ENGLISH TEACHER'S PERSPECTIVE : ONLINE LITERATURE CIRCLES STRATEGY TO ENHANCE YOUNG LEARNER'S VOCABULARY ENGAGEMENT

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Abstract
The purpose of the present study was to investigate teachers perceptions of their experiences with online literature circles across young learner at age 8-12 years old. Data gained from five English teachers from different schools and having experience minimum 3 months in teaching English. Data analysis was conducted primarily using qualitative descriptive. The discussion found that online literature circles has been used by some teachers although the implementation did not run as the principle. In addition online literature circles has potential enhance students vocabulary engagement due to group discussion activities and teachers observation. However, young learner should emphasize more chances to make them more familiar with discussion and reading material.
Keywords *:online literature circles, teachers perspectives, vocabulary engagement*

INTRODUCTION

The emerge and advancement in technology and information since the beginning in the millennium era has brought about great changes in part of human life. One of the aspects of life most greatly impacted by the changes and advancements is education. It is also considered as the most powerful weapon to improve the quality of life, both spiritually and physically. Indonesia, through the decree of the Ministry of Education and Culture in collaboration with the Board of National Standards of Education, has launched a modified curriculum to face this new era and the 21st Century, called Independent Curriculum (Aditomo et al., 2022). It aims of finds of students unique potential and emphasize the principle of independent learning.

Independent curriculum uses technology becomes a driving companion for teachers for realizing Pancasila Students and supports teachers to teach, learn, and work better. As is known, the 21st Century education basically covers the 4C's: Communication, Critical thinking, Collaboration, and Creativity (Istaryaningtyas et al., 2021; Rizki & Fahkrunisa, 2022). In fact, Indonesian students' competence in facing the 21st Century is still far from satisfactory; their scores in international standardized tests have not shown good results so far.

Since 2016 the Indonesian government has started off a program, the so-called 'School Literacy Movement' (*Gerakan Literasi Sekolah*) with three-phase action, namely, Phase 1, where

students are firstly introduced to reading habit, refers to Reading for Habit Formation in which students are trained to read a non-subject matter reading material in 15 minutes prior to class session daily. After reading has become a habit, schools are to conduct Phase 2 with Developmental Reading where they are encouraged to make a brief summary of what they have already read. Phase 3 is the Subject- Matter-Based Reading in which students are triggered to read more subject-matter based reading materials (Sampelolo & Kombong, 2022).

Vocabulary knowledge occupies a crucial position in the process of second language learning. Myriads of attempts have been made to assist learners to solve the challenges facing to vocabulary learning. However, doubts remain over their effectiveness in enhancing learners' vocabulary comprehension and production (Song, 2011). During the language learning process, young learners are quick to learn vocabulary, slower to learn structures. Fun activities can help establishing the relationship between the words to other lexical items so that a vocabulary network is built up (Ashraf, Ghaneimotlagh & Salami, 2014).

LCS is a suitable strategy to be used with young learners, considering the facts that according to Piaget, there are several reasons as follows: (1) children at the age of 7 up to 11 years old have accomplished 'performing operation' meaning that they are able to carry out such tasks as combining, separating, composing, folding and multiplying; (2) they learn how to practice high order thinking like deductive/inductive thinking, analyzing, and synthesizing; (3) they are able to think abstractly and reflectively; and (4) they can solve problems. These are supported by Kohlberg postulating that (1) the children 's development of cognitive reasoning at this age is focused on cognitive reasoning enabling them to think critically; and (2) therefore, they start learning their surroundings, and differentiating fiction and non-fiction world (Chou, 2022; Giri et al., 2018).

Due to the low level of literacy of Indonesian lower secondary school students, it is indispensable to train literacy competence earlier, therefore, this study is then conducted to experiment LCS to promote young learners' critical reading in order to empower their high order thinking skills like inferring, formulating hypothesis, making judgements and writing a summary. This was empirically that disclosing that through their experiment the subjects in the experiment group achieved higher score in peer discussion compared to those of the control

group, but the two groups reached the same competence in comprehending the content course of Social Studies (Su & Huei Wu, 2016).

The characteristics of young learners could be categorized such as: First, children are developing conceptually. They develop their way of thinking from the concrete to the abstract thing. Children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what schools provide for them. Second, children are still developing. They are developing common skill such as turn talking and the use of body language. Third, young children are very egocentric. They tend to resolve around themselves. And forth, children get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities. While cognition is the mental activity and behavior that allows us to understand the world, it includes the functions of learning, perception, memory, and thinking; and it is influenced by biological, environmental, experimental, social, and motivational factors. Knowledge and understanding of children's cognition have to be built in teachers' mind in order to give them useful and meaningful intake during the process of their learning. And, it is surely yes, then, the children will get great outcomes (Alemi & Haeri, 2020).

In case of vocabulary engagement, young learners can pose some particular challenges for how this engagement should best be built into the process of teaching and learning in order for it to be seen as a positive experience. Some of the qualities that any assessment tool or method should address if aimed at young learners. For example, a feature of young learners often emphasized is that they have comparatively short attention spans. Therefore, any strategy of vocabulary engagement will need to combine assessing enough material to form a good judgement of the learner's knowledge with concision, so the judgment is not affected by the learner disengaging from the task.

Moreover, there were some studies that proves reader need more attention and strategies that relies on students motivation to read more texts in advance. The students learn to began literature circles gradually, they were motivated enough to improve their reading comprehension skills (Kamal, 2019). In the other research, readers more cautious and pay attention to literature combined e-book reading with other technologies, resources, or activities. For example, students

who employed a new e-book interface that features thinking maps and a question answering mechanism on the same page, acquired more vocabulary and understood the story structure better than students who did not do reading. The thinking maps and question answering mechanism stimulated the students to reflect on the reading content and helped them understand the reading content more effectively (Al-jarf, 2021; Sharma, 2022). These study found that readers need to be persuaded by some strategy that involve students gather with other students. Besides, there as little or no examination about young learner engagement in literature circles strategy and vocabulary engagement through the English teaching and learning process.

METHOD

This research used qualitative approach. How English teachers conceive of the literature circles strategy in young learner toward young learners vocabulary engagement and its effect on English teaching was investigated. The participants were 4 English teachers coming from three different elementary school and one junior high school students . In each of those schools, they have different period of times in teaching English. The authors categorized that the teachers minimum should have three months for teaching English. To gather this data, the participants were asked several questions through in-depth interview and observation. From eight types questions in the interview, the kinds of questions raised in the interview were about insight, experience and attitude, opinion and strategy, and vocabulary engagement. For example, "What do you know about online literature circles strategy?", "What is the differences between classroom literature circles and online literature circles? ", "Can you mention the example of online literature circles strategy activity for young learner?", "Can you explain how you implement online literature circles strategy in your class ?", and so forth. The result of interview were analyzed using Miles and Huberman model by which the data were, reduced, displayed and verified (Miles & Huberman, 2014).

The objective of this research is to explore whether online literature circles strategy could enhance young learner vocabulary engagement due to the development of ICT in current situation. This discovery has two implication; the first is the how online literature circles implemented in young learners classroom. The strategy of the roles in literature circle was the best choice to overcome students self-centered and won't interact with others. Also, in the process of making tasks, the use of applications such as WhatsApp for keeping in touch with the

groups is required. This indicates, the role in the literature circle strongly encourages students to have a sense of responsibility, and it makes them active so as to encourage other friends to be active in the discussion as well (Ferdiansyah et al., 2020).

Second, this research want to analyze whether students gain vocabulary engagement toward online literature circles strategy. Young learner may have many perception and imaginary thinking skills as their growth. Teachers as the guide and partner of English teaching and learning should make the students more brave and active. From small group discussion activities, students could have sharing their opinion through each other.

RESULT/FINDING

English Teacher Perspective About Online Literature Circles Strategy

As mentioned before in the introduction, once the discussion circles have begun, the teacher's role reverts to one of quiet but attentive observation (Haeroni & Gailea, 2017; Mukadimah & Sahayu, 2021). It is up to the particular teacher to decide what he or she will be observing, and this may alter for each discussion. It may be desirable to observe individual role performance and interaction or each group as a whole. It may be that the teacher observes language usage, focuses on turn taking, or procedural concerns, for example.

Teachers have so many perspectives toward literature circles, although literature circles strategy have been adapted since while ago. Some teachers has their description to talked about online literature circles.

P1"*Literature circles is sharing and discussion activities that happened during online media*"

P2: "*Literature circles is kind of difficult strategy to use*"

P3: "*Literature circles is small reading group discussion*"

P4: "*Literature circles is kind of strategy that inquired a group of students to read a book/text, the goals are to get information and enrich vocabularies*"

Regarding from the data above, three of them were aware of online literature circles strategy. Meanwhile one of the teachers unconscious whether she ever knew or applied online literature circles in the classroom.

Differences About Literature Circles Strategy and Online Literature Circles Strategy

Besides, about the question about differences between classroom literature circles and online literature circles, the teachers also had different perspective and explanation such as;

P1: "*In classroom literature circles we can do a face-to-face interaction with the students, which we can discuss the task directly and know the problems happened while practicing the strategy. in the online literature circles, we do the task without meet in person but we still can held a discussion in online meeting, it also become more interactive if we use some tools such video/animation to make the students interest*"

P2: "*Classroom literature circles is the teacher meet up in the classroom with the students, If online literature circles, the teacher teach in during usually the teacher need application as Zoom, google room etc.*"

P3: "*The first one is done in the classroom which students are face to face. The online is could done with any online thing like WhatsApp, google classroom, games and any online media*"

P4: "*The use of different media. Classroom LC is done in direct interaction of face to face, while online LC is using online media.*"

From the data above, many teachers could differentiate between online literature circles strategy and classroom literature circles strategy. The teachers were aware because they had been applied classroom literature circles before. Besides, they also giving explanation about media that they have been used in online literature circles strategy, two of them use YouTube and WhatsApp. The others use of website and Zoom (meeting conference)

Online Literature Circles Strategy Implementation

Next question, the teachers also being asked their experience in implementing online literature circles.

P1: "*I give a students task, and make some group. Each group will be given different text and they will discussed it through group. Then, they will find difficult word and find the meaning together*"

P2: "*I usually teach use YouTube as the media of teaching and learning process. Then she will ask if there's any question via WhatsApp group, if not the teachers give the students*"

P3: " *I ask them to play a game then memorize the vocabulary*"

P4: "*I used let's read application as the media of online story, then discussed it via Zoom meeting*"

From the data above, the teachers meet the learning activities and expose how they employed online literature circles strategy. Although there's one teacher that did not implied

literature circle activity by making small group discussion. Besides, the question talking about online literature circles affected students vocabulary engagement.

P1: "*After online literature circles strategy, they can remember some new words, but after few days they forgot it*"

P2: "*My students response is very happy when the first meeting in the classroom literature circles strategy because they can interact with their friends*"

P3: "*The students are exciting because the media I used displayed the picture so they can discussed and guess the meaning together*"

P4: "*They feel enjoy when the progress happened in the classroom*"

From the data above, every teachers has their own experience on adapting literature circles. Lastly, there were teachers observation whether the students gained vocabulary engagement for each level of grade of students through period of time.

P1: "*I have been adapted literature circles for a month, during my observation, they can remember daily vocabulary but after few times, they would forget it*"

P2: "*Two months, but on and off. They can directly mention part of body, family and topic that we learned that day*"

P3: "*I've been used one year but its depend on the material. The students sometimes get to know the vocabulary but then forget it*"

P4: "*About a month. I just applied it when it suitable to the material, the students very enjoy but they only knew 1-3 vocabulary after that class*"

From the data above, it can be concluded that the online literature circles strategy committed as the strategy to use students confidence in reading. Additionally, the teachers focused on the small discussion group and the application of online media needed during English teaching and learning.

DISCUSSION

After the researcher analyze the interview from teachers perspective, there are two consideration through the data analysis.

Online Literature Circles Strategy

From the finding of this research, teachers perspective of online literature circles strategy was important matter in teaching and learning activities. In line with two teachers opinion about

online literature circles strategy as strategy that used small discussion group as their partner to talk within English classroom.

P1"*Literature circles is sharing and discussion activities that happened during online media*"

From the data above, it showed that three of the teacher has been widely known about the principle of literature circles strategy to used. Although there is one teacher giving perception about literature circles were difficult strategy to used in the classroom. For many of the teachers in this study, this meant witnessing what students can do with books and in peer-led conversations. It also meant a rejuvenation for authentic texts and instruction beyond required district-mandated literacy activities (Certo et al., 2010).

Regarding for some issues, the differences between online literature circles and classroom literature circles has been explained. All the teachers in data were agree that they need media to use in online literature circles, such as WhatsApp, Zoom, Website etc. in the process of English learning in teaching. Children of all grade levels and abilities can participate in literature circles. There may exist misconceptions among school administrators and faculty about who benefits from collaborative learning and what children can do with text (Certo et al., 2010; Pires Pereira & González Riaño, 2018).

Students who were in 8-12 years old, still categorized as young learner. Make a group at such young age, was a big challenge for teachers. However, the students still managed to The students could share their imagination beyond their capability. Moreover, young learner tend to have much talked and activities based on their feelings.

P1: "*I give a students task, and make some group. Each group will be given different text and they will discussed it through group. Then, they will find difficult word and find the meaning together*"

Due the data above, the teachers was the story readers. The group that had interactive story readers tended to have better interactions during their reading images activity. If adult literature circles adapted with the statement of fact, agreement, agree and expands, offer suggestions, point of view, positive procedural, and justification with an anecdote. Young learner engaged simple instruction by teachers to read and began discussion monitored by students. Although they did not dominantly contribute, they help the interaction more engaging (Pradita, 2022). The use of online media such as YouTube, website, WhatsApp and others in literature circles strategy tend

believed to make the learning progress more easier than ever. The interaction was mainly about task chairing. Further, the teachers has role check on the progress of the other online literature circle members. At this moment, online literature circles has meet the goals to make students more easier to read and build connection to others students.

Young Learner's Vocabulary Achievement

Regarding to the finding, the progress through online literature circles goals to enhance students vocabulary achievements. Through each meetings, students observed whether the students have improved their vocabulary achievement or not. It was in line with the data below;

P2: "*My students response is very happy when the first meeting in the classroom literature circles strategy because they can interact with their friends*"

The data above claimed that through the process, students very exciting to have online literature circles. They tend like to have a chat together and doing something fun with their friends. Besides, due to result of teachers observation, young learner gave vocabulary engagement In line with teachers perspective.

Similarly, young learners' cognate awareness was linked to reading engagement. Our finding that the relationship between word knowledge and cognate status increased with age in the meaning recognition test is also in line with previous research (Venegas, 2018).

P2: "*Two months, but on and off. They can directly mention part of body, family and topic that we learned that day*"

From the data above, we can conclude that learner have some progress due to online literature circles strategy. Despite of young the progress on the vocabulary engagement. However, there were differences in terms of how teachers developed and learned to implement the approach may not counted as professional instructor in vocabulary engagement. Education and experience, coupled with professional development and a learner- centered classroom seem to matter. So, although these teachers had never participated in professional development on literature circles, they came to project with a "witnessed" about good literacy instruction (Venegas, 2018; Wilar, 2022). Consequently, these teachers offered a diversity of choice of teaching material to their students across a variety of genres-informational, narrative and poet- and with characters representing means on simple words even sentences.

CONCLUSION

Regarding to all issues in discussion, online literature circles has been gradually adapted into some schools especially for young learner. Based on this study objectives, the procedure of literature circles did not run as the principles of there are role such as leader of discussion, literary assistant, vocabulary enricher and checker. The teachers implemented simple instruction by divide them into such group then giving them instruction to do. In addition, researcher reviewed numerous related studies, related approached, related theories, including Vygotsky's cognitive development, literacy, literature circles, language and culture, intercultural communication, and children's literature. Moreover, researcher found that children's literature integrated literature circles, the invention strategy, could be an effective strategy to help develop intercultural awareness of students. In addition, young learner vocabulary engagement did not explained well by teachers. The vocabulary that they could not remember the vocabulary in long memory, hey just remembered it during the class. It indicate the implementation of literature circles should gradually in period of time. Media use on online literature circles strategy has been adapted well, ir proved many teachers has been use such media like YouTube, Zoom, WhatsApp, and website page as the source or media to use or ICT application.

Furthermore, the future research should do observation and gain the data from students perspective about online literature circles. The reading material should be measured and graded as the level of particular students. In addition, the data collection should be more widely and focused on specific grade of students.

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