat membaca dan Literature berkembang sangat tinggi sekali karena banyak pelajaran yang saya dapatkan dari bacaan tersebut*

My motivation for choosing this English study program was because I wanted to be like Dr. Zakir Naik, Ustadzah Haifa Younis, Ustadz Yousef Estate who can spread Islam to

various corners of the world. My interest in reading and literature has developed very high because I have learned many lessons from reading it

Teacher : *Sejak kecil, saya sudah menyukai Bahasa Inggris karena sering bermain game berbahasa Inggris. Saya menyadari bahwa bahasa ini sangat bermanfaat dan memiliki jangkauan luas. Karena itu, saya memilih untuk mendalami Bahasa Inggris di perguruan tinggi. Meskipun awalnya saya tidak terpikir untuk menjadi guru, saya melihat banyak peluang dan manfaat dalam menguasai bahasa ini.*

Since childhood, I have liked English because I often played games in English. I realized that this language is very useful and has a wide reach. Therefore, I chose to study English in college. Although I didn't initially think about becoming a teacher, I saw many opportunities and benefits in mastering this language.

### **Question three**

Researcher : *Bagaimana perasaan Anda saat pertama kali mempelajari Lingkaran Sastra?*

How did you feel when you first learned about Literature Circle?

Teacher trainees 1 : *Perasaan saya ketika pertama kali mempelajari literature circle cukup menarik karena membuat kelas lebih hidup, pembelajaran lebih kolaboratif, mendorong keaktifan siswa. Literature circle lebih fokus ke siswa karena mereka memiliki peran dan tanggung jawab sendiri. Mereka bisa meningkatkan pemikiran kritis dan dapat memperkaya pengalaman belajar.*

My feeling when I first learned about literature circles was that it was quite interesting because it made the class more alive, learning more collaborative, and encouraged student activity. Literature circles focus more on students because they have their own roles and responsibilities. They can improve critical thinking and can enrich the learning experience.

Teacher trainee 2 : *Saat pertama kali mengetahui tentang Lingkaran Sastra, saya tertarik dan sedikit bersemangat. Konsep mendiskusikan sastra dalam kelompok kecil sepertinya merupakan cara yang bagus untuk memperdalam pemahaman saya tentang teks dan berbagi perspektif dengan teman-teman saya.*

When I first learned about Literature Circles, I was intrigued and a bit excited. The concept of discussing literature in a small group setting seemed like a great way to deepen my understanding of texts and share perspectives with my peers.

#### **Question four**

Researcher : *Apa motivasi Anda mengikuti kegiatan Lingkaran Sastra?*

What is your motivation for getting involved in Literature Circle activities?

Teacher           *Banyak sekali alasan atau motivasi kenapa saya mengambil*  
trainee 1 :       *metode literature circle:*

- a. *Siswa dapat meningkatkan pemahaman teks melalui diskusi kolaboratif.*
- b. *Siswa dapat meningkatkan keterampilan berfikir kritis.*
- c. *Meningkatkan keterampilan komunikasi dan interaksi sosial melalui diskusi.*
- d. *Menciptakan kelas yang aktif dalam pembelajaran.*
- e. *Menumbuhkan empati dan kesadaran budaya melalui perbedaan sudut pandang.*

There are many reasons or motivations why I took the literature circle method:

- a. Students can improve their understanding of texts through collaborative discussions
- b. Students can improve critical thinking skills
- c. Improve communication skills and social interaction through discussions
- d. Creating a class that is active in learning
- e. Foster empathy and cultural awareness through differing points of view

Teacher           *Motivasi saya berasal dari keinginan untuk meningkatkan*  
trainee 2 :       *kemampuan analitis dan memperluas pemahaman saya tentang berbagai karya sastra. Saya juga menikmati aspek kolaboratif dari Lingkaran Sastra, karena memungkinkan adanya interpretasi yang beragam dan diskusi yang hidup.*

My motivation comes from a desire to improve my analytical skills and broaden my understanding of different literary works. I also enjoy the collaborative aspect of Literature Circles, as it allows for diverse interpretations and lively discussions.

### **Question five**

Researcher : *Bagaimana pengalaman Anda dalam memilih dan menentukan bahan bacaan yang cocok digunakan di kalangan sastra? Apakah ada kriteria khusus yang Anda ingat?*

What is your experience in selecting and determining reading materials that are suitable for use in literary circles?

Are there any specific criteria you keep in mind?

Teacher                   *Dalam menentukan bahan bacaan yang cocok diperlukan*  
 trainee 1   : *beberapa pertimbangan seperti:*

- a. Memilih buku yang menarik bagi siswa. Perhatikan usia, minat dan tingkat membaca mereka juga tema yang dapat meningkatkan keterlibatan.*
- b. Teks bacaan yang dapat memperkaya diskusi juga dapat membantu siswa mengembangkan pemahaman yang lebih luas.*
- c. Memperhatikan panjangnya teks bacaan.*
- d. Sesuaikan teks bacaan dengan tujuan pembelajaran.*
- e. Memilih teks bacaan yang dapat diambil pelajarannya dalam kehidupan sehari – hari.*

In determining suitable reading material, several considerations are needed, such as:

- a. Choose books that are interesting to students. Pay attention to their age, interests and reading level as well as themes that can increase engagement.
- b. Reading texts that can enrich discussions can also help students develop broader understanding.
- c. Pay attention to the length of the reading text.
- d. Adapt the reading text to the learning objectives.
- e. Choose reading texts from which lessons can be learned in everyday life.

Teacher           *Dalam memilih bahan bacaan, saya biasanya mencari teks*  
 trainee 2 :     *yang menarik dan kaya konten. Misalnya cerita bawang merah dan bawang putih yang pernah saya pakai. Saya lebih menyukai karya yang menawarkan makna berlapis dan dapat memicu diskusi mendalam. Saya juga mempertimbangkan minat dan tingkat membaca rekan-rekan saya untuk memastikan bahwa setiap orang dapat berpartisipasi secara bermakna.*

In selecting reading materials, I typically look for texts that are both engaging and rich in content. For example: bawang merah bawang putih story that ive been used. I prefer works

that offer multiple layers of meaning and can prompt in-depth discussions. I also consider the interests and reading levels of my peers to ensure that everyone can participate meaningfully.

### **Question six**

Researcher : *Bagaimana Anda mempersiapkan sesi Lingkaran Sastra?*

How do you prepare for a Literature Circle session?

Teacher           *Pertama saya membuat kelompok yang terdiri dari 7 orang,*  
 trainee 1        *: membagikan peran kepada setiap orang, menjelaskan tugas yang harus mereka kerjakan, memberikan waktu kepada mereka untuk mengerjakan tugas tersebut, diskusi untuk sharing hasil bacaan, kemudian evaluasi dari hasil pembelajaran melalui literature circle*

First, I created a group consisting of 7 people, distributed roles to each person, explained the task they had to do, gave them time to do the task, had a discussion to share the results of the reading, then evaluated the learning outcomes through a literature circle.

Teacher           *Saya mempersiapkan diri dengan membaca secara menyeluruh teks yang ditugaskan dan membuat catatan tentang tema-tema utama, karakter, dan bagian-bagian*  
 trainee 2        *:*

*yang menarik bagi saya. Saya juga menyiapkan beberapa pertanyaan diskusi dan memikirkan kemungkinan jawaban serta perspektif yang dapat dikemukakan selama sesi.*

I prepare by thoroughly reading the assigned text and making notes on key themes, characters, and passages that stood out to me. I also prepare a few discussion questions and think about possible answers and perspectives to bring up during the session.

### **Question seven**

Researcher : *Seberapa sering Anda berpartisipasi dalam Lingkaran Sastra?*

How often do you participate in Literature Circle?

Teacher           *Baru sekali saya praktik literature circle dan itu memegang*  
 trainee 1       *: 3 peran sekaligus karena beberapa alasan seperti kurangnya anggota dalam kelompok literature circle kita, tidak ada yang mau mengambil 2 peran. tapi, saya mendapatkan metode yang luar biasa bermanfaat dalam hal kegiatan membaca*

This is the first time I have practiced literature circles and it was holding 3 roles at once due to several reasons such as the lack of members in our literature circle group, no one wanted to take on 2 roles. However, I found an extraordinarily useful method in terms of reading activities

Teacher           *Hanya sekali dalam seumur hidup. Tapi saya tahu*  
 trainee 2 :       *lingkaran sastra bagus untuk dimanfaatkan.*

Just once in a life. But I can tell literature circle is good to be used.

### **Question eight**

Researcher :   *Di Lingkaran Sastra Anda pernah mengalami, apa pekerjaan/peran Anda? Tolong jelaskan!*

In Literature Circle you have ever experience, what was your job/role? Please explain!

Teacher           *Saya mengambil 3 peran dalam praktik literature circle.*  
 trainee 1 :       *Pertama saya menjadi Discussion director untuk mengatur jalannya literature circle, conector untuk mengaitkan pelajaran yang ada dalam teks tersebut ke kehidupan nyata dan yang terakhir character captain yaitu menjelaskan sifat dari satu persatu tokoh dalam cerita tersebut.*

I took on 3 roles in the literary circle practice. Firstly, I was the discussion director to organize the literary circle, the connector for the lesson sessions in the text to real life and finally the character Captain, namely explaining the characteristics of one by one the characters in the story.

Teacher           *Saya telah mengambil peran sebagai ilustrator. Saya*  
 trainee 2 :     *senang mengilustrasikan beberapa bagian cerita. Menggambarkan peristiwa-peristiwa yang ada dalam cerita itu terjadi di dunia nyata.*

I have taken on the role of illustrator. I enjoy illustrating some parts of the story. Describing when some event that held in the story happened in our real world.

### **Question nine**

Researcher :     *Bisakah Anda menjelaskan tentang dinamika kelompok dalam Literature Circle? Bagaimana anggota kelompok Anda berinteraksi dan bekerja sama?*

Can you explain the group dynamics in the Literature Circle? How do your group members interact and work together?

Teacher           *Awalnya mereka slowrespon apalagi ketika saya sudah*  
trainee 1 : *double job dan memerlukan satu orang lagi yang double*  
*job. Tapi setelah syaa memutuskan untuk triple job*  
*akhirnya yang lain ikut list job. Short story saya yang*  
*mencari dan saya menjelaskan apa yg harus mereka*  
*lakukan :) tapi ketika GMeet semuanya berjalan dengan*  
*lancar Alhamdulillah :) setidaknya mereka masih ada*  
*waktu untuk bisa praktek Literature circle:)*

At first they were slow to respond, especially when I had a double job and needed another person to do a double job. But after I decided to do triple jobs, finally others joined the job list. The short story was that I was looking for it and I explained what they had to do :) but when GMeet everything went smoothly Alhamdulillah :) at least they still had time to practice Literature circle :)

Teacher           *Dalam kelompok kami, interaksi berlangsung secara*  
trainee 2 : *kolaboratif. Setiap anggota saling berbagi pandangan dan*  
*ide, dan kami bekerja sama untuk memahami teks lebih*  
*baik.*

In our group, interactions take place collaboratively. Each member shares views and ideas, and we work together to understand the text better.

### **Question ten**

Researcher : *Apakah ada momen tertentu dalam Literature Circle yang membuat Anda merasa sangat terlibat atau terhubung dengan teks yang dibaca? Bisa Anda ceritakan lebih lanjut?*

Was there a particular moment in Literature Circle that made you feel particularly engaged or connected to the text you were reading? Can you tell me more?

Teacher                   *Ya ketika saya menjadi discussion director karena saya*  
 trainee 1 : *mendengarkan dengan seksama setiap apa yang disampaikan oleh rekan<sup>2</sup> saya. Ketika saya menjadi connector story yang menghubungkan cerita dengan kehidupan asli itu membeikan kita pelajaran yang sangat berharga. Mengetahui karakter dari setiap peran yang ada di dalam cerita membuat kita berfikir seperti "kita tidak boleh seperti itu tapi kita harus seperti ini"*

Yes, when I became a discussion director because I listened carefully to everything my colleagues said. When I become a story connector who connects stories with real life it teaches us very valuable lessons. Knowing the character of each role in the story makes us think like "we shouldn't be like that but we should be like this"

Teacher            *Ya. Ada satu momen dalam Literature Circle yang benar-trainee 2 : benar membuat saya merasa sangat terhubung dengan teks yang dibaca. Ketika kami membahas klimaks dari cerita "Bawang Merah Bawang Putih", di mana konflik antara kedua saudara ini mencapai puncaknya, saya merasa benar-benar terlibat.*

Yes. There was one moment in Literature Circle that really made me feel very connected to the text I was reading. When we discussed the climax of the story "Bawang Merah Bawang Putih", where the conflict between the two brothers reached its peak, I felt really involved.

### **Question eleven**

Researcher : *Apa yang paling Anda nikmati saat terlibat dalam Lingkaran Sastra?*

What do you enjoy most about being involved in Literature Circle?

Teacher           *Mendengarkan orang lain bercerita, berinteraksi dengan*  
 trainee 1   : *teman yang lainnya terutama siswa yang pendiem dapat berkomunikasi dengan baik, mengetahui pandangan yang berbeda, dll*

Listening to other people telling stories, interacting with other friends, especially quiet students who can communicate well, know different views, etc.

Teacher           *Apa yang paling saya nikmati adalah kesempatan untuk*  
 trainee 2   : *terlibat dalam diskusi bermakna dan belajar dari rekan-rekan saya. Pertukaran ide dan perspektif merangsang secara intelektual dan menyenangkan.*

What I enjoy most is the opportunity to engage in meaningful discussions and learn from my peers. The

exchange of ideas and perspectives is both intellectually stimulating and enjoyable.

### **Question twelve**

Researcher : *Bagaimana perasaan Anda terlibat dalam kegiatan Lingkaran Sastra sambil membaca secara kolaboratif dengan teman/kelompok Anda?*

How do you feel engaged in Literature Circle activities while reading collaboratively with your peers/group?

Teacher                   *Seru karena dapat mendengar orang lain bercerita tapi,*  
 trainee 1   : *jika kelompok nya memiliki keterbatasan anggota dan tidak ada yang mau double job maka mau tidak mau saya yang mnegambil job tersebut. At least seru sekali.*

It's fun because you can hear other people's stories, but if the group has limited members and no one wants to do double jobs, then like it or not, I'll take the job. At least it's very exciting.

Teacher                   *Saya merasa sangat terlibat selama kegiatan Lingkaran*  
 trainee 2   : *Sastraa karena lingkungan kolaboratif mendorong saya untuk berpikir lebih kritis dan kreatif terhadap teks. Mendengar sudut pandang yang berbeda membantu saya*

*melihat materi dengan cara baru dan memperdalam pemahaman saya.*

I feel highly engaged during Literature Circle activities because the collaborative environment encourages me to think more critically and creatively about the text. Hearing different viewpoints helps me see the material in new ways and deepens my understanding.

### **Question thirteen**

Researcher : *Bagaimana keterlibatan dalam Lingkaran Sastra memengaruhi keterampilan membaca dan analisis teks Anda?*

How has involvement in the Literature Circle affected your reading and text analysis skills?

Teacher  
trainee 1 : *Setelah saya melakukan literature circle itu cukup mempengaruhi keterampilan membaca dan analisis teks karena pemikiran kritis kita menjadi terasah dan lebih semangat dalam belajar karena banyak teman yang membersamai.*

After I did the literature circle, it had quite an impact on my reading and text analysis skills because our critical thinking became sharper and we were more enthusiastic about learning because we had lots of friends with us.

Teacher                   *Keterlibatan dalam Lingkaran Sastra telah meningkatkan*  
 trainee 2 :           *keterampilan membaca dan analisis teks saya secara signifikan. Mendiskusikan literatur dengan teman-teman telah membantu saya memperhatikan detail yang mungkin saya lewatkan dan mengajari saya untuk mendekati teks dari sudut pandang yang berbeda.*

Involvement in Literature Circles has significantly improved my reading and text analysis skills. Discussing literature with friends has helped me notice details I might have missed and taught me to approach texts from different angles.

#### **Question fourteen**

Researcher : *Apakah Anda merasa Lingkaran Sastra mempengaruhi metode pengajaran Anda? Jika ya, bagaimana caranya?*

Do you feel that Literature Circle has influenced your teaching methods? If yes, how?

Teacher            *Sepertinya iya. Saya belum merasakannya karena belum*  
 trainee 1 : *mencoba menerapkan literature circle dalam*  
*pembelajaran. Metode pembelajaran akan lebih terasa*  
*menyenangkan jika semua siswa telah pandai berbahsa*  
*inggris. Berbeda halnya jika mereka lack dalam bahasa*  
*inggris maka guru harus lebih ekstra dalam*  
*mengajarkannya.*

Looks like yes. I haven't felt it because I haven't tried applying literature circles in learning. The learning method will be more enjoyable if all students are fluent in English. It's different if they are deficient in English then the teacher has to be more extra in teaching it.

Teacher            *Ya, Lingkaran Sastra telah mempengaruhi metode*  
 trainee 2 : *pengajaran saya dengan menyoroti pentingnya*  
*pembelajaran kolaboratif. Sekarang saya melihat*  
*manfaatnya dengan mengizinkan siswa memimpin diskusi*  
*dan belajar satu sama lain, yang saya rencanakan untuk*  
*diterapkan di kelas saya sendiri.*

Yes, Literature Circles have influenced my teaching methods by highlighting the importance of collaborative learning. I now see the value in allowing students to lead

discussions and learn from each other, which I plan to incorporate into my own classroom

### **Question fifteen**

Researcher : *Apa pandangan Anda mengenai efektivitas Lingkaran Sastra dalam meningkatkan keterampilan membaca siswa?*

What are your views on the effectiveness of Literature Circles in improving students' reading skills?

Teacher  
trainee 1 : *Lingkaran Sastra dianggap sangat efektif dalam meningkatkan keterampilan membaca siswa karena dapat meningkatkan keterlibatan dan motivasi siswa, memperdalam pemahaman karena mereka bisa berbagi pemikiran, mengembangkan keterampilan berfikir kritis, meningkatkan keterampilan komunikasi.*

Literature Circles are considered very effective in improving students' reading skills because they can increase student engagement and motivation, deepen understanding because they can share thoughts, develop critical thinking skills, improve communication skills.

Teacher  
trainee 2 : *Saya yakin Lingkaran Sastra sangat efektif dalam meningkatkan keterampilan membaca siswa. Mereka*

*mendorong membaca aktif, berpikir kritis, dan analisis mendalam, yang semuanya penting untuk mengembangkan kemampuan membaca yang kuat.*

I believe Literature Circles are highly effective in improving students' reading skills. They encourage active reading, critical thinking, and in-depth analysis, all of which are essential for developing strong reading abilities.

### **Question sixteen**

Researcher : *Menurut Anda bagaimana Literature Circle membantu dalam membangun kemampuan berpikir kritis dan analisis siswa?*

How do you think Literature Circle helps in building students' critical thinking and analysis skills?

Teacher            *Ada 5 cara untuk membangun kemampuan berpikir kritis trainee 1      :    dan analisis siswa:*

- a. Mengajak siswa untuk melakukan diskusi mendalam.*
- b. Siswa mendengarkan dan mempertimbangkan pandangan teman - teman mereka.*

- c. Mengajak siswa untuk mengajukan pertanyaan kritis tentang teks.
- d. Menganalisis karakter tokoh, menghubungkan teks dengan dunia nyata.
- e. Siswa membanun dan menyusun argumen yang logis dan berdasarkan bukti.

There are 5 ways to build students' critical thinking and analysis skills:

- a. Invite students to have in-depth discussions.
- b. Students listen and consider the views of their friends.
- c. Invite students to ask critical questions about the text.
- d. Analyze the characters, connecting the text with the real world.
- e. Students build and organize arguments that are logical and based on evidence.

Teacher : *Lingkaran Sastra mempromosikan pemikiran kritis dan analisis dengan mendorong siswa untuk menggali lebih dalam teks dan mempertimbangkan interpretasi yang berbeda. Diskusi kelompok mendorong siswa untuk membenarkan pendapat mereka dan mempertimbangkan*

*sudut pandang alternatif, yang meningkatkan kemampuan analitis mereka.*

Literature Circles promote critical thinking and analysis by encouraging students to delve deeper into texts and consider different interpretations. The group discussions push students to justify their opinions and consider alternative viewpoints, which enhances their analytical abilities.

### **Question seventeen**

Researcher : *Apakah Anda melihat perbedaan dalam keterlibatan dan pemahaman Anda dibandingkan dengan metode membaca lainnya?*

Do you notice a difference in your own engagement and comprehension compared to other reading methods?

Teacher            *Ya, Lingkaran Sastra sering kali menunjukkan perbedaan*  
trainee 1        : *yang signifikan dalam keterlibatan dan pemahaman siswa*  
                    *dibandingkan dengan metode membaca lainnya. Berikut*  
                    *beberapa perbedaannya:*

*1. Keterlibatan Aktif*

- *Lingkaran Sastra: Siswa lebih aktif terlibat karena mereka berpartisipasi dalam diskusi kelompok, mengambil peran, dan berbagi pemikiran mereka. Ini membuat mereka merasa lebih bertanggung jawab atas pembelajaran mereka sendiri.*

- *Metode Membaca Tradisional: Siswa cenderung lebih pasif, hanya membaca teks dan menjawab pertanyaan secara individu tanpa banyak interaksi.*

## 2. Pemahaman yang Mendalam

- *Lingkaran Sastra: Diskusi mendalam dan pertukaran ide membantu siswa memahami teks secara lebih menyeluruh. Mereka mengeksplorasi berbagai interpretasi dan makna yang mungkin tidak mereka pikirkan sendiri.*

- *Metode Membaca Tradisional: Pemahaman sering terbatas pada interpretasi individu tanpa kesempatan untuk membandingkan atau menguji pemahaman mereka dengan orang lain.*

## 3. Pengembangan Keterampilan Sosial dan Komunikasi

- *Lingkaran Sastra: Siswa mengembangkan keterampilan komunikasi dan kerja sama karena mereka harus mendengarkan, berbicara, dan bekerja sama dengan teman-teman mereka.*

- *Metode Membaca Tradisional: Interaksi sosial terbatas, dan fokus lebih pada pemahaman individu daripada kolaboratif.*

#### *4. Keterlibatan Emosional*

- *Lingkaran Sastra: Siswa lebih terlibat secara emosional karena mereka dapat menghubungkan teks dengan pengalaman pribadi mereka dan mendiskusikan reaksi emosional mereka terhadap cerita.*

- *Metode Membaca Tradisional: Keterlibatan emosional seringkali kurang karena kurangnya interaksi dan diskusi yang mendalam.*

#### *5. Motivasi dan Minat*

- *Lingkaran Sastra: Keterlibatan dalam diskusi kelompok dan peran aktif dalam proses pembelajaran meningkatkan motivasi dan minat siswa terhadap membaca.*

- *Metode Membaca Tradisional: Motivasi mungkin lebih rendah karena pendekatan yang lebih pasif dan kurangnya interaksi sosial.*

#### *6. Pengembangan Berpikir Kritis dan Analitis*

- *Lingkaran Sastra: Siswa didorong untuk berpikir kritis dan menganalisis teks secara mendalam, yang mengembangkan keterampilan analitis mereka.*

- *Metode Membaca Tradisional: Analisis teks mungkin lebih dangkal dan terbatas pada pertanyaan pemahaman dasar.*

*Secara keseluruhan, Lingkaran Sastra cenderung lebih efektif dalam meningkatkan keterlibatan, pemahaman mendalam, dan pengembangan keterampilan sosial serta berpikir kritis dibandingkan dengan metode membaca tradisional. Ini menjadikan Lingkaran Sastra sebagai pendekatan yang lebih holistik dan integratif dalam pembelajaran literatur.*

Yes, Literature Circles often show significant differences in student engagement and comprehension compared to other reading methods. Here are some of the differences:

#### 1. Active Engagement

- Literature Circles: Students are more actively engaged as they participate in group discussions, take roles, and share their thoughts. This makes them feel more responsible for their own learning.

- Traditional Reading Method: Students tend to be more passive, just reading the text and answering questions individually without much interaction.

#### 2. Deep Understanding

- Literature Circles: In-depth discussions and exchange of ideas help students understand texts more thoroughly. They explore various interpretations and meanings that they may not have thought of themselves.

- Traditional Reading Methods: Comprehension is often limited to individual interpretation without the opportunity to compare or test their understanding with others.

### 3. Development of Social and Communication Skills

- Literature Circle: Students develop communication and cooperation skills as they have to listen, talk, and collaborate with their peers.

- Traditional Reading Methods: Limited social interaction, and focus is more on individual rather than collaborative understanding.

### 4. Emotional Engagement

-Literature Circles: Students are more emotionally engaged because they can relate the text to their personal experiences and discuss their emotional reactions to the story.

- Traditional Reading Methods: Emotional engagement is often lacking due to a lack of interaction and in-depth discussion.

### 5. Motivation and Interest

- Literature Circle: Involvement in group discussions and an active role in the learning process increases students' motivation and interest in reading.

- Traditional Reading Methods: Motivation may be lower due to a more passive approach and lack of social interaction.

## 6. Development of Critical and Analytical Thinking

- Literature Circle: Students are encouraged to think critically and analyze texts in depth, which develops their analytical skills.

- Traditional Reading Methods: Text analysis may be more superficial and limited to basic comprehension questions.

Overall, Literature Circles tend to be more effective in increasing engagement, deep understanding, and developing social and critical thinking skills compared to traditional reading methods. This makes Literature Circles a more holistic and integrative approach to learning literature.

Teacher : *Ya, saya melihat perbedaan yang signifikan dalam keterlibatan dan pemahaman saya ketika berpartisipasi dalam Lingkaran Sastra dibandingkan dengan membaca sendirian. Diskusi kolaboratif membantu saya memahami*

*teks secara lebih menyeluruh dan membuat saya lebih terlibat dalam materi.*

Yes, I noticed a significant difference in my engagement and understanding when participating in a Literature Circle compared to reading alone. Collaborative discussions helped me understand the text more thoroughly and made me more engaged in the material.

### **Question eighteen**

Researcher : *Apa tantangan terbesar yang Anda hadapi saat berpartisipasi dalam Literature Circle? Bagaimana Anda mengatasi tantangan tersebut?*

What is the biggest challenge you face while participating in Literature Circle? How do you overcome these challenges?

Teacher                    *Terbatasnya kosakata yang dimiliki, mengatasinya dengan*  
 trainee 1 : *cara menyiapkan kamus bahasa inggris dan Indonesia,*  
*menanyakan kepada guru atau teman yang lainnya*

Limited vocabulary, overcome this by preparing English and Indonesian dictionaries, asking teachers or other friends

Teacher            *Tantangan terbesar adalah memahami istilah-istilah  
trainee 2 : khusus dan konsep yang baru. Saya mengatasinya dengan  
membaca lebih banyak referensi terkait dan berdiskusi  
dengan teman-teman untuk memperjelas konsep yang sulit.*

The biggest challenge is understanding special terms and new concepts. I overcome this by reading more related references and discussing with friends to clarify difficult concepts.

#### **Question nineteen**

Researcher : *Apakah Anda pernah merasa kesulitan dalam menyampaikan pendapat atau memahami pandangan anggota lain? Bagaimana Anda mengatasinya?*

Have you ever had difficulty expressing your opinion or understanding the views of other members? How do you solve it?

Teacher            *Kesulitan saya ketika menyampaikan pendapat atau  
trainee 1 : memahami pandangan anggota lain dalam penggunaan  
bahasa Inggrisnya. Karena mungkin terbatasnya kosa kata  
yang saya miliki jadi ketika mau menyampaikan pendapat  
atau memahami pandangan orang lain saya kebingungan.*

*Cara mengatasinya bisa dengan memperbanyak tabungan kosa kata.*

I have difficulty expressing my opinion or understanding the views of other members in their use of English. Because maybe my vocabulary is limited, so when I want to express my opinion or understand other people's views, I am confused. The way to overcome this can be by increasing your vocabulary savings.

Teacher           *Ya, terkadang saya kesulitan menyampaikan pendapat atau*  
trainee 2 :       *memahami pandangan anggota lain. Saya mengatasinya dengan lebih banyak mendengarkan, meminta klarifikasi, dan berlatih mengartikulasikan ide saya dengan lebih jelas dan terstruktur.*

Yes, sometimes I have difficulty expressing my opinion or understanding the views of other members. I overcome this by listening more, asking for clarification, and practicing articulating my ideas with more clarity and structure.

### **Question twenty**

Researcher : *Bisakah Anda ceritakan tentang suatu situasi di Literature Circle di mana Anda harus bekerja lebih keras untuk terlibat aktif atau memahami teks?*

Can you tell me about a situation in Literature Circle where you had to work harder to actively engage or understand a text?

Teacher                   *Ketika mendengarkan kesimpulan karena itu hasil dari*  
 trainee 1    : *proses kita mengerjakan Literature circle*

When you hear the conclusion because it is the result of our process of working on the Literature circle

Teacher                   *Ada situasi ketika teks yang kami baca sangat kompleks dan*  
 trainee 2    : *saya merasa kesulitan memahami konteksnya. Saya harus bekerja lebih keras dengan membaca ulang bagian-bagian yang sulit, melakukan riset tambahan, dan aktif bertanya dalam diskusi untuk mendapatkan pemahaman yang lebih baik.*

There were situations when the text we were reading was very complex and I found it difficult to understand the context. I had to work harder by rereading difficult

passages, doing additional research, and actively asking questions in discussions to gain a better understanding.

### **Question twenty one**

Researcher : *Jika Anda bisa mengubah satu aspek dari pengalaman Literature Circle Anda, apa yang akan Anda ubah dan mengapa?*

If you could change one aspect of your Literature Circle experience, what would you change and why?

Teacher            *Tidak ada*

trainee 1    :

Theris isn't any

Teacher            *Jika saya bisa mengubah satu aspek, saya akan lebih*

trainee 2    : *banyak melibatkan siswa yang mungkin lebih pemalu atau kurang percaya diri dalam diskusi. Ini akan membantu menciptakan lingkungan yang lebih inklusif dan memastikan semua siswa merasa didengar.*

If I could change one aspect, I would engage more students who may be shyer or less confident in discussions. This will help create a more inclusive environment and ensure all students feel heard.

### **Question two**

Researcher : *Bagaimana Anda melihat pengalaman Anda dengan Literature Circle mempengaruhi masa depan profesional Anda sebagai guru bahasa Inggris?*

How do you see your experience with Literature Circle influencing your professional future as an English teacher?

Teacher  
trainee 1 : *Pengalaman saya ketika menjalankan Literature circle memberikan saya metode yang berharga untuk menjadi guru bahasa inggris yang lebih efektif dan bersemangat (profesional). Saya berkomitmen untuk menciptakan lingkungan belajar yang interaktif, menarik, dan menantang bagi siswa saya. Dari Literature circle secara tidak langsung melihat bagaimana siswa memimpin, menyampaikan pendapat, menganalisis, berdebat secara konstruktif, memperbanyak pengalaman dari cerita orang lain*

My experience when running a Literature circle gave me a valuable method to become a more effective and enthusiastic (professional) English teacher. I am committed to creating an interactive, engaging, and challenging learning environment for my students. From the Literature

circle, you can indirectly see how students lead, express opinions, analyze, debate constructively, gain experience from other people's stories

Teacher      *Pengalaman dengan Literature Circle mempersiapkan saya*  
trainee 2 :    *untuk menjadi guru bahasa Inggris yang lebih efektif dan inovatif. Saya akan menggunakan pendekatan ini untuk mendukung siswa dalam pengembangan keterampilan membaca dan analisis kritis.*

My experience with Literature Circle prepared me to be a more effective and innovative English teacher. I will use this approach to support students in the development of critical reading and analysis skills.

### **Question twenty three**

Researcher : *Apakah ada hal lain yang ingin Anda tambahkan mengenai pengalaman atau perspektif Anda tentang Literature Circle yang belum kita bahas?*

Is there anything else you'd like to add about your experience or perspective on Literature Circle that we haven't covered?

Teacher            *Ada satu aspek penting tentang Literature circle yaitu*  
trainee 1 : *sebagai jembatan antara teks dan kehidupan nyata,*  
*mendorong siswa untuk menghubungkan teks dengan*  
*pengalaman pribadi mereka,*

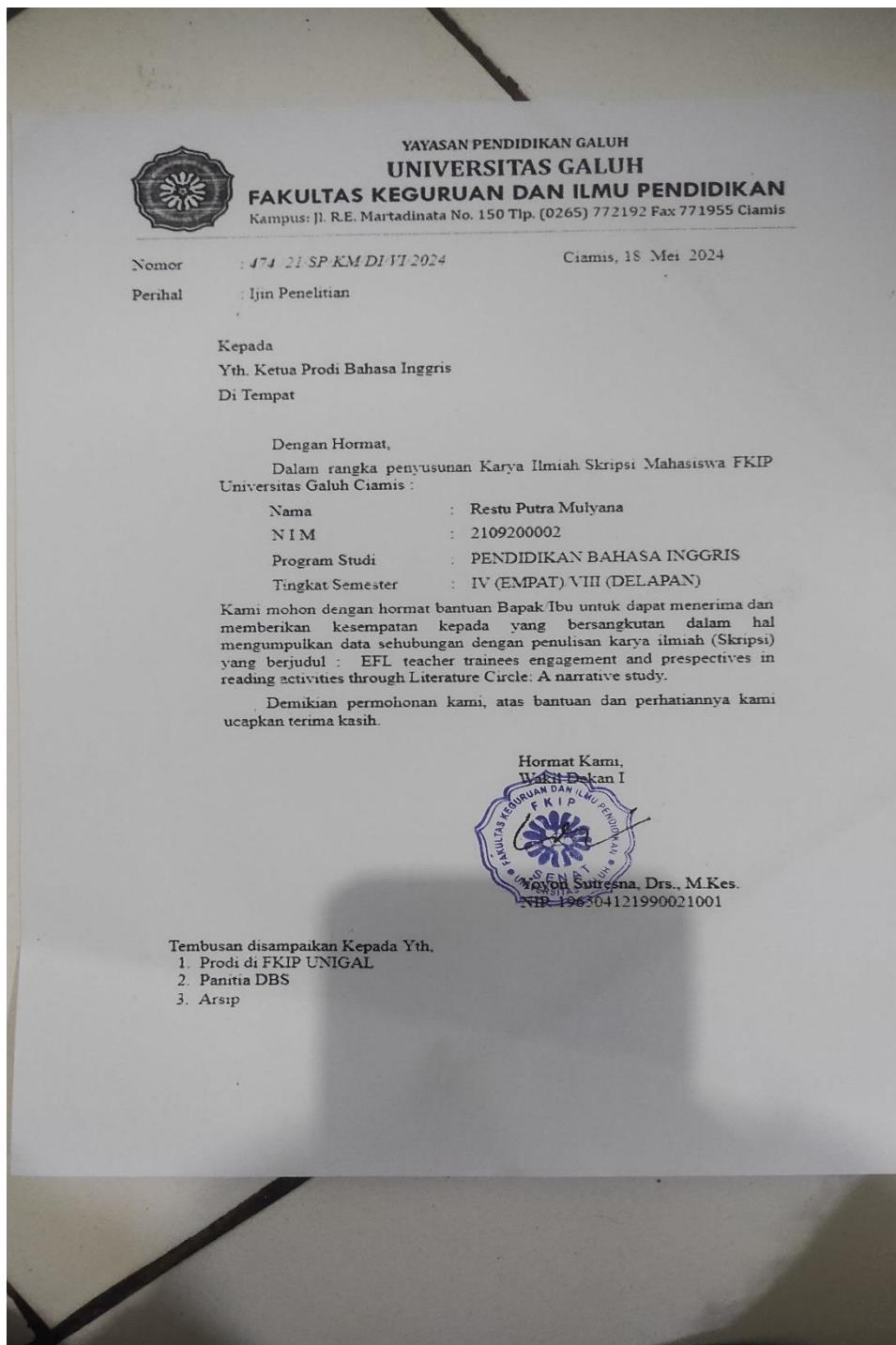
There is one important aspect about Literature circles, namely that they act as a bridge between text and real life, encouraging students to connect texts with their personal experiences,

Teacher            *Saya ingin menekankan bahwa Literature Circle bukan*  
trainee 2 : *hanya tentang membaca teks, tetapi juga tentang*  
*membangun keterampilan sosial, pemikiran kritis, dan*  
*komunikasi yang sangat berharga bagi siswa. Hal ini dapat*  
*menciptakan lingkungan belajar yang dinamis dan*  
*memuaskan bagi semua.*

I want to emphasize that Literature Circle is not just about reading texts, but also about building social, critical thinking, and communication skills that are invaluable to students. This can create a dynamic and satisfying learning environment for all.

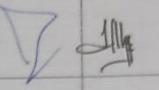
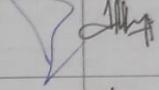
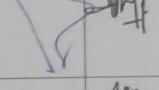
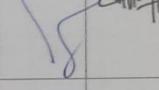
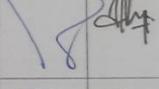
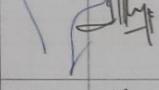
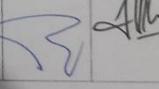
### Appendix 3

#### Surat Izin Penelitian



## Appendix 4

### Kegiatan Bimbingan Penelitian dan Penulisan Skripsi

No	Waktu		Pembimbing 1	Pembimbing 2	Paraf Pemb. 1	Paraf Pemb. 2
	Tanggal	Jam	Topik Bimbingan	Topik Bimbingan		
1	23/04 2024	11.30	Check Title Title	Check The Title		
2	24/04 2024	12.27	Check chapter 1	Check chapter 1		
3	25/04 2024	11.30	Re-Check chapter 1	Re-Check Chapter 1		
4	25/05 2024	09.00	Check chapter 2	Check chapter 2		
5	30/05 2024	13.00	Check chapter 3	Re-Check chapter 3		
6	04/06 2024	09.00	Check Chapter 4	Check chapter 4		
7	22/06 2024	11.30	Re-Check chapter 4	Re-Check chapter 4		
8	1/07 2024	09.00	Check Chapter 5	Check chapters 5 and Abstract		

## Appendix 5

CV

## **PERSONAL DATA**

Full name : Restu Putra Mulyana

Place, date of birth : Tasikmalaya, 27 october 2001

Gender : Male

## Religion : Islam

Address : Jl. Cipatat RT/RW 005/005 Kp. Cipatat, Ds. Kertanegla, Kec. Bojonggambir, Tasikmalaya, West Java



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E-mail : restuputram15@gmail.com

## **EDUCATIONAL BACKGROUND**

No	Educational Level	Majoring	Status	Graduate
1	SDN Cimapag		State	2014
2	SMPN 1 Bojonggambir		State	2017
3	SMA Nurul Wafa	Science Program	Privet	2020
4	Galuh Universitiy Ciamis	English Education program	Privet	2024