

**AN OBSERVATIONAL STUDY OF CLASSROOM DISCOURSE
DURING ONLINE LITERATURE CIRCLES**

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



Created by:

Astri Aprillia

18322092

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

2022

APPROVAL SHEET

**AN OBSERVATIONAL STUDY OF CLASSROOM DISCOURSE
DURING ONLINE LITERATURE CIRCLES**

By

Astri Aprillia

18322092



Approved on 02nd June, 2022

By

Supervisor:

Intan Pradita, S.S, M.Hum

NIP: 123220403

RATIFICATION SHEET

AN OBSERVATIONAL STUDY OF ONLINE LITERATURE CIRCLES DURING THE COVID-19 PANDEMIC

By

Astri Aprillia

18322092

Defended before the Head of Examiners on Friday, 17th June 2022, and

Declared Acceptable.

Board of Examiners

Chairperson : Intan Pradita, S.S., M.Hum

First Examiner : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D

Second Examiner : Irma Windy Astuti, S.S., M.Hum



Yogyakarta, June 20, 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia



Head of Department

Irma Windy Astuti, S.S., M.Hum.

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, June 02nd, 2022

The writer,




METERAI
TEMPEL
COSAIX839986275
Astri Aprillia
18322092

MOTTO

Never underestimate the power of your psyche,
Because what you believe becomes reality.



DEDICATION

This thesis is dedicated to Allah SWT, who gives me health and time to finish this manuscript quickly, to myself who always keep fighting during I did my thesis with so many ups and downs to finish this thesis. Then, my parents and families, who keep helping me with various things, supporting me, and praying. Proud me, the obstacles have been passed great!



ACKNOWLEDGMENT

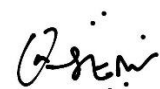
All praise to Allah Subhanahu Wata'ala with the most merciful, and Shalawat to our prophet Muhammad Shalallahu 'Alaihi Wassallam. Alhamdulillah, the writer can complete this thesis with the title An Observational Study of Classroom Discourse During Online Literature Circles in fulling the requirement to complete my study as a bachelor degree in English Language Education Department in the Faculty of Psychology and Sociocultural Science of Islamic University of Indonesia. Therefore, I would like to thank my all-genuine support system. The utterances of gratitude send for:

1. My parents, H. Ade Sunarya S.P. and Hj. Suhayati always give me advice and support; they never stopped praying to me. How much I love them.
2. My supervisor, Mrs. Intan Pradita, S.S, M.Hum for the kindness and the patience in guided me until this thesis has finished.
3. My sister Ani who always encourages me to study well, and my old brother Ady, who provides support through delicious food and drinks, which make my day eager to learn.
4. My entire lecturer in English Language Education Department for all the knowledge that have given to me.
5. My lovely friends, Alfa Lisa, Annisa Salmitha, Indah Paranita, and Royyani Fajriyah, who always listen to my stories and helped me with anything. Thank you for always accompanying me and struggling together.
6. Someone who always there, makes my day easier and happier.
7. All important person that I cannot mention one by one thank you for always support, remind, help and pray for me to finish this thesis.
8. The committees and organizations that I was been there helped me grow and taught me many things during my study.

The researcher knows that this research is far from perfection, but hopefully, this can be useful for the reader.

Yogyakarta, June 2, 2022

The researcher,



Astri Aprillia

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18322092

ABSTRACT

This research aimed to describe the interactions of online literature circles with EFL university students. The participants in this research were the students from critical reading and literacy class in one of the Islamic universities in Yogyakarta. The data collected through the classroom observational method, which the transcription data obtained from the discussion of each group at the zoom meeting. This research used the instruments adapted from Daniel (2022) about the roles of literature circles and the interactions from Guiller, Durndell, and Ross (2007) to analyze the group discussion. The finding shows that the students were engaged in online literature circles. Each group performed interactive discussions. Furthermore, each group member played his or her role following the task description. Therefore, online literature circles are recommended to stimulate group discussion, and the presence of lecturers will provide motivation where the class will be more critical.

Keywords: Online literature circles, classroom discourse, observational study

CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the thesis, which consists of background of the study, identification of the problem, the aims of the study, and significance of the study.

A. Background of the study

During the COVID-19 pandemic, literature circles are not only conducted in face-to-face classrooms but also online classes (Ferdiansyah et al., 2020). Recent studies have found that literature circles provided a lot of benefits, such as enabling students to understand better the context of the text, also increasing their critical thinking about the text being discussed because they experienced collaboration in a group and that is better than reading independently (Thomas & Kim 2019; Ferdiansyah et al., 2020). Anderson (as cited in Beeghly, 2005), showed that online literature circles allowing time for reflection were usually lost in face-to-face class discussions. Anderson (2009), found that literature circles can positively impact, discussions in online classes that the students are mostly enjoying. Besides, online synchronous discussion, Campbell (as cited in Beeghly, 2005), stated although asynchronous discussions were not real-time chats, it also provides a convenience for students because they have a space-time to process their thoughts, and do not worry about being interrupted when expressing their opinions. Nevertheless, online literature circles need more attention in these current conditions, particularly in the Indonesian context, where we have some barriers to implement online literature circles. Therefore, choosing the appropriate method will help the online literature circle to be effective.

According to Rahiem (as cited in Farooq et al., 2020), in developing countries, the learning process is more complex over the pandemic, because the opportunity for internet service and technology are being restricted. The transition of learning in the emergency remote learning changes students' learning habits as well as their motivation too. However, learning reading using the literature circle method will raise students' motivation as long as students share the story with other groups and exchange ideas together to have a deep comprehension (Mirantika, Novitasari & Rahayu, 2021). To date, a few studies revealed the method such adaptation from traditional learning

literature circle into online literature circle is worked by used media of WhatsApp Groups, even they have trouble in their internet connection that disrupt the course of the discussion process but students feel happy and comfortable, additionally, students understand each other's condition while gaining sympathy and care in their group and also take more responsibilities for themselves (Ferdiansyah et al., 2020; Mirantika, Novitasari & Rahayu 2021). They could build trust and help one another in group discussions (Widodo, 2015). Thus, online literature circles can get rid of the stress and overwhelming that students frequently felt in their assignments. Despite any students struggling to have a connection, an online literature circle is worthy to be implemented, many roles can play in the literature circle that will be fun.

The current discussion on literature circles in synchronous and asynchronous online learning has been broadly conducted. A number of researchers have demonstrated that literature circles have many benefits for students and they worked well for EFL students at a university level. However, there has been little discussion about the online environment of literature circles in the Indonesian context, how to be implemented, and media's uses conducted in an online literature circle. Whereas, online literature circles in this pandemic require some notice, such as various media and methods are important to make students interested because something monotonous will make students feel saturated and bored quickly. Therefore, to fill this gap, the primary aim of this research is to explore technology integration with literature circles and explore the participants' manner bonded with each other and sharing texts through online discussion. This needed to develop reliable media to be active and communicate in online literature circles.

A. Formulation of the problem

This research was conducted to answer a question about:

How do EFL university students interact in practicing online literature circles?

B. Objectives of study

This research aimed to describe the practices of online literature circles by EFL university students.

C. Significances of the study

This research is expected to give empirical contributions by extending the discussion on online literature circles in the Indonesian context about how to be implemented. As a practical contribution, the pattern of literature circles can be used by lecturers in online classes, especially for reading courses.



CHAPTER II

LITERATURE REVIEW

A. Conceptual definition of literature circle

A literature circle is designed as a discussion activity for students that is conducted in a small group by reading various books and then responding to that book by exchanging ideas with the members (Daniels, 2002). Meanwhile, Combes (2004) postulated that a literature circle has been found to develop an extra comprehensive classroom and reading ability. Students can have a level of comprehensiveness as well as they have deeper thinking to analyze the issues and the structure of the literary text. To this extent, literature circles such a strategy that gives students more involvement to clarify the book from a different perception by extensive peer discussion.

Furthermore, Daniels (2002) classified that literature circle has components, those are a connector, questioner, literary luminary, illustrator, summarizer, vocabulary enricher, researcher, and scene setter. The first is a connector, the reader can combine the contents of the text with another context that's still related to these topics. Second is the questioner, that's such a boss in the group because they must have some crucial questions to build an active discussion to solve the book. Third, the literary luminary is a special passage in the text. In this role, students have to notice and pick the quote from the part of the book which is considered important enough to share. Fourth, the illustrator, this role might create a likeness in a picture, this as visualizing from the text, it will be discussing with the group to make a connection between the picture and their ideas of the reading. Then, the summarizer's role is to remind what is going on the reading previously, provide a summary then share it into the groups. This summarization could be connected with a student's feelings or combined it with their experiences in life and anything they know. Thereafter, vocabulary enricher is useful to discover unknown words. Next, researchers in this role of discussion are not too formal, they just find the background information of the books that are read to make the group understand the topic better. The last one is scene setter, this is about what happened in the text, which means all of the settings of the storyline. In the process of students taking the roles, they get information from the text then consider their opinion as support, highlight the main ideas, and give a reaction to what they read critically.

Then this theory has been widely used for learning practices in literature circles, such as Elhess and Egbert (2015) also mentioned this component in their articles.

The components of the literature circle mentioned above can also be done in an online platform, which fits the pandemic situation. Cave (2018) defined that online literature circle as a method of teaching that is not only useful for people whose difficulty in reading, but it also has a benefit for all students to be more active and that avoid them from a monotonous to just read and ask a factual question, this will be attractive for students. In short, all that showing language improvement is the goal of the literature circle, especially for reading comprehension. The role in the literature circle is an influential factor to make students comprehend perfectly.

B. Empirical review on online literature circle at university level

Whittingnam (2013) did a comparative study of several methods between chat rooms, discussion boards, and student led-discussion, it is found that synchronous chat room was better than board discussion, but when it compared with literature circle, both are nothing, online literature circle has a more positive effect for students at all. This survey was conducted on graduate students which shows that they have got achievement from an online literature circle known as led-discussion, it was good online learning to present a clear subject. Students said that they are active in this online literature circle because they are very involved in the process of sharing their opinion. Thus, they have played the roles such as discussion director that provided many questions to discuss, connector, word warrior, and passage picker. Of course, it trains them to think creatively rather than on a discussion board. This indicates that the literature circle was a good method for an online environment with allowed students to more participate than just duplicate an answer on the discussion board, because it was limited by a teacher only giving students the same question, so probably they also have the same answer and then only change it into another word. However, if the online literature circle does a discussion board it will be meaningful because they experience collaboration with their friend which they have never felt before.

Forest and Kimmel (2016) highlighted students who learn reading through literature circle in online discussion get a lot of perspectives, they know some aspects such as social identities, nature, and even about political context, which they get into

the text deeply. In order to provide more critical literacy to students, they need extra time which means that the learning processes are better done in asynchronous discussion than in synchronous, because the students said that when they are in a synchronous discussion they feeling so hard to keep following the fast discourse, so with no real-time chat they can have a reflective thinker. This study shows that students played two roles: discussion director and connector. Novitasari, Rahayu and Suryanto (2021) found that online literature circles give students a good English proficiency such as increasing their reading ability and vocabulary. This happened because literature circle strategy can help students focus more on finding certain information when they are reading by using the roles such as word master, passage person, connector, summarizer, discussion leader, and illustrator. Widodo (2015) endorsed that without the role of translator no message will be successfully conveyed, this indicated the role of vocabulary enhancer is an important part in English classroom, in this case is literature circles, so by the role of vocabulary enhancer students will understand the reading better, besides, that role is an easy role for students than other roles in literature circle as know that conducted in this study are passage master and summarizer.

Ferdiansyah et al., (2020) found that even if students have a problem in online classes, the strategy of the roles in literature circle was the best choice to overcome this matter. 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. To this extent, online literature circles make the students respect each other, especially for their groups, they felt motivated to read books because they would discuss them with others. Students will be experts at understanding what they read on online literature circles by playing their roles. In this case, the students used the roles such as connector, which is an opportunity for them to be more connected with the text. Lastly, the role of the literary luminary, vocabulary enricher, and summarizer, then illustrator are also important to provide the wrap up of the discussion. They perform at the end of the discussion by making an infographic report. Then, teamwork in online literature circles is dependent on the positive perception of students and their motivation (Novitasari, Rahayu & Suryanto, 2021). When students feel positive about doing a literature circle

they will finish it with pleasure, because they were confident in completing their duty well.

In conclusion, as we know the education program, especially in Indonesia was very affected by the covid-19 pandemic and the implementation of online learning in Indonesia are not only limited to technology but also human resources. Therefore, teachers must take innovation doing this learning process so that learning objectives can be achieved optimally. In this case, online literature circles are a great strategy to be implemented in online learning because with the led-discussion students have interaction either with their friends, text, or teacher which is a good choice to be motivated in their learning. Then, to do online literature circle can be used media such as WhatsApp, zoom, Google classroom, and even discussion board, which can be adjusted to student and teacher situations. For example, if the internet allows students to do literature circles directly, they can go through zoom. However, if the student does not have a good internet connection the discussion can be done via WhatsApp by creating their own groups (Ferdiansyah et al., 2020). Then, google classroom or discussion boards can be done both synchronously and asynchronously.

C. Theoretical Framework

In general, after exploring the conceptual and empirical review, this research focuses on identifying the practices of online literature circles by higher students. This research tends to Daniels (2002) as the main theory because of the clear and specification of the contents, also there are many prior studies that used Daniels theory, which means it was trusted. In this frame, Daniels has 8 roles to explain literature circles. This is the diagram of the roles of the literature circle by Daniels (2002):

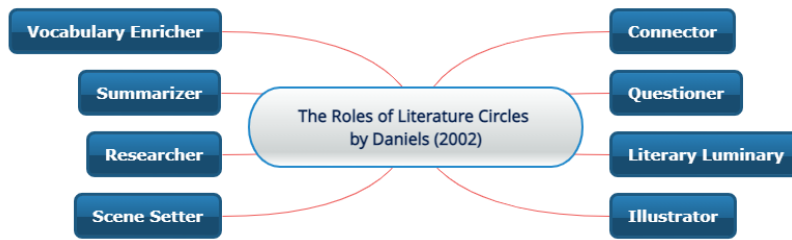


Figure 2.1. Literature Circles



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is designed to identify the application of online literature circles that are undertaken by English classes. This study uses qualitative research, especially an observational study to obtain the data. As Kumaravadivelu (1993) defined, an observational study presents the interaction in the classroom to inform how the teaching-learning process is done. Accordingly, in this research, an observational study used to know how and which components of the literature circle are applied in the classroom by considering the class interaction.

3.2 Setting and Participants

The research was conducted at an Islamic university in Yogyakarta. The researcher observed in the Critical Reading and Literacy class. The participants were the students in the class itself, with around 30 students in the classroom. This research reported their practices of literature circles during online classes. They had a group discussion in which one group consists of four people with each role to achieve the objectives of their text. To do an online literature circle in critical reading and literacy class, the students need to have a personal Zoom account and access it by the computers with a good internet connection. Therefore, the student's voice and screen that presented will be clear for a group discussion.

3.3 Online Literature Circles Activity

Online literature circles can be achieved in critical reading and literacy classes based on the following instructional procedures:

1. The students were given two different short animated movies, and they could choose one of them.
2. The students were divided into 9 groups and there are 4 students in each group.
3. Each student in the group played a different role, such as story reader, summarizer, vocabulary enhancer, and infographic maker.
4. The lecturer also described each position. First, story readers shared the movie and preferred pictures that are impressive for the group to discuss. Second, the

summarizer that summarizes and takes notes on what the story reader shared. Third, the vocabulary enhancers were to look for possible vocabularies and double check the language used in the summary. The last role is infographic maker, which makes an infographic containing information or important messages from that story, and it will be an attachment.

5. The students conducted online literature circles via Zoom meetings in english and recorded the discussion independently.
6. The recordings were shared to the lecturer via google drive.

3.4 Data Collection and Research Instrument

The data of the research was collected from class observation. The researcher acquired the data through the video record of the learning process on the online platform used by the class. Then, the recording becomes a data transcript at the end. Previously, the researcher asked for permission from the lecturer of the subject there is critical reading to access the classroom and collect data by copying a whole of the conversation, especially students' interaction during discussion groups. The transcriptions of the online literature circles are attached in the appendix.

Table 1. Definition of online literature circle roles by Daniels (2002)

No	Label	Indicator (s)	Sym.	Formal features and functional definition
1	Connector Relate the student's reading to...	Liveness Stories in the news Similar events at other times and places Other books or stories Other people or problems Other writings on the same topic	C	To find connections between the book and the reader, between the book and the wider world, also between the book and other texts that have the same topic.

2	Questioner You had questions while you were reading/ You'd like to ask the author...	About a character ----- About the story ----- About a word	Q	To write down a few questions about the part of the book. The questionnaires are important to make the groups active.
3	Literary luminary You describe the	A good part ----- A scary part ----- An interesting part ----- A funny part ----- A good description ----- Some good writing	LL	To locate a few special sections or quotations in the text to talk over in the group.
4	Illustrator You illustrate the....	A character ----- The setting ----- A problem ----- An exciting part ----- A surprise ----- A prediction of what will happen next ----- Anything else	I	To share some of the reader's images and visions that related to the reading text.
5	Summarizer You have summarized the important part by...	Key points ----- The main highlights ----- The essence of reading	S	Realized by preparing a brief summary of today's reading. Its function is to have several main ideas or events to remember.
6	Vocabulary enricher You find any word are....	New (unfamiliar word) ----- ----- Funny ----- Important	VE	Looking for unfamiliar words and this function is to make it easier for the group to understand the text and also increase their vocabulary directly.

		Strange		
		Interesting		
		Hard		
7	Researcher Are you looking for the background of the book or something curious such...	The geography, weather, culture, or history of the book's setting Information about the author, her/his life, and other works Information about the time period portrayed in the book Pictures, objects, or materials that illustrate elements of the book The history and derivation of words or names used in the book Music that reflects the book or the time	R	Investigate something that is really interesting, something that struck the reader as puzzling or curious while reading. This is to dig up some background information on any topic related to the book.
8	Scene setter You explain where the story takes place there...	Action begins Key events Events end	SE	To describe the scene such where the action takes place, this tells the detailed setting of the text.

Tabel 2. Codes and Definitions of Interaction (Anderson 2001; Guiller, Durndell, Ross 2007)

No	Codes	Definitions
1	Task chairing	Attempt to control/moderate discussion

2	Offers suggestion	Proposes suggestion
3	Point of view	Gives opinion, takes stance on an issue
4	Agrees and expands	Agrees with and expands on another's contribution
5	Agreement	Explicit statement of agreement
6	Disagreement	Explicit statement of disagreement
7	Offers alternative explanation	Give an alternative explanation or interpretation
8	Minimal comments	Uh-huh, mm mm or yes/no response
9	Statement of fact	Makes statement of fact
10	Justification with anecdote	Broad generalisation based on experience
11	Justification with generalisation	Broad generalisation based on content of article
12	Justification with evidence	Cites formal evidence based on research
13	Justification with values	Justification based on own values
14	Checking	Requests affirmation or clarification
15	Weighs evidence	Synthesis of information, evidence and ideas
16	Positive procedural	Positive comments about the functioning of the group or task as a whole
17	Negative procedural	Negative comments about the functioning of the group or task as a whole
18	Reference to standards or handouts	References to task material provided
19	References to external material	References to material not given as part of task
20	Asides	Remarks directed at extraneous activities, humour, or jokes
21	Uncodable	Utterances that could not be coded any other way

3.5 Data Analysis

The researcher analyzed the interaction of group discussion in online classrooms by used the pattern of literature circle by Daniels (2002). The pattern of literature circles consists of eight individual roles: connector (C), questioner (Q), literary luminary (LL), illustrator (I), summarizer (S), vocabulary enricher (VE), research (R), and scene setter (SS). The interaction in online literature circles comes between the students and students in university as has been mentioned above.

In this research, the researcher used thematic analysis to identify, analyzed, and reported patterns within data, as known that thematic analysis is an effective method in

all kinds of qualitative research (Ary, Jacobs & Sorensen, 2010), therefore, used thematic analysis is appropriate to this research by three phases there are

1. Familiarized and Organized. The researcher read and re-read the transcriptions of verbal data of the class observation and noted the important part.
2. Coding and reduced. In this case, the researcher has analyzed and sorted the transcripts into categories of literature circles.
3. Interpreted and represented. This is the final result of analyzing data, the researcher provides an explanation in a written report.

3.6 Data Trustworthiness

The researcher will conduct this research by using an observational study. According to Ary, Jacobs, and Sorensen (2010) who suggested that the quality of qualitative research depends on the use of triangulation. It provides important evidence of the credibility of the study. Therefore, the researcher will triangulate the data to make sure that it was credible through the sources such as journals and books. Then, the researcher will review the credibility of this data with the supervisor, Intan Pradita S.S., M.Hum., as an expert judgment by consulting the research regularly. Moreover, this research will implement peer briefing by two colleagues from the same major to verify the validity.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 FINDINGS

This chapter describes the findings from the class observation to identify the application of online literature circles used by the students at an Islamic university in Yogyakarta. The participants are students of the 3rd semester in critical reading and literacy class. This result of the study showed how the class implemented the roles of literature circles and how their interaction in practicing those online literature circles.

According to Daniels (2002), there are eight roles of literature circles namely connector (C), questioner (Q), literary luminary (LL), illustrator (I), summarizer (S), vocabulary enricher (VE), research (R), and scene setter (SS), but is not required to use all those roles. Based on the empirical review in this study, there are five research previous studies to show that it does not need to be eight roles to fulfill online literature circle practices. There were some studies that used six roles, some others used five roles, and there were also two findings that only used two roles. Then, in this research, the students played only four roles to practice online literature circles: story reader, summarizer, vocabulary enricher, and infographic maker. Although the role name that used for this class is slightly different, they had the same function. In practicing of these four roles does not have a negative impact because there were several roles that can be done simultaneously such as story reader can be questioner which is while the student tells the story, they also act as discussion director within the literature circle, this student will come up with open-ended questions for the group to discuss. Next, the infographic maker is the combination of literary luminaries who have some quotes aside from the important information of the story, and also illustrators that create the image of those stories in this infographic, which the infographic itself is an output of their discussion group on online literature circles.

In this observation of the practicing online literature circles, the researcher used the codes from Anderson (2001); Guiller, Durndell, and Ross (2007) to know the interaction of each group discussion. There were twenty-one of interaction codes but not all utterances in their discussion had those codes. There were eleven most frequently

occurring categories in each group such as: checking, minimal comment, task chairing, statement of the fact, agreement, agrees and expands, point of view, justification with anecdote, justification with generalisation, offering a suggestion, and positive procedural.

Table 3. Data Observation Result of Online Literature Circle

The roles in online literature circle	The interaction during online literature circle	Total	N
Story reader	Checking	12	55
	Task chairing	24	
	Statement of fact	4	
	Agreement	5	
	Agree and expands	3	
	Offer suggestion	1	
	Point of view	1	
	Positive procedural	4	
	Justification with anecdote	1	
Summarizer	Minimal comment	4	15
	Statement of fact	9	
	Offer suggestion	1	
	Justification with anecdote	1	
Vocabulary Enhancer	Minimal comment	5	25
	Statement of fact	12	
	Point of view	3	
	Agreement	3	
	Positive procedural	1	
	Justification of general	1	
Infographic maker	Minimal comment	8	17
	Statement of fact	6	
	Checking	1	
	Agreement	1	

Description —> The data inform that the role that more contribute in a group discussion is story reader with 55 interactions, vocabulary enricher with 25 interactions, infographic maker with 17 interactions, and the least of all is summarizer with 15 interactions. Then, the task chairing is the most prominent interaction from all of the interactions by the story reader eliciting the members to be active in the discussion. Therefore, the statement of fact is the second prominent interaction in all the roles, the members tell the fact that happened on the topic, so the discussion will be interactive.

4.1.1. The Interactions of the Story Reader

One of the roles of the story reader during an online literature circle is to lead the discussion. In the data, it was found that one of the most prominent interactions at the beginning of the discussion is to have a question to the other members. The data was displayed below:

006 007 009 SR: *Ok guys, how about the movie? Is that sad or what?*

008 010 VE: *It makes me feel sad actually*

From the dialog above that shows the story reader moderating the discussion by asking the members about the topic they have watched before, this was corresponding to the roles of the story reader to lead the discussion group.

4.1.2. The Interactions of Summarizer

The role of the summarizer is to get the main point of the topic being discussed. This data found that one of the most prominent interactions in the discussion is to do a conclusion by stating the fact statement in the topic of the literature circle. The data was displayed below:

019 020 019 SR: *Yes yes. From me it's maybe we should stop the war because we must be humanity and love each other, not be like this. And we know for sheila monika as summarizer screen is yours.*

021 022 023 024 020 S: *Ok wait, so the summary is the Syria war has been raging since 2011 and has caused a major humanitarian crisis. Many Syrians, especially children, became refugees and are trying to escape their wartorn country. So, from a toy house as a shelter they became journey toward hope. Lastly, the impact*

of the Syrian war on children, the war in Syria has affected many children in the country.

The dialogue above shows that the summarizer delivered the statement that happen on the topic by revealing the fact inside. Summarizer explained the story briefly and clearly, so this was fits with his roles.

4.1.3. The Interactions of Vocabulary Enhancer

One of the roles of the vocabulary enricher during an online literature circle is looking for a new word that is still unfamiliar in a group. In the data, it was found that one of the most prominent interactions at the last before showing the infographic of the discussion is giving a new word for the group discussion. The data was displayed below:

026 021 SR: *Ok thank you sheila monica. And right now to vocabulary enricher, pipit indah time is yours.*

027 028 029 030 031 022 VE: *Ok thank you. For me, I found one expression from the video from the kids, eee during the war in Syria describe the sad feelings. So before the kids playing with his cat and toy house and came into his toy house that he made, after that the kids find himself in a refugee camp filled with tents. His hometown is at war and he uses his toy house as a shelter. He feels so lonely because he cannot meet with his parents. That is the expression. And the new vocabulary is, wait, this is the new vocabulary, I found raging its mean berkecamuk, refugee its mean pengungsi, torn its mean dilanda, shelter its mean tempat berteduh, tens its mean tenda, and separated its mean terpisah.*

The interaction between the story reader and vocabulary enricher above shows that the vocabulary enricher mentions some new vocabularies from the story reader requested before. This indicates the vocabulary enricher has carried out his role to find unfamiliar vocabulary.

4.1.4 The Interaction of Infographic Maker

The role of the infographic maker during an online literature circle is to illustrate the topic of the discussion. In the data, it was found that one of the most prominent interactions at the last of the discussion is showing the result of the infographic to the other members. The data was displayed below:

032 023 SR: *Ok thank you pipit indah, because of you I think I can getting smart right now.* And for the infographic maker rifaldi dimas, screen yours.

024 IM: Ok, I'm going to share you the infographic of the video.

025 IM: **So this is the infographic (showing the illustration of the short movie)**

033 026 VE: It looks nice, good job rifaldi.

034 027 IM: Yes, thank you.

The sentences of infographic maker it's not include to the categories of interaction. But, that's shows the role of infographics which have made an infographic/picture of the topic being discussed.

4.2. DISCUSSION

4.2.1. The Engagement during Online Literature Circle

This research observed online literature circles in critical reading and literacy classes. During the online discussion, there were some roles that the students should perform. In the given data, it was clear that the key person was the story reader. As found by Ferdiansyah et.al. (2020) storyteller played a significant role. Yet in the previous studies, Fediansyah et.al. (2020) found that not all students engaged in online literature circles. However, in this study, all students fulfilled their roles. As Whittingham (2013) found that literature circles in an online environment have achieved the goals of learning. Accordingly, the most frequent interactions during the whole discussion are the story readers. The interaction was mainly about task chairing. Further, the story reader also did check on the progress of the other online literature circle members. In my observation, the story readers were the main actor running the discussion. The group that had interactive story readers tended to have better interactions during their reading images activity. Other than that, there is also the statement of fact, agreement, agree and expands, offer suggestions, point of view, positive procedural, and justification with an anecdote. Although they did not dominantly contribute, they help the interaction more engaging.

As the previous studies Novita, Rahayu, and Suryanto (2021) show that all students are engaged in online literature circles, and they have positively participated in the group discussion. In this research, vocabulary enricher is the second most frequent interaction in the group discussion. The interaction was mainly about statements of fact. They make a statement from the short video by researching the story and the expression of that character. Then, to my observation the vocabulary enricher

was noting the new vocabulary that is still unfamiliar and sharing it with the group, that word is the real utterances from the movie. This means that vocabulary enrichers are active in participating in online literature circles without forgetting their job. The vocabulary enricher has one of the crucial roles too because that develops the student's words and it helps students in their major (Widodo, 2015). Other than that, there are also minimal comments, points of view, agreement, positive procedural, and justification of general.

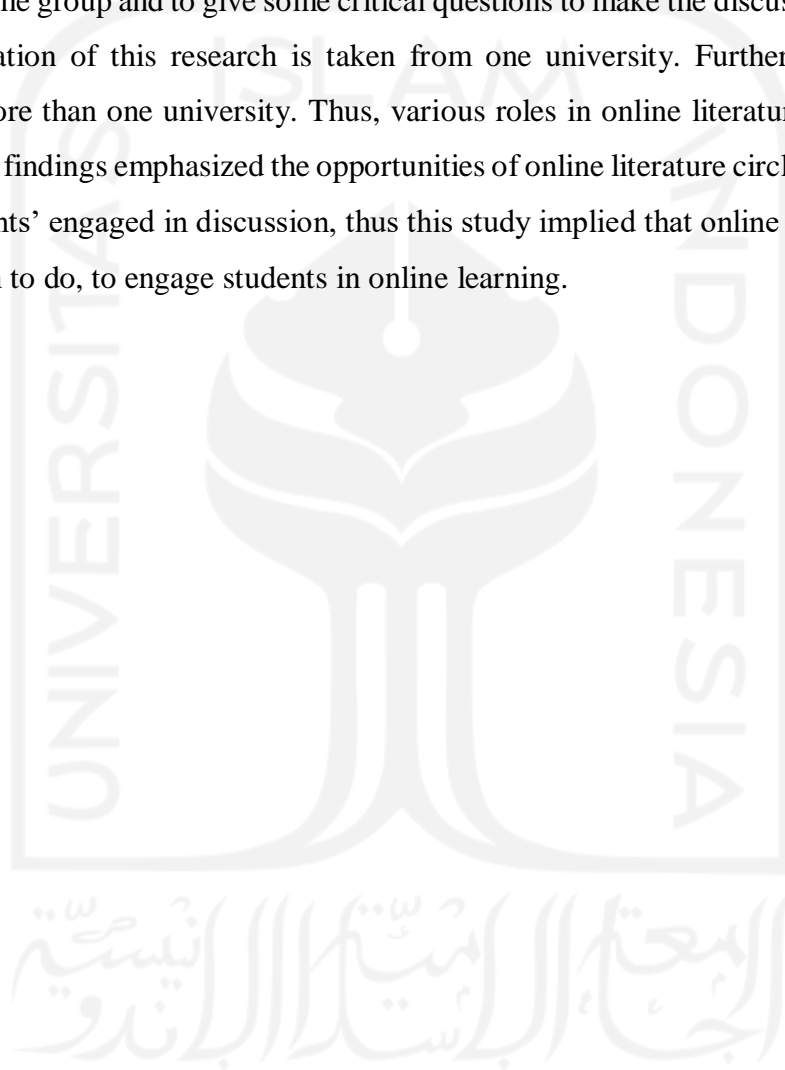
The third frequent interaction is the infographic maker. The interaction was mainly about a minimal comment. To my observation infographic is the most active in the discussion by always responding to other members. Further, the infographic maker also provided a statement of fact to support the discussion, and make it an image (infographic) full of the conclusion from the summarizer to describe the image. The infographic maker fulfilled their responsibilities to complete all tasks and roles in online literature circles (Ferdiansyah et al., 2021). Other than that, there are also checking, agreement, and justification of general. Although they only have a little contribution, it helps a group discussion more engaging.

The last is the summarizer role, they were the least interacted in the online literature circle. The interaction was mainly about a statement of fact, this relates to the job to mention the fact about the topic being discussed. As Forest and Kimmel (2013) found that online literature circles make students think critically to analyze the context or the contents of the topic. Even though the vocabulary enricher was active in giving statements of fact but the summarizer was given more detail for the fact of the statement from the story. To my observation, the summarizer was also active in responding to the member by giving minimal comments. Other than that, there are also some expressions to offer suggestions and justification with anecdotes. Although they were not dominantly contributing, they make the discussion more attractive.

CHAPTER V

CONCLUSION

In looking at how EFL university students interact in practicing online literature circles, this study found that the students were engaging during the discussion. It was because the students also play their roles well, they understand their respective roles and are responsible for their work. Accordingly, as a suggestion, the lecturer can contribute in online literature circles to guide the group and to give some critical questions to make the discussion more alive. Then, the limitation of this research is taken from one university. Further studies can be conducted at more than one university. Thus, various roles in online literature circles can be found. Since the findings emphasized the opportunities of online literature circles as the activity that make students' engaged in discussion, thus this study implied that online literature circles can be an option to do, to engage students in online learning.



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APPENDICES

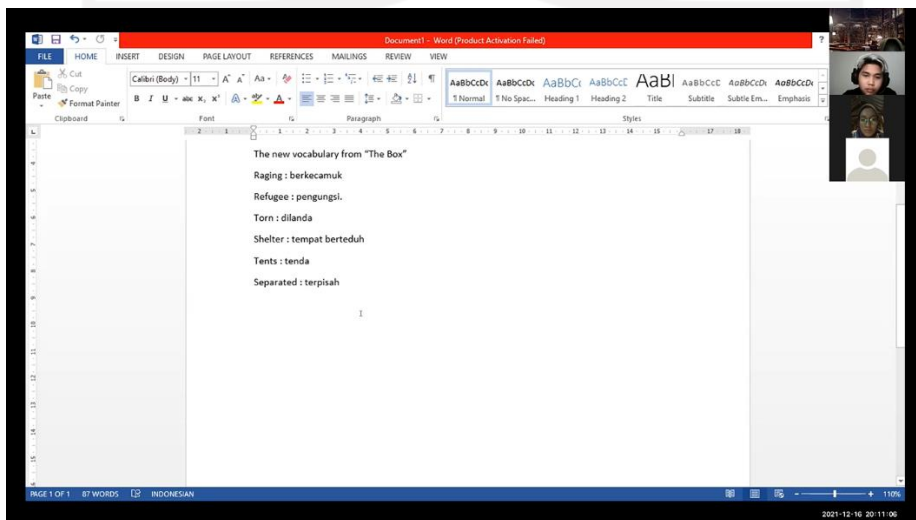
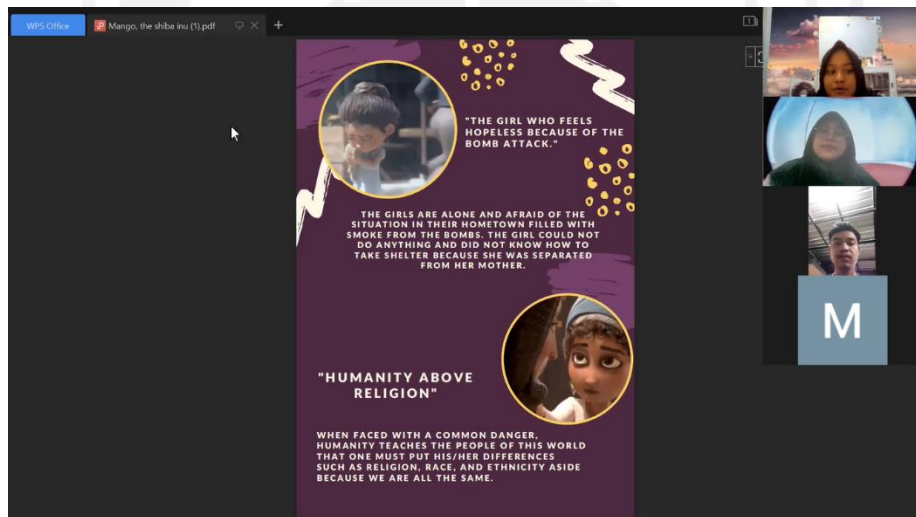
Appendix 1. Permit Letter

Appendix 1.1. Permit Letter

	<p>FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA</p> <p><small>Gedung Dr. Soekarno Widyadiponegoro Kampus Terpadu Universitas Islam Indonesia Jl. Kaliurang km 14,5 Yogyakarta 55584 T: 0271 890444 ext. 2106, 2114 F: 0271 890444 ext. 2100 E: psikologi@uii.ac.id W: psikologi.uii.ac.id</small></p>
Tanggal	: 23 November 2021
Nomor	: 3818/DPS/70/DURT/XI/2021
Hal	: Permohonan Izin Pengambilan Data Skripsi
Kepada :	
Yth. Dekan Fakultas Psikologi & Ilmu Sosial Budaya	
Di tempat.	
AssalamualaikumWb: Wb	
Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.	
Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :	
Nama Mahasiswa	: Astri aprillia
Nomor Induk Mahasiswa	: 18322092
Program Studi	: Pendidikan Bahasa Inggris
Pembimbing Skripsi	: Intan Pradita, S.S., M.Hum.
Judul Skripsi	:
"AN OBSERVATIONAL STUDY OF ONLINE LITERATURE CIRCLES DURING THE COVID-19 PANDEMIC."	
Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.	
WassalamualaikumWb: Wb	
Dosen Pembimbing Skripsi	
	
Intan Pradita, S.S., M.Hum.	

Appendix 2. Online Literature Circles

Appendix 2.1 Online Literature Circles (Zoom)



Appendix 3. Sample of students' infographic

Appendix 3.1 Sample of students' infographic

The Syrian War has been raging since 2011 and has caused a major humanitarian crisis. Many Syrians, especially children, became refugees and are trying to escape their war-torn country.

The Box



The kid is a main character in this story. He has black eyes, dark brown hair, and light brown skin. He wears a light blue shirt, dark blue shorts, and white socks. He also has a white cat as a pet. He plays with a toy house he just made.

From a toy house to a shelter

The kid finds himself in a refugee camp filled with tents. His hometown is at war and he uses his toy house as a shelter.



Journey towards hope



The kid used his toy house again as a boat and cross the sea. Many refugees are packed into boats as they are trying to cross the sea while risking their lives.

Impact of the Syrian War on children

The war on Syria has affected many children in the country. we can help them through charities and activism to help them find a better future.

8.4 million children - more than 80 per cent of Syria's child population - have been directly affected by the brutal and violent conflict in Syria.

6.1 million children need education support.

More than 6 million children have been displaced from their homes.

More than 16,600 unaccompanied and separated children have crossed Syria's borders.

Kelompok 2

Tri- Sheila- Pipit- Rifaldi

Appendix 4. Data Transcript and Data Coding

Appendix 4. 1 Data Transcript and Data Coding

Place : Critical Reading and Literacy D

C : Connector

Q : Questioner (story reader)

LL : Literary Luminary

I : Illustrator (infographic maker)

S : Summarizer

VE : Vocabulary Enhancer

R : Researcher

SS : Scene Setter

GROUP 2

Data Number	Utterances	Roles of Online Literature Circles	Coding	Interactions	Parameter
	001 SR : Assalamualaikum wr wb. We are from group two, here we want to do the assignment from critical reading and literacy D class, my name is trie lesyanto nugroho as story reader,	Story reader		<ol style="list-style-type: none"> 1. Task chairing 2. Offers suggestion 3. Point of view 4. Agrees and expands 5. Agreement 6. Disagreement 7. Offers alternative explanation 8. Minimal comments 9. Statement of fact 10. Justification with anecdote 11. Justification with generalisation 12. Justification with evidence 	<ol style="list-style-type: none"> 1. Attempt to control/moderate discussion 2. Proposes suggestion 3. Gives opinion, takes stance on an issue 4. Agrees with and expands on another's contribution 5. Explicit statement of agreement 6. Explicit statement of disagreement 7. Give an alternative

				13. Justification with values 14. Checking 15. Weighs evidence 16. Positive procedural 17. Negative procedural 18. Reference to standards or handouts 19. References to external material 20. Asides 21. Uncodable	explanation or interpretation 8. Uh-huh, mm mm or yes/no response 9. Makes statement of fact 10. Broad generalisation based on experience 11. Broad generalisation based on content of article 12. Cites formal evidence based on research 13. Justification based on own values 14. Requests affirmation or clarification 15. Synthesis of information, evidence and ideas 16. Positive comments about the functioning of the group or task as a whole 17. Negative comments about the functioning of the group or task as a whole
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					<p>18. References to task material provided</p> <p>19. References to material not given as part of task</p> <p>20. Remarks directed at extraneous activities, humour, or jokes</p> <p>21. Utterances that could not be coded any other way</p>
	002 S : And my name is sheila monika delisya as summarizer	Summarizer			
	003 VE : My name is pipit indah as vocabulary enricher	Vocabulary enricher			
	004 IM : My name is rifaldi as infographic maker	Infographic maker			
001	005 SR: Ok, right now I will show the video. The first I will like to share the movies, let me share the screen. <u>Can you see the videos guys?</u>	Story reader	Checking		
002	006 S, VE, IM: <u>Yes</u>	Summarizer, Vocabulary enricher, Infographic maker	Minimal comments		

003 004	007 SR : <u>How about the sound?</u> <u>Can you hear the sound?</u>	Story reader	Checking		
005	008 S, VE, IM : <u>Not yet.</u> Udah udah	Summarizer, Vocabulary enricher, Infographic maker	Minimal comments		
006 007	009 SR : Ok guys, <u>how about the movie?</u> <u>Is that sad or what?</u>	Story reader	Task chairing		
008	010 VE : <u>It's make me feel sad actually</u>	Vocabulary enricher	Point of view		
009	011 SR : <u>It's sad cause he get lost with his parents because of war</u>	Story reader	Statement of fact		
010	012 VE: <u>Yes</u>	Vocabulary enricher	Agreement		
011	013 SR: <u>How about the little kids?</u>	Story reader	Task chairing		
012	014 VE: <u>From his physical maybe he has black eyes and dark brown hair then he has light brown skin</u>	Vocabulary enricher	Statement of fact		
013	015 SR : <u>What's wrong with the kids in these country?</u>	Story reader	Task chairing		
014	016 S : <u>There is a war</u>	Summarizer	Statement of fact		
015 016	017 SR : <u>Yes there is war in his country, yeah.</u> <u>And what is the moral value of</u>	Story reader	Agreement Task chairing		

	<p><u>this movie?</u> The moral you can got from these movies.</p>				
017	<p>018 VE : <u>I think because of the war in Syria, and then that affected a lot of people in Syria and many of them lost their families and many children in this country mmm lost their parents, brother and sister, and their home maybe. So as human beings we can hope them through charities and activism to help them maybe, it from me.</u></p>	Vocabulary enricher	Statement of the fact		
018			Point of view		
019 020	<p>019 SR : <u>Yes yes. From me it's maybe we should stop the war because we must be humanity and love each other, not be like this.</u> And we know for sheila monika as summarizer screen is yours</p>	Story reader	Agreement Point of view		
021 022	<p>020 S : <u>Ok wait, so the summary is the Syria war has been raging since 2011 and has caused a major humanitarian crisis. Many Syrians, especially children, became refugees and are</u></p>	Summarizer	Statement of fact		

023	<u>trying to escape their wartorn country. So, from a toy house as a shelter they became journey toward hope.</u>				
024	<u>Lastly, the impact of the Syrian war on children, the war in Syria has affected many children in the country. So, we can help them through charities and activism to help them find the better future.</u>				
025	<u>trying to escape their wartorn country. So, from a toy house as a shelter they became journey toward hope.</u>				
026	021 SR : <u>Ok thank you sheila monica.</u> And right now to vocabulary enricher, pipit indah time is yours.	Story reader	Positive procedural		
027	022 VE : <u>Ok thank you. For me, I found one expression from the video from the kids, eee during the war in Syria describe the sad feelings. So before the kids playing with his cat and toy house and came into his toy house that he made, after that the kids find himself in a refugee camp filled with tents.</u>	Vocabulary enricher	Statement of fact		
028	<u>His hometown is at war and he uses his toy house as a</u>				
029					

030	shelter. He feels so lonely because he cannot meet with his parents.				
031	That is the expression. <u>And the new vocabulary is, wait, this is the new vocabulary, I found raging its mean berkecamuk, refugee its mean pengungsi, torn its mean dilanda, shelter its mean tempat berteduh, tents its mean tenda, and separated its mean terpisah.</u> So this is from my vocabulary enricher.				
032	023 SR : <u>Ok thank you pipit indah, because of you I think I can getting smart right now.</u> And for the infographic maker rifaldi dimas, screen yours.	Story reader	Justification with anecdote		
	024 IM : Ok, I'm going to share you the infographic of the video.	Infographic maker			
	025 IM : So this is the infographic (showing the illustration of the short movie)	Infographic maker			

033	026 VE : <u>It looks nice, good job rifaldi.</u>	Vocabulary enricher	Positive procedural		
034	027 IM : <u>Yes, thank you.</u>	Infographic maker	Minimal comments		
	028 SR : Ok, maybe that's all from us, if we have a lot of mistakes please forgive us, I'm nugroho who is presenting my group, wassalamualaikum wr wb.	Story reader			
	029 S, VE, IM : Waalaikumsalam wr wb.	Summarizer, Vocabulary enricher Infographic maker			

GROUP 3

Data Number	Utterances	Roles of Online Literature Circles	Coding	Interactions	Parameter
	001 SR : Assalamualaikum wr wb. Good day everyone	Story reader		<ol style="list-style-type: none"> 1. Task chairing 2. Offers suggestion 3. Point of view 4. Agrees and expands 5. Agreement 6. Disagreement 	<ol style="list-style-type: none"> 1. Attempt to control/moderate discussion 2. Proposes suggestion 3. Gives opinion, takes stance on an issue 4. Agrees with and expands on another's contribution

				<p>7. Offers alternative explanation</p> <p>8. Minimal comments</p> <p>9. Statement of fact</p> <p>10. Justification with anecdote</p> <p>11. Justification with generalisation</p> <p>12. Justification with evidence</p> <p>13. Justification with values</p> <p>14. Checking</p> <p>15. Weighs evidence</p> <p>16. Positive procedural</p> <p>17. Negative procedural</p> <p>18. Reference to standards or handouts</p> <p>19. References to external material</p> <p>20. Asides</p> <p>21. Uncodable</p>	<p>5. Explicit statement of agreement</p> <p>6. Explicit statement of disagreement</p> <p>7. Give an alternative explanation or interpretation</p> <p>8. Uh-huh, mm mm or yes/no response</p> <p>9. Makes statement of fact</p> <p>10. Broad generalisation based on experience</p> <p>11. Broad generalisation based on content of article</p> <p>12. Cites formal evidence based on research</p> <p>13. Justification based on own values</p> <p>14. Requests affirmation or clarification</p> <p>15. Synthesis of information, evidence and ideas</p> <p>16. Positive comments about the functioning of the group or task as a whole</p> <p>17. Negative comments about</p>
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					<p>the functioning of the group or task as a whole</p> <p>18. References to task material provided</p> <p>19. References to material not given as part of task</p> <p>20. Remarks directed at extraneous activities, humour, or jokes</p> <p>21. Utterances that could not be coded any other way</p>
	002 S, VE, IM: Good day	Summarizer, Vocabulary enricher Infographic maker			
001	003 SR : <u>How are you going on?</u>	Story reader	Checking		
002	004 IM : I'm going good. <u>How about you?</u>	Infographic maker	Checking		
003	005 SR : I'm fine, thank you. So, my name is yasmine, here we will discuss about the movie that we have watched before the discussion, and before going to the movie, I will like to introduce my group in this meeting. The first I have reza, and I also have zulvia and the last I have	Story reader			

	irma here. So, I'm going to share the screen about the movie in the title hamsa. <u>So can I just come in?</u>		Checking		
004	006 S : <u>Yeah go on</u>	Summarizer	Minimal comment		
005	007 IM : <u>Yes, sure</u>	Infographic maker	Minimal comment		
006	008 SR : <u>What do you see guys in the screen? Can you see the screen right now?</u>	Story reader	Checking		
007	009 S, VE, IM: <u>Yes</u>	Summarizer, Vocabulary enricher. Infographic maker	Minimal comment		
008	010 SR : Ok, let's watch together. <u>Do you hear the voice?</u>	Story reader	Checking		
009	011 S : <u>Can you display?</u>	Summarizer	Offers suggestion		
010	012 SR : <u>There are the voice?</u>	Story reader	Checking		
	013 S : Nah nah macet	Summarizer			
011	014 SR : Ok, wait the minute, I will repeat once more. <u>Is there any voice that?</u>	Story reader	Checking		
012	015 IM : <u>Yes ready</u>	Infographic maker	Minimal comment		
013	016 VE : <u>Yes clear</u>	Vocabulary enricher	Minimal comment		
	017 SR : Ok, I think that's all the movie. So from the previous video	Story reader			

014	that we have watched before. <u>A long story short, this movie tells us about a young girl who knows</u>		Statement of the fact		
015	<u>nothing about the historical conflict in the country she lives in. Until one day during a trip to the market, her mother intensified her fear of the other. However,</u>				
016	<u>when the chaos struck, she discovered the people she had feared were not that bad. So the things is when</u>				
017	<u>passing common dangerous the humanity teaches us or teach human in the world must put his or her differences aside, like we often listen a word don't judge someone by the cover, because we are all the same, no matter what your background is, what rasis you are or what religion you have, because we are only a human being. So maybe that's all a bit summary from me so after that I notice one interesting picture, let me just show you guys, this one (show the picture)</u>				

018	I think we should have discussion of this picture from the characteristics in this picture or from action process or seemingly process. <u>Do you guys have any idea?</u> Please just mention it. <u>What do you think in this picture?</u>		Task chairing		
019					
020	018 S : <u>I just see that girl is really angry to that woman</u>	Summarizer	Statement of fact		
021	019 SR : <u>Ok she is angry, others who has any idea? Eee what is wearing right now?</u>	Story reader	Task chairing		
022					
023	020 VE : <u>I think she wear a long shirt</u>	Vocabulary enricher	Statement of fact		
024	021 SR : <u>Ok, what is the color of the shirt?</u>	Story reader	Task chairing		
025	022 VE : <u>White</u>	Vocabulary enricher	Statement of fact		
026	023 SR : <u>Yes, that a white long shirt, and then?</u>	Story reader	Agrees and expands		
027	024 VE : <u>And she wear tiecle is seems like hijab but use by orthodox woman</u>	Vocabulary enricher	Statement of fact		
028	025 SR : <u>Oh you mean this one?</u>	Story reader	Checking		
029	026 VE : <u>Yes</u>	Vocabulary enricher	Minimal comments		

030	027 SR : <u>Ok, What's the color?</u>	Story reader	Task chairing		
031	028 VE : <u>Green</u>	Vocabulary enricher	Statement of fact		
032 033	029 SR : <u>Green or blue? What do you see guys?</u>	Story reader	Checking		
034	030 S, VE, IM: <u>Green</u>	Summarizer, Vocabulary enricher, Infographic maker	Justification with generalisation		
035	031 SR : <u>Oh sorry, so maybe I was mistaken to seeing this picture. And then what else?</u>	Story reader	Task chairing		
036	032 IM : <u>I notice she wearing very interesting earring</u>	Infographic maker	Statement of fact		
037 038	033 SR : <u>Yes, this one. What is the shape of the earring?</u>	Story reader	Agreement Task chairing		
039	034 IM : <u>That square I think</u>	Infographic maker	Statement of fact		
040	035 SR: <u>Ok, what is the color of the earring?</u>	Story reader	Agrees and expands		
041	036 S: <u>I think it's gold</u>	Summarizer	Statement of fact		
042	037 SR: <u>Ok, another characteristic?</u>	Story reader	Agrees and expands		
043	038 IM: <u>I think that's woman sad, her face very sceptical or very suspicious when she make muslim woman</u>	Infographic maker	Statement of fact		

044	039 SR: <u>She is very skeptical and suspicious to this woman</u>	Story reader	Checking		
045	040 IM: <u>Yes</u>	Infographic maker	Minimal comments		
045	041 SR: And reza you mention muslim woman. <u>So, what do you think this woman's religion?</u>	Story reader	Task chairing		
046	042 IM: <u>I think her religion is jewish</u>	Infographic maker	Statement of fact		
047	043 SR: <u>Jewish because she wear this one</u>	Story reader	Checking		
048	044 IM: <u>Yes</u>	Infographic maker	Minimal comments		
049	045 SR: Ok, so another. <u>What kind of hair she has?</u>	Story reader	Task chairing		
050	046 VE: <u>Curly hair</u>	Vocabulary enricher	Statement of fact		
051	047 SR: <u>Yeah curly hair.</u> And then maybe another characteristic you find in this picture. <u>Oh where is she from?</u>	Story reader	Agreement		
052			Task chairing		
053	048 S: <u>I think she from Middle East country because she used the bold makeup</u>	Summarizer	Statement of fact		
054	049 SR: <u>Yeah that's a great point, as I have mentioned before when I summarize</u>	Story reader	Agreement Task chairing		

055 056	<u>the story, this woman is from Israel because I notice the synopsis in the video. Ok, another idea maybe? Or that's all?</u>				
	050 S: I think that's all, enough for describe the picture	Summarizer			
	051 SR: Ok, so zulvia can you read what we have in this discussion from the story I have tell you guys and then about the characteristics of this picture we found together. Can you please read zulvia. Oh my gosh, he's left.	Story reader			
	052 IM: I think he has bit connection	Infographic maker			
057	053 SR: <u>Yeah, so I ask irma first, irma what new vocabularies you get from our discussion tonight?</u>	Story reader	Task chairing		
058	054 VE: <u>I have only one, just strike</u>	Vocabulary enricher	Statement of fact		
059	055 SR: <u>What is the meaning?</u>	Story reader	Task chairing		
060	056 VE: <u>Menghantam, dihantam</u>	Vocabulary enricher	Statement of fact		

061	057 SR: Ok, <u>maybe you should write the meaning as well, ok?</u>	Story reader	Offers suggestion		
062	058 VE: <u>Ok.</u>	Vocabulary enricher	Agreement		
063	059 SR: <u>Ok, another vocabulary?</u>	Story reader	Task chairing		
	060 VE: I think it's all	Vocabulary enricher			
	061 SR: Ok, so zulvia can you read what we got of this discussion from the story that I have talk about and then about the characteristics of this picture that we have mention together	Story reader			
064	062 S: Oh ok guys sorry before that I lost the connection and now I'm gonna tell the summaries from this movie called hamsa. <u>This one is set in the conflict country and it's about a little girl who goes to the market with her mother and her name is tifa. And when tifa was walking in the market, she showed the necklace and the woman came out and looked at the tifa, and her mother then very upset to tifa</u>	Summarizer	Statement of fact		
065					

<p>066</p> <p>067</p> <p>068</p> <p>069</p>	<p><u>because she always walks away with her mother. And suddenly the alarm sounded and everyone panicked, tifa was shocked and she saw the bomb attack and separate from his mother. Then she was help by that woman early and also the woman repaired the doll and she's mother thanks to her. And from this movie we can see if his mother wearing white long shirt, the green veil, gold earring and she has curly hair, from his face maybe from Middle East countries. The main point here is when we in dangerous all we gonna put the human humanity first and we neer judge people by the cover. Thank you.</u></p>				
<p>070</p>	<p>063 SR: Ok, thank you zulvia for summarizing this discussion. <u>That's very kind of you.</u> So guys maybe enough what we have discuss tonight, I thank you guys a</p>	<p>Story reader</p>	<p>Positive procedural</p>		

	lot for joining this discussion. And especially for reza don't forget to make the infographic about the picture and the story we have discuss together				
071	064 IM: <u>Ok sure, working on it</u>	Infographic maker	Agreement		
	065 SR: Ok, maybe that all from me, thanks for nice attention, the last I say wassalamualaikum wr wb	Story reader			
	066 S, VE, IM: Waalaikumsalam wr wb	Summarizer, Vocabulary enricher, Infographic maker			

GROUP 7

Data Number	Utterances	Roles of Online Literature Circles	Coding	Interactions	Parameter
	001 SR : My name is aulia as story reader and my partner is	Story reader		<ol style="list-style-type: none"> 1. Task chairing 2. Offers suggestion 3. Point of view 4. Agrees and expands 5. Agreement 6. Disagreement 	<ol style="list-style-type: none"> 1. Attempt to control/moderate discussion 2. Proposes suggestion 3. Gives opinion, takes stance on an issue 4. Agrees with and expands on

				7. Offers alternative explanation 8. Minimal comments 9. Statement of fact 10. Justification with anecdote 11. Justification with generalisation 12. Justification with evidence 13. Justification with values 14. Checking 15. Weighs evidence 16. Positive procedural 17. Negative procedural 18. Reference to standards or handouts 19. References to external material 20. Asides 21. Uncodable	another's contribution 5. Explicit statement of agreement 6. Explicit statement of disagreement 7. Give an alternative explanation or interpretation 8. Uh-huh, mm mm or yes/no response 9. Makes statement of fact 10. Broad generalisation based on experience 11. Broad generalisation based on content of article 12. Cites formal evidence based on research 13. Justification based on own values 14. Requests affirmation or clarification 15. Synthesis of information, evidence and ideas 16. Positive comments about the functioning
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					<p>of the group or task as a whole</p> <p>17. Negative comments about the functioning of the group or task as a whole</p> <p>18. References to task material provided</p> <p>19. References to material not given as part of task</p> <p>20. Remarks directed at extraneous activities, humour, or jokes</p> <p>21. Utterances that could not be coded any other way</p>
	002 VE : My name is maulida rahma	Vocabulary enricher			
	003 S : My name is muhammad najmi basya kamal	Summarizer			
	004 IM : My name is akmal genius fikri	Infographic maker			
	005 SR : We are from group seven, in this meeting we will discuss a short movie called hamsa, ok lets I share the movie first, let's watch the film	Story reader			

001	006 SR : Ok, let's start. <u>Besides the film hamsa, the story is about a young israel girl who is oblivious to the historical conflict she lives in. On the trip to the market her mother reinforces her fear of the other people.</u>	Story reader	Statement of fact		
002	<u>Why its called hamsa? I think</u>				
003	<u>because hamsa is an arabic word pronounce kh-am-sa, that's mean five, it's meaning number five its use symbol of protection predominantly within the muslim and jewish community to defense agent the evil eyes, because also the film tell the story of a little girls standing in front of jewelry store, and she focus on seems hamsa but the jewelry and culture influence the characters.</u>				
004	<u>Any ideas guys?</u>		Task chairing		

005	007 VE : <u>Yes I agree</u>	Vocabulary enricher	Agreement		
006 007	008 SR : Ok, lets I show you the picture of the movie and let's discuss. Ok, in this picture we took the character of this little girl (showing the picture) <u>What she is doing? What do you think guys?</u>	Story reader	Task chairing		
008 009	009 VE : <u>Mmm I think one day there is a little girl carrying a teddy bear who was walking in the traditional market with her mother. The girl saw an out lady wearing a hijab, and the out mother look at the girl but her mother forbid the girl to approach</u>	Vocabulary enricher	Statement of fact		

010	<p><u>the out lady because of the bad prejudice. Suddenlly a war came dropping bomb, the girl try to run when her mother called but she fall in and the doll was broken, the head and the body of the doll are separated.</u></p>				
011	<p><u>Then the girls saw the out lady and followed her, the out lady fixed the doll from the girl using the necklace her was wearing, the girl looked at the out lady happily because she managed to put</u></p>				
012	<p><u>the separate part of the doll. Finally, the girls mother came and hug her, then the mother look at the girl initially.</u></p>				
013	<p><u>However, the girl shows her doll that the out lady was repaired, the mother says thanks to the out ladies. That's from me.</u></p>				
014	<p>010 SR : <u>How about you kamal?</u></p>	Story reader	Task chairing		
015	<p>011 S : <u>Eee ok. As you can see your screen, that she has a white skin and she five or four years old, and she also has a</u></p>	Summarizer	Statement of fact		

	<u>black hair, and she has a big around black eyes, and also she wears a light blue dress with a white color, she has a snap nose, and she always carries a brown teddy bear whenever she is. That's all from me.</u>				
016	012 SR : <u>How about you ka akmal?</u>	Story reader	Task chairing		
017	013 IM : <u>I think what I see from the picture that's very feeling and can be taught from this picture</u>	Infographic maker	Statement of fact		
018	014 SR : <u>Ok, about the situation I think at the market and the location I think it was like a old city of darussalam. I think that was booming there, and yes she was scared and panic because lost her mother in the chaos and the color of the background is full of smoke and people were running. Next picture, in this picture there is two female characters, a mother of a little</u>	Story reader	Statement of fact		
019					
020					

021	<u>girl's and palestine woman who sold the jewellery. So, what do you think guys what about action process basya?</u>		Task chairing		
022	<u>015 S : So I think the mother felt guilty to watch the jewelry seller because when her child was to pay a jewelry she looked as if she doesn't like the jewelry seller. However,</u>	Summarizer	Statement of fact		
023	<u>knowing that the jewellery seller safe the girl from the bomb attack, the mother feel guilty that she has something tolerable to the children and thanks to her to safing the child. I think that's all</u>				
024	<u>016 SR : What do you think ka akmal?</u>	Story reader	Task chairing		
025	<u>017 IM : She wear a hijab</u>	Infographic maker	Statement of fact		
026	<u>018 SR : How about you mau?</u>	Story reader	Task chairing		
027	<u>019 VE : I think her mother initially have a bad prejudice to the lady because they have different religions. But, when the mother</u>	Vocabulary enricher	Statement of fact		

028	<p><u>saw that the out lady have a good heart the mother also thanks to the out lady to helping her daughter and her daughter's doll.</u> That's from me.</p>				
	020 SR : Ok, to sum up basya will tell us, time is your basya	Story reader			
029	<p>021 S : Ok, thank you aulia for giving me the time and opportunity to complete the result of what we have discuss, and before I complete the conclusion, can you share screen? Ok, thankyou mau for the share, and as you can see there is infographic from we have discuss before. <u>So the first picture we call the girl who feel hopeless because of the bomb attack. The girls are alone and afraid of the situation in their hometown filled with smoke from the bomb. The girl could not do anything and did not know how to take shelter because she was separated from</u></p>	Summarizer	Statement of fact		
030					
031					

032	<p><u>her mother. And the second picture we call humanity above religion, when faced with a common danger, humanity teaches the people of this world that one must put his/her differences such as religion, race, and ethnicity aside because we are all the same. I think that all from me.</u></p>				
033	<p>022 SR : <u>Yes, good idea, basya.</u> Next maybe mau deliver the new vocab</p>	Story reader	Positive procedural		
034	<p>023 VR : <u>Mmmm I think the vocabulary is good and easy to understand so no have any correction in my opinion but infographic need to correct the word the girls here (show the word) because it's to be the girl, because there is only one girl there, and the new vocabulary in my opinion is shelter and prejudice.</u></p>	Vocabulary enricher	Point of View		
035	<p>024 SR : Ok, that's good guys. I think that's all from our</p>	Story reader	Positive procedural		

	<p>discussion. <u>Ok guys thank you so much for attention and this great discussion.</u> <u>may all those beneficial for all of us.</u> Wassalamualaikum wr wb</p>				
	<p>025 S, VE, IM : Walaikumsalam wr wb.</p>	<p>Summarizer, Vocabulary enricher, Infographic maker</p>			

