

Students' Perceptions of the Literature Circles Method in English Learning at SMKN 1 Toraja Utara

Demma Palulun ^{1*}, Yizrel Nani Sallata ², Linerda Tulaktondok ³

¹ SMKN 1 Toraja Utara, Indonesia

^{2,3} Universitas Kristen Indonesia Toraja, Indonesia

* demmapalulun850@gmail.com

Abstract

This study investigates students' perceptions of the integration of Literature Circles as a strategy in English language learning among eleventh-grade students in the TKJ (Computer and Network Engineering) program at SMKN 1 Toraja Utara, Indonesia. Literature Circles are a student-centered approach where learners engage in small group discussions based on selected literary texts. This method aims to promote reading comprehension, encourage communication, foster collaborative learning, and develop critical thinking in a supportive environment. A total of 54 students participated in the study by completing a structured questionnaire consisting of 28 statements 14 positive and 14 negative related to their experiences with Literature Circles. The questionnaire was administered using a Likert scale format to quantify levels of agreement, allowing for a detailed analysis of student perceptions. The results show a predominance of positive student responses. More than 80% of the participants "strongly agreed" that Literature Circles positively impacted learning and personality (88.88%), improved communication with teachers (88.14%), encouraged meaningful peer interaction (86.66%), and enhanced reading comprehension (86.29%). Students also acknowledged the method's ability to build responsibility, motivation, and critical thinking. However, the study also uncovered key challenges, including perceptions of unclear teacher roles (78.14%), inconsistent evaluation practices (71.48%), and the marginalization of less confident or less proficient students (70.37%). Other concerns involved unstructured group discussions and difficulties in choosing appropriate texts, highlighting the importance of scaffolding and teacher facilitation. These findings suggest that while Literature Circles are generally effective in promoting engagement and language development, their implementation requires thoughtful planning, especially in vocational education settings where learner diversity and varying literacy levels are common. A balance between student autonomy and structured guidance is essential to optimize the learning outcomes of all participants.

Keywords: *Literature Circles, Student Perception, English Learning, Vocational Education, Collaborative Reading*

Introduction

Learning is a complex and dynamic process that emerges from the interaction among students, educators, and a variety of learning resources within a structured educational setting. It is not a static activity; instead, it continuously adapts to address the diverse needs of learners across different contexts. Learning is an intentional and goal-oriented effort that encompasses memory, cognitive functions, and the processing of information (Itirna & Widhiatama, 2023). In language education, particularly English as a foreign language (EFL), this process extends beyond the rote acquisition of grammar rules or vocabulary lists. It includes the development of

communicative competence, critical thinking, cultural awareness, and other soft skills that are essential for success in both academic and professional environments (Rahayu & Suryanto, 2021). English learning in schools, therefore, is not solely about mastering the linguistic code of the language. It encompasses a broader pedagogical mission helping students use the language as a tool for real-life communication, collaboration, and problem-solving (Almaiah et al., 2022). The learning process involves various interdependent components, students as active participants, teachers as facilitators, instructional materials as content sources, learning objectives as directional guides, and the classroom environment as the contextual space in which interaction and transformation occur (Kataja, 2018). Further underscores the importance of integrating activities such as responding to texts, revising ideas, and reflecting on experiences as part of the language learning cycle. These components, when effectively aligned, can foster deep and meaningful language acquisition (Onuoha et al., 2021).

Over the past few decades, the paradigm of language instruction has shifted from teacher-centered methods to more student-centered and participatory approaches (Bawanti & Arifani, 2021). One such approach gaining popularity in English language education is the use of Literature Circles a strategy that emphasizes collaborative reading, discussion, and interpretation of literary texts in small groups. Literature circles position students as co-constructors of meaning, encouraging them to take ownership of their learning by assigning specific roles such as discussion leader, summarizer, vocabulary finder, or connector (Bonsu & Koduah, 2023). Through this model, students are not passive recipients of information, but rather active contributors to a shared learning experience. Research has consistently demonstrated that literature circles offer a wide range of benefits for second-language learners (Shoufan, 2023). By creating a collaborative learning environment, literature circles promote authentic and meaningful discourse, allowing students to engage in deeper conversations about texts while simultaneously reducing language anxiety. As students participate in small, supportive groups, they become more comfortable expressing their thoughts and opinions, which in turn fosters greater confidence in using the target language (Simbolin & Carrol, 2015).

An important factor in the success of literature circles lies in the careful selection of reading materials. Choosing texts that are appropriate to students' proficiency levels and aligned with their interests not only sustains motivation but also ensures that reading tasks remain both challenging and accessible. Teacher guidance is equally crucial, as educators play a key role in scaffolding comprehension, facilitating discussions, and ensuring that all group members contribute meaningfully. Within this interactive framework, reading is transformed from a solitary task into a social and engaging experience, which has been shown to enhance reading comprehension, expand vocabulary, and improve oral communication skills (Albayati, 2023). Observed significant improvements in student engagement and overall language performance when literature circles were implemented in English as a Foreign Language (EFL) classrooms. These findings underscore the potential of literature circles as a pedagogical approach that combines linguistic development with social interaction, thereby addressing both the cognitive and affective needs of second-language learners (Yunita & Maisarah, 2020).

Despite the documented pedagogical advantages of literature circles, the existing body of research tends to focus primarily on their implementation in general or academic secondary schools, particularly in urban or high-achieving contexts (Ma, 2023). Far less attention has been given to the application of literature circles in vocational education settings, which have distinct learning goals, student demographics, and classroom cultures. Vocational students, who often prioritize practical and career-related skills over academic theory, may exhibit different motivations and responses to language learning strategies like literature circles. Their

perceptions, shaped by both their educational orientation and real-world aspirations, can significantly influence the effectiveness and sustainability of such instructional practices (Rahman, 2022).

Moreover, previous studies on literature circles have predominantly measured learning outcomes, such as test scores or observable performance improvements (Noah, 2018). While such data is valuable, it does not fully capture the subjective experiences, preferences, and emotional responses of the students themselves. Understanding how students perceive the use of literature circles their opinions, challenges, and sense of involvement can provide nuanced insights that are often overlooked in quantitative analyses (Moorhouse & Kohnke, 2021). This perspective is particularly critical in contexts where learner engagement and intrinsic motivation are essential for long-term language development. In light of these gaps, the present study seeks to explore in depth the perceptions of vocational high school students regarding the integration of literature circles into their English language learning. The research is situated at SMKN 1 Toraja Utara and focuses specifically on eleventh-grade students enrolled in the Teknik Komputer dan Jaringan (TKJ) program. This learner group presents a unique profile because they combine technical expertise in computer networking with the need to develop foundational language and communication skills that are increasingly essential in today's interconnected and globalized workforce. Unlike students in general academic tracks, vocational students often prioritize practical and job-oriented competencies over purely theoretical academic knowledge (Merta et al., 2023).

This tendency may influence their motivation, engagement, and response to instructional methods such as literature circles. By examining their perspectives, this study aims to capture not only their views on the benefits and challenges of this collaborative reading approach but also the ways in which it aligns or conflicts with their learning needs, career aspirations, and classroom culture. Such insights are expected to contribute to a more context-sensitive understanding of literature circle implementation and inform pedagogical strategies that are both linguistically and professionally relevant for vocational learners. This study offers novelty by extending the application of literature circles to the context of vocational education, specifically among eleventh-grade students in the Teknik Komputer dan Jaringan (TKJ) program at SMKN 1 Toraja Utara. Unlike most previous research, which has primarily examined literature circles in general or academic secondary schools, this study addresses a learner group with distinct educational orientations, practical skill priorities, and career-focused motivations. By exploring students' perceptions rather than solely measuring learning outcomes, the research provides richer, more nuanced insights into their engagement, preferences, and challenges in adopting this collaborative reading strategy. However, the study is limited by its focus on a single institution and a specific vocational program, which may restrict the generalizability of the findings to other educational settings. Additionally, as the data are based on self-reported perceptions, the results may be influenced by subjective biases, and further research incorporating multiple institutions and mixed methods would be beneficial for broader validation.

Method

This study employed a quantitative descriptive research design, selected for its suitability in systematically investigating and quantifying students' perceptions in a structured and objective manner. Quantitative descriptive research enables the researcher to present findings in numerical form, allowing for the identification of trends, frequencies, and patterns that emerge from the data. Such a design is appropriate when the aim is to collect factual information and summarize it through statistical analysis. Emphasizes that quantitative research involves data in

the form of numbers or measurable values, which can be processed statistically to produce reliable and verifiable conclusions (Sugiyono, 2015). In the context of the present study, this approach was essential for ensuring that students' perceptions of Literature Circles in English language learning could be measured, compared, and interpreted with a high degree of precision.

The research was conducted at SMKN 1 Toraja Utara, located in Tallunglipu, North Toraja Regency, South Sulawesi. This institution was selected as the research site due to its relevance to the study's focus on vocational education. The population comprised all eleventh-grade students enrolled in the Teknik Komputer dan Jaringan (TKJ) program, a group considered to have unique learning characteristics that combine technical expertise with the need for effective language and communication skills. The study used a total sampling technique, involving all 54 students in the class as participants. This method was chosen because the relatively small and manageable size of the population made it feasible to include every student, thereby minimizing sampling bias and ensuring that the results reflected the perspectives of the entire group.

Data were collected using a structured questionnaire, which served as the primary research instrument. The questionnaire was designed specifically to elicit students' perceptions of Literature Circles within their English learning experience. To ensure balanced representation, the items included both positive and negative statements. Each statement was evaluated using a five-point Likert scale with the following options: *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly Disagree*. The scoring followed a standard format, with higher scores corresponding to more favorable perceptions. The use of a Likert scale allowed the researcher to capture varying degrees of agreement or disagreement, providing a more nuanced understanding of student attitudes.

Following data collection, responses were compiled and analyzed through descriptive statistical techniques. Each item's frequency of responses was tabulated, and the corresponding percentage was calculated. The interpretation of results was based on percentage intervals, with the following classifications: 0–19.99% indicating *Very Low or Negative Perception*, 20–39.99% indicating *Low Perception*, 40–59.99% indicating *Moderate Perception*, 60–79.99% indicating *High or Positive Perception*, and 80–100% indicating *Very High or Strongly Positive Perception*. These clearly defined intervals enabled the researcher to categorize and interpret the data in a systematic and consistent manner.

To ensure methodological rigor, the questionnaire underwent a process of content validation by two experts in English language education, who reviewed the items for clarity, relevance, and alignment with the research objectives. A pilot test was also conducted with a small group of students outside the target population to identify any ambiguities or potential misunderstandings in the questionnaire. Feedback from the validation and pilot testing phases was incorporated to refine the instrument before full-scale implementation. This careful preparation was intended to enhance the validity, reliability, and replicability of the study, thereby ensuring that the results could provide a credible basis for understanding students' perceptions of Literature Circles in the context of vocational high school English language learning.

Results

This study aimed to investigate students' perceptions of the integration of Literature Circles in English language learning among eleventh-grade vocational students at SMKN 1 Toraja Utara. A total of 54 students from class XI TKJ participated in the survey by responding to a series of both positively and negatively framed statements. The use of a Likert scale enabled a quantifiable

analysis of their perceptions, revealing nuanced insights into the benefits and challenges of implementing Literature Circles in a vocational school setting.

Positive Perceptions of Literature Circles

The findings from Table 1 indicate an overwhelmingly positive response to the integration of Literature Circles. A striking majority of students “Strongly Agreed” with statements that recognized the method’s effectiveness in supporting both academic and interpersonal development. The top three statements with the highest levels of agreement were: 1) *Literature Circles positively impact learning and personality* (88.88%) 2) *Improve communication between teacher and students* (88.14%). 3) *Encourage meaningful student interaction and discussion* (86.66%).

Table 1. Summary of Students’ Positive Perceptions of Literature Circles

No	Statement	Percentage	Category
1	Literature circles positively impact learning and personality	88.88%	Strongly Agree
2	Improve communication between teacher and students	88.14%	Strongly Agree
3	Encourage meaningful student interaction and discussion	86.66%	Strongly Agree
4	Improve students’ comprehension skills	86.29%	Strongly Agree
5	Help understand texts through complete learning process	84.44%	Strongly Agree
6	Evaluation is collaborative between teacher and students	84.44%	Strongly Agree
7	Teacher is an effective facilitator	84.07%	Strongly Agree
8	Promote student responsibility for learning	82.98%	Strongly Agree
9	Group discussions increase student involvement	81.85%	Strongly Agree
10	Develop critical thinking skills	81.85%	Strongly Agree
11	Increase students’ reading motivation	81.11%	Strongly Agree
12	Discussions are based on students’ topics	77.40%	Agree
13	Allow students to choose their reading materials	74.07%	Agree
14	Adaptable to students’ reading habits and characteristics	72.22%	Agree

These results highlight students’ belief that Literature Circles offer more than a surface-level engagement with English texts. Rather, they see the strategy as one that contributes to their overall development as learners and communicators. These responses support previous literature, such as Tomlinson’s (1998) framework, which emphasized the value of structured, interactive learning experiences that connect cognitive and affective domains. The high percentages associated with *improved comprehension skills* (86.29%) and *collaborative evaluation* (84.44%) further reinforce the idea that Literature Circles promote deep learning and shared responsibility. Additionally, the belief that teachers served as *effective facilitators* (84.07%) and that the method *encouraged student responsibility* (82.98%) suggests that students recognized and appreciated the shift toward more autonomous and participatory learning environments. Another important dimension of positive perception can be found in the responses related to *critical thinking development* (81.85%) and *increased reading motivation* (81.11%). These findings indicate that Literature Circles may stimulate higher-order thinking skills and intrinsic motivation, essential components for lifelong learning and personal engagement with language study.

While most items received a “Strongly Agree” rating, the final three statements in the table *discussions are based on student-selected topics* (77.40%), *students choose their own reading materials* (74.07%), and *adaptability to student reading habits* (72.22%) fell into the “Agree” category. This slight dip in agreement suggests that while student autonomy is appreciated, it may not yet be fully actualized in the current classroom context. It is also possible that students felt uncertain or unprepared to fully navigate the responsibilities associated with topic and

material selection without more robust teacher support. Observation that while autonomy can motivate learners, it must be scaffolded appropriately to avoid confusion or disengagement.

Negative Perceptions of Literature Circles

Despite the overwhelmingly positive perception indicated in Table 1, Table 2 presents a more complex and balanced view of students' experiences by highlighting the challenges they encountered. Notably, none of the 14 negative statements received a "Strongly Agree" rating, yet all were marked with relatively high levels of agreement each above 60%. This demonstrates that while students generally support the Literature Circles approach, they are also aware of its limitations and inconsistencies in implementation.

Table 2. Summary of Students' Negative Perceptions of Literature Circles

No	Statement	Percentage	Category
1	Literature circles don't impact students' personalities	78.88%	Agree
2	The teacher's role is unclear	78.14%	Agree
3	No meaningful interaction among students	77.40%	Agree
4	Differences in students' characteristics hinder success	74.07%	Agree
5	Students with weak reading habits fall behind	73.70%	Agree
6	Poor communication with teachers	71.85%	Agree
7	Evaluation is inconsistent	71.48%	Agree
8	Inappropriate book choices by students	71.48%	Agree
9	Less confident students feel marginalized	70.37%	Agree
10	Students are not engaged enough to understand the text	68.88%	Agree
11	Discussion topics are often irrelevant	67.40%	Agree
12	Confusion over assignments	67.03%	Agree
13	Takes too much instructional time	66.29%	Agree
14	Group discussions are unstructured	62.96%	Agree

The highest concern was the statement that *Literature Circles do not impact students' personalities*, with 78.88% of students agreeing. This may indicate that while the method is perceived to foster academic improvement, it is not consistently viewed as transformational on a personal or character-building level. The implication here is that while collaborative learning is occurring, deeper reflective or emotional connections to the activity may be lacking. Other top concerns included *unclear teacher roles* (78.14%) and *lack of meaningful student interaction* (77.40%). These issues point to an absence of consistent facilitation and structured group dynamics. Literature Circles, by nature, rely on students managing discussions themselves, but without clear teacher support, some groups may flounder or become dominated by more confident individuals. Who emphasized the role of teachers in mediating gaps in understanding, particularly in second-language learning contexts. Responses also revealed systemic challenges related to student diversity and preparedness. Statements such as *differences in student characteristics hinder success* (74.07%) and *students with weak reading habits fall behind* (73.70%) suggest that while collaborative learning can be powerful, it is not equally beneficial for all learners.

These findings highlight the need for differentiated instruction and more intentional grouping strategies, where varying levels of proficiency and engagement are carefully balanced. Several logistical and instructional concerns also surfaced: *poor communication with teachers* (71.85%), *inconsistent evaluation* (71.48%), and *inappropriate book choices* (71.48%) suggest that students were unclear about expectations and outcomes. These are significant indicators of the need for more transparent evaluation criteria, structured guidelines for book selection, and more consistent teacher-student communication throughout the process. Additionally, social and emotional dynamics within group work emerged as a source of concern. The

agreement with statements such as *less confident students feel marginalized* (70.37%) and *students are not engaged enough to understand the text* (68.88%) shows that Literature Circles, when not closely monitored, risk excluding quieter or less confident learners. This reinforces the importance of teacher intervention and role rotation strategies to ensure equal participation. Finally, several responses pointed to practical barriers: *irrelevant discussion topics* (67.40%), *confusion over assignments* (67.03%), *the strategy takes too much instructional time* (66.29%), and *group discussions are unstructured* (62.96%). These concerns highlight the need for efficient classroom management and more carefully designed discussion protocols to ensure that the method does not detract from core instructional time or lead to off-task behavior.

Synthesis of Positive and Negative Trends

The juxtaposition of Tables 1 and 2 provides a layered understanding of student perceptions. On one hand, students clearly value the collaborative and communicative aspects of Literature Circles, affirming the method's potential to enhance engagement, comprehension, and motivation. On the other hand, they also recognize practical and structural challenges that limit its effectiveness, particularly when facilitation is unclear or when learners are not equally prepared. This dual pattern enthusiastic approval accompanied by critical concerns—reflects what describe as a “conditional positive perception.” That is, while the method is well-received in principle, its success depends heavily on contextual factors such as classroom structure, teacher involvement, peer dynamics, and instructional design (Muhlisin et al, 2022). Adds that perception is shaped not just by the learning method itself, but by students' prior experiences, self-efficacy, and classroom environment all of which appear to influence the perceptions recorded in this study (Matos, 2016). In conclusion, the data confirms that Literature Circles have strong potential as an English learning strategy in vocational settings. However, their implementation must be carefully managed to ensure that the experience is structured, inclusive, and tailored to the specific needs and capabilities of all learners.

Discussion

The findings of this study provide compelling evidence that Literature Circles are generally perceived as beneficial by eleventh-grade students in the TKJ program at SMKN 1 Toraja Utara. This perception aligns with Tomlinson's (1998) view of learning as a structured, interactive process, where students construct knowledge through meaningful engagement with instructional materials and their peers. In the context of English language learning, particularly in vocational high schools, such interactive strategies are crucial for fostering not only linguistic competence but also essential life skills such as critical thinking, communication, and teamwork. As indicated by the quantitative data in Table 1, a majority of students reported highly positive perceptions of the Literature Circles strategy. Specifically, 88.88% of students strongly agreed that Literature Circles contribute positively to both learning and personality development. Similarly high percentages were observed for communication improvement (88.14%), increased interaction (86.66%), and better comprehension (86.29%). These outcomes suggest that Literature Circles facilitate a shift from teacher-centered to student-centered learning, promoting active participation and collaborative construction of meaning. These findings echo previous studies by who found that Literature Circles provide a supportive peer environment that reduces language anxiety (Simbolin & Carrol, 2015). When learners are surrounded by peers with shared responsibilities and similar challenges, they are more likely to engage confidently and contribute to group discussions. This reduces the performance pressure often found in traditional

classroom settings and encourages risk-taking in language use a necessary condition for language acquisition.

Additionally, the study supports emphasis on the importance of autonomy and interest-driven learning. Students in this research appreciated being given the opportunity to choose discussion topics (77.40%) and reading materials (74.07%). These elements contribute to what term intrinsic motivation when learners feel ownership over their tasks, they are more motivated, focused, and committed to their learning goals. However, the relatively lower percentage of agreement in these areas, compared to more structured aspects like teacher support, suggests a nuanced reality. While autonomy is valued, it must be balanced with clear instructional guidance, especially in contexts where students are still developing independent learning habits. On the other hand, Table 2 reveals several concerns that warrant critical attention. A substantial number of students perceived limited personal development impact from Literature Circles (78.88%), unclear teacher roles (78.14%), and lack of meaningful interaction (77.40%). These findings signal a potential gap between the theoretical design of Literature Circles and their actual implementation in the classroom. Literature Circles rely heavily on student collaboration and self-direction, yet not all students are equally prepared for such independence. Without sufficient scaffolding, what is intended as collaborative may be perceived as disorganized or ineffective.

Moreover, the issues related to student diversity (74.07%) and poor reading habits (73.70%) emphasize the need for differentiated instruction. In vocational school contexts, learners often exhibit a wide range of English proficiency levels and reading interests. Some students may excel in group discussions and textual analysis, while others may struggle to decode even basic texts. Both argue that when students' learning needs are not met with appropriate support and adaptation, their perception of the activity tends to decline (Noviska et al, 2021). These findings imply that educators must take extra care in curating reading materials that are both accessible and engaging, and in designing group activities that allow all members to contribute meaningfully, regardless of their starting proficiency level. Another significant theme emerging from the data is the issue of classroom structure and teacher facilitation. Over 67% of students reported confusion during discussions and perceived the topics as irrelevant or unstructured. This may point to the need for clearer frameworks and expectations in implementing Literature Circles. While the model emphasizes student agency, it still requires the teacher's role to be active and strategic guiding, monitoring, and intervening when necessary. Without consistent structure and formative feedback, students may become disengaged, and the quality of discussions may deteriorate.

These findings are further supported by theoretical perspectives on student perception (Muhlisin et al, 2022). Define positive perception as a sustained alignment between the learner's cognitive framework and the learning experience. When such alignment is achieved as evidenced in the high agreement rates about comprehension, interaction, and communication positive perception flourishes. Student perception is shaped by a complex interplay of factors, including past academic experiences, classroom climate, peer dynamics, and individual readiness (Matos, 2016). This study reflects that complexity: while the dominant perception is favorable, a significant minority of students expressed dissatisfaction or confusion, highlighting the fragility of the method if not properly managed. The dual perception pattern revealed in this study one of strong appreciation and another of notable critique reflects a common challenge in educational innovation. Literature Circles, though promising, are not universally effective without adaptation to the local context. In vocational settings like SMKN 1 Toraja Utara, where students often have varied educational backgrounds, learning orientations, and literacy levels,

pedagogical strategies must be both flexible and intentional. Teachers must offer a scaffolded introduction to Literature Circles, ensure equitable role distribution, and consistently evaluate group dynamics and outcomes.

Furthermore, the findings have important implications for curriculum development in English language education. The integration of Literature Circles should not be treated as an isolated activity but rather as part of a broader pedagogical framework that values student voice, authentic communication, and contextual relevance. Literature Circles can serve as a platform for real-world language practice aligning well with the competency-based goals of vocational education if implemented with structure, support, and sensitivity to learner diversity. In summary, this study confirms that Literature Circles hold significant potential for enhancing English learning in vocational high schools. They promote comprehension, motivation, interaction, and autonomy key components of effective language acquisition. However, their success is not automatic; it requires strategic planning, teacher facilitation, and adaptability to the unique needs of the learner population. As vocational schools continue to seek pedagogical innovations that balance practicality with skill development, Literature Circles can offer a powerful, student-centered solution provided they are implemented with care and responsiveness.

Conclusion

The primary aim of this study was to investigate students' perceptions of the Literature Circles method in English language learning at SMKN 1 Toraja Utara, with a focus on its impact on comprehension, motivation, interaction, and critical thinking. The findings revealed that the majority of students hold positive perceptions toward the method, with the highest level of agreement reaching 88.88%. Students acknowledged that Literature Circles foster a more engaging and interactive learning environment, improve understanding of texts, encourage collaboration, and stimulate analytical thinking. These results indicate that the method aligns well with student-centered learning principles and can be effectively applied in vocational high school contexts. Despite these positive outcomes, several areas for improvement were identified. Some students expressed concerns regarding the unclear roles of teachers during the activity, inconsistencies in evaluation, and limited personal impact in certain cases. These issues highlight the importance of structured guidance and consistent facilitation to ensure optimal implementation of Literature Circles.

The implications of this study suggest that teachers should provide clear instructions, establish well-defined roles, and apply consistent assessment methods to maximize student engagement and learning outcomes. Integrating Literature Circles into vocational school curricula and teacher professional development programs could further enhance their effectiveness and applicability. However, this study is limited by its narrow scope, focusing solely on one school and a single department, which restricts the generalizability of the findings. Future research should consider broader and more diverse contexts, employing mixed methods to capture both quantitative and qualitative insights into students' experiences. Expanding the research scope could provide a more comprehensive understanding of the potential and challenges of implementing Literature Circles in various educational settings.

Acknowledgment

-

References

- Albayati, H. (2023). Investigating undergraduate students' perceptions and awareness of using ChatGPT as a regular assistance tool: A user acceptance perspective study. *Computers and Education: Artificial Intelligence*, 6, 100203.
- Almaiah, M. A., Alfaisal, R., Salloum, S. A., Hajjej, F., Thabit, S., El-Qirem, F. A., ... & Al-Marooof, R. S. (2022). Examining the impact of artificial intelligence and social and computer anxiety in e-learning settings: Students' perceptions at the university level. *Electronics*, 11(22), 3662. <https://doi.org/10.3390/electronics11223662>
- Bawanti, P. K. D., & Arifani, Y. (2021). The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 54-61.
- Bonsu, E., & Baffour-Koduah, D. (2023). From the consumers' side: Determining students' perception and intention to use ChatGPT in Ghanaian higher education. Available at SSRN 4387107. <https://doi.org/10.21203/rs.3.rs-2686760/v1>
- Itirna, I., & Widhiatama, D. A. (2023). Students' Perception on the Implementation of Literature Circle Activities in Extensive Reading Class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 3(3), 244-254. <https://doi.org/10.52690/jadila.v3i3.466>
- Kataja, R. (2018). The use of literature in the EFL classroom: Students' perception.
- Ma, L. (2023). Effects of literature circles activity on reading comprehension of L2 English learners: a meta-analysis. *Humanities and Social Sciences Communications*, 12(1), 1-12. [DOI:10.1057/s41599-025-04695-1](https://doi.org/10.1057/s41599-025-04695-1)
- Matos, J. F. (2016). Perception and cognition in education. *Educational Studies in Mathematics*, 93(1), 1-17. <https://doi.org/10.1007/s10649-016-9704-4>
- Merta, L. W. S., Ratminingsih, N. M., & Budasi, I. G. (2023). The integration of technology in English language teaching to stimulate students' critical thinking. *Language Circle: Journal of Language and Literature*, 17(2), 333-341. <https://doi.org/10.15294/lc.v17i2.39097>
- Moorhouse, B. L., & Kohnke, L. (2021). Responses of the English-language-teaching community to the COVID-19 pandemic. *RELC journal*, 52(3), 359-378. <https://doi.org/10.1177/00336882211053052>
- Muhlisin, M., Wahyuni, I., & Munadi, S. (2022). Students' perception of digital-based English learning. *Indonesian Journal of English Education*, 9(1), 12-25. <https://doi.org/10.15408/ijee.v9i1.23592>
- Noah, J. (2018). Cultivating responses from students through literature circle. *International Journal of Research in English Education*, 3(1), 1-10.
- Noviska, D., Fitria, T. N., & Rahmatillah, R. (2021). Exploring students' perception toward online literature circle in EFL classroom. *Journal of English Language Teaching and Linguistics*, 6(1), 131-145. <https://doi.org/10.21462/jeltl.v6i1.553>

- Onuoha, C. P., Garner, M. P., & Fenn III, N. E. (2021). Student perceptions of co-curricular activities on pharmacy education: A review. *Currents in Pharmacy Teaching and Learning*, 13(5), 576-584. <https://doi.org/10.1016/j.cptl.2021.01.017>
- Rahayu, E. L. R., & Suryanto, B. (2021). Literature Circles In Reading Class: Students' participation And Perception. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 65-77. <https://doi.org/10.22219/celtic.v8i1.16138>
- Rahman, A. (2022). The effect of literature circle on varied reading comprehension. *Journal of Teaching and Education for Scholars*, 1(1), 7-14.
- Shoufan, A. (2023). Exploring students' perceptions of ChatGPT: Thematic analysis and follow-up survey. *IEEE access*, 11, 38805-38818.
- Simbolin, N., & Carroll, M. (2015). Collaborative dialogue in literature circles: A sociocultural perspective. *Asian EFL Journal*, 17(4), 213-230.
- Sugiyono. (2015). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Yunita, D., & Maisarah, S. (2020). Students' perception on the use of literature circle technique. *Journal of English Language Teaching and Education*, 2(1), 45-52. <https://doi.org/10.31227/osf.io/v5bz9>