

Observational Study of Classroom Discourse during Online Literature Circles

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Abstract

This research aimed to describe the interactions of online literature circles with EFL university students. The participants in this research were students from critical reading and literacy classes in one of the Islamic universities in Yogyakarta. The data were collected through the classroom observational method, which the transcription data obtained from each group's discussion at the zoom meeting. This research used the instruments adapted from Daniel (2022) about the roles of literature circles and the interactions from Guiller, Durnell, and Ross (2007) to analyze the group discussion. The finding shows that the students were engaged in online literature circles. Each group performed interactive talks. Furthermore, each group member played their 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

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1. Introduction

During the COVID-19 pandemic, literature circles are conducted in face-to-face and online classrooms (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 mostly enjoy. Besides online synchronous discussion, Campbell (as cited in Beeghly, 2005) stated though 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 berries 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 than 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 and motivation. 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 to deepen 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 conditions while gaining sympathy and care in their group and take more responsibility 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 feel in their assignments. Despite any students struggling to have a connection, an online literature circle is worthy of being 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. Several researchers have demonstrated that literature circles have many benefits for students and work 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. Various media and methods are important to make students interested because something monotonous will make students feel saturated and bored. Therefore, to fill this gap, the primary aim of this research is to explore technology integration with literature circles and explore the participants' bond with each other and sharing texts through online discussion. This needed to develop reliable media to be active and communicate in online literature circles.

1.1. Research Question

This research was conducted to answer a question about:

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

1.2. Theoretical Framework

1.2.1. Conceptual definition of literature circle

A literature circle is designed as a discussion activity for students 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 had been found to develop an extra comprehensive classroom and reading ability. Students can have a level of comprehensiveness and 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 involved in clarifying the book from a different perception through extensive peer discussion.

Furthermore, Daniels (2002) classified the literature circle as components: 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, 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 particular 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 in the reading, provide a summary, and then share it with the groups. This summarization could be connected with a student's feelings or combined with their life experiences and anything they know. After that, a 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 the 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 a monotonous of just reading and asking a factual question, this will be attractive for students. In short, all that are showing language improvement is the goal of the literature circle, especially for reading comprehension. The role in the literature circle is influential in making students comprehend perfectly.

1.2.2. Empirical review on online literature circle at the 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 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 gained achievement from an online literature circle known as led-discussion; it was good online learning to present a clear subject. Students said they are active in this online literature circle because they are very involved in sharing their opinion. Thus, they have played roles such as discussion director, providing 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 that allowed students to more participants 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 that students who learn reading through literature circle in online discussion get many perspectives, they know some aspects such as social identities, nature, and even political context, which they get into the text deeply. 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 felt so hard to keep following the short 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 good English proficiency, such as increasing their reading ability and vocabulary. This happened because the 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 of the English classroom, in this case, 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 the literature circle was the best choice to overcome this matter. Also, in making tasks, applications such as WhatsApp are required to keep in touch with the groups. This indicates that the role in the literature circle strongly encourages students to have a sense of responsibility, and it makes them active to encourage other friends to be engaged in the discussion. To this extent, online literature circles make the students respect each other, especially their groups. They felt motivated to read books because they would discuss them with others. Students will be experts at understanding what they read in 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 connect more with the text. Lastly, the role of the literary luminary, vocabulary enricher, summarizer, and illustrator is also important to provide the discussion wrap-up. They perform at the end of the discussion by making an infographic report. Then, teamwork in online literature circles depends on students' positive perceptions and motivation (Novitasari, Rahayu & Suryanto, 2021). When students feel positive about doing a literature circle, they will finish it with pleasure because they are 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 in this learning process to achieve learning objectives 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 an online literature circle, media such as WhatsApp, zoom, Google classroom, and even discussion boards 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 groups (Ferdiansyah et al., 2020). Then, google classroom or discussion boards can be done both synchronously and asynchronously.

2. Method

2.1 Research Design

This research is designed to identify the application of online literature circles undertaken by English classes. This study uses qualitative research, especially observational, 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 were applied in the classroom by considering the class interaction.

2.2 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 consisted 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 the presented screen will be clear for a group discussion.

2.3 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 nine groups, with four 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 impressive pictures for the group to discuss. Second, the summarizer summarizes and notes what the story reader shared. Third, the vocabulary enhancers were to look for possible vocabulary and double-check the language used in summary. The last role is infographic maker, which makes an infographic containing information or important messages from that story and 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 with the lecturer via google drive.

2.4 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	I	To share some of the reader's images and visions that related to the reading text.

No	Label	Indicator (s)	Sym.	Formal features and functional definition
		Anything else		
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 Strange Interesting Hard	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.
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	Action begins	SE	

No	Label	Indicator (s)	Sym.	Formal features and functional definition
	You explain where the story takes place there...	Key events Events end		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

2.5 Data Analysis

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

In this research, the researcher used thematic analysis to identify, analyze, and report patterns within data, as known that thematic analysis is an effective method in all kinds of qualitative research (Ary, Jacobs & Sorensen, 2010). Therefore, using 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 explains in a written report.

2.6 Data Trustworthiness

The researcher conducted this research by using an observational study. Ary, Jacobs, and Sorensen (2010) suggested that the quality of qualitative research depends on triangulation. It provides important evidence of the credibility of the study. Therefore, the researcher triangulated the data to ensure that it was credible through the sources such as journals and books. Then, the researcher reviewed 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 implemented peer briefing by two colleagues from the same major to verify the validity.

3. Finding and Discussion

3.2 Findings

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 studies to show that there does not need to be eight roles to fulfill online literature circle practices. Some studies used six roles, some others used five roles, and two findings only used two roles. Then, in this research, the

students played only four roles in practicing online literature circles: story reader, summarizer, vocabulary enricher, and infographic maker. Although the role names used for this class are slightly different, they had the same function. Practicing these four roles does not have a negative impact because several roles can be done simultaneously, such as the story reader being a questioner 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 quotes aside from the important information of the story, and also illustrators who 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 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 generalization, 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	

The roles in online literature circle	The interaction during online literature circle	Total	N
Infographic maker	Minimal comment	8	17
	Statement of fact	6	
	Checking	1	
	Agreement	1	
	Justification of general	1	

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.

3.1.1. 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*

The dialog above that shows the story reader moderating the discussion by asking the members about the topic they have watched before, this corresponds to the role of the story reader in leading the discussion group.

3.1.2. 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 stated 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 fits his roles.

3.1.3. 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. The data found that one of the most prominent interactions at 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. 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 language.

3.1.4 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 debate 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 infographic maker sentences are not included in the categories of interaction. But, that shows the role of infographics which have made an infographic/picture of the topic being discussed.

3.2. Discussion

3.2.1. 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. Ferdiansyah et al. (2020) found that 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 learning goals. Accordingly, the story readers are the most frequent interactions during the whole discussion. The exchange was mainly about task chairing. Further, the story reader also did check on the progress of the other online literature circle members. I observed that the story readers were the main actors running the discussion. The group with interactive story readers tended to interact better during their reading images activity. Other than that, there is also the statement of fact, agreement, agreement and expands, offer suggestions, point of view, positive procedural, and justification with an anecdote. Although they did not dominantly contribute, they helped the interaction more engaging.

As the previous studies, Novita, Rahayu, and Suryanto (2021) show, all students are engaged in online literature circles and have positively participated in the group discussion. In this research, vocabulary enricher is the second most frequent interaction in the group discussion. The exchange 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 actively participate 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 helps them in their major (Widodo, 2015). Other than that, there are also minimal comments, points of view, agreement, positive procedural, and general justification.

The third frequent interaction is the infographic maker. The exchange 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 general justification. Although they only contribute a little, 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 truth 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, the summarizer was given more detail for the truth of the information from the story. In my observation, the summarizer was also actively responding to the member by providing minimal comments. Other than that, there are also some expressions to offer suggestions and justification with anecdotes. Although they were not dominantly contributing, they made the discussion more attractive.

4. 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. 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 to 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 makes students' engaged in discussion. Thus this study implied that online literature circles could be an option to do, to engage students in online learning.

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