

Collaborative Reading for Deeper Meaning: Literature Circle as a Strategy for Improving Student Comprehension

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ABSTRACT

This study determined the influence of the literature circle strategy as a teaching method to develop reading skills among 37 Grade 10 students in the Laboratory High School Department of Abra State Institute of Sciences and Technology. Using a descriptive-comparative and experimental research design, the investigation measured students' interpreting reading ability to determine the main idea, to find the information, to infer, and to sequence before and after treatment. The descriptive method was used to determine the levels of students' initial reading comprehension, while a comparative method was used to explore and compare the students' reading comprehension levels at different stages of the study, and an experimental method was used to determine the effectiveness of the literature circle. It emerged that students had shown adequate understanding before the intervention, but had difficulty with sequencing. Results following the intervention were significantly improved in all comprehension features, but most notably in identifying main ideas and locating information. The pre- and post-intervention scores showed a statistically significant difference. The research concluded that the literature circle did enhance reading comprehension in all of the areas; however, it focused on the main idea, looking for information, inference, and sequencing. Suggestions were to integrate literature circle strategy into regular instruction to improve sequencing skills, support students' varied learning styles, foster collaboration, and increase overall comprehension. Explicit instruction focused on sequencing may be integrated using visual aids and graphic organizers to help students practice and internalize sequencing skills. Further research was recommended to examine the impact of the strategy on diverse student populations for wider adoption.

Keyword:

Literature Circle, Reading Comprehension, Instructional Strategy, Secondary Students, Collaborative Learning

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INTRODUCTION

Language is important, and it is a contributing factor to the knowledge set. It makes communication easy, spoken and written, to communicate thoughts, feelings, and information. It is also a vehicle of knowledge transmission and acquisition in schools. Because of its nature, cyberspace can serve the development, not only in the transmission of information, but in the development of major cognitive, emotional, and social abilities that are crucial in lifelong learning and academic participation. Emphasizing the significance of language in the comprehension of complex phenomena, language is an agent of scientific thought and linguistic understanding.

Linguistic comprehension is a complicated cognitive activity, and the process of linguistic comprehension includes the retrieval and integration of information, which plays an important role in language and reading comprehension, as supposed by [Rogde \(2019\)](#). It depends on several factors, such as linguistic profile, environmental conditions, and educational context.

Reading is vital and helps one to absorb English knowledge. Additionally, it is the procedure of comprehending literary works to learn through reading. Reading comprehension is a complex cognitive activity that involves understanding and responding to text ([Sua, 2021](#)). It is the capability to read a given text and elucidate the text into parts for easier understanding. In short, reading comprehension relies not only on reading the text but deducing its context.

A series of studies in the Philippines has highlighted students' reading comprehension challenges. [Fabella \(2023\)](#) found that most intermediate-grade school learners were at a frustration reading level, with males outperforming females. Similarly, [Cabural \(2023\)](#) reported low proficiency in reading comprehension among Grade 10 students, with inferential and evaluative comprehension particularly difficult. Despite the lack of significant relationships between students' profiles and reading factors, identified weak levels of interpretative, critical, and application comprehension among Grade 7 students ([Bromley et al., 2021](#)). Finally, according to [Federe \(2023\)](#), students struggled with reading, particularly in story comprehension. Hence, these collectively insinuate the need for targeted interventions to improve reading comprehension locally.

Learning is best achieved when integrated with fun activities that encourage and catch the students' interest and, therefore, activate their desire to learn,

participate, and accomplish a given task. Hence, interactive strategies, such as literature circles, need to be integrated for the students to respond to material during the teaching and learning process.

The literature circle strategy, introduced by Harvey Daniel, is effective in improving critical thinking skills in reading. This strategy involves assigning different roles to students in a small group, such as Illustrator, Discussion Director, Summarizer, and Travel Tracer, to help them focus on different aspects of the reading material ([Robiah, 2024](#)). It particularly benefits students as it supports their needs and allows them to explore content such as literature collaboratively.

In 2017, [Abdelhalim](#), in his study, focused on merging cognitive and collaborative elements into teaching reading comprehension in ESL (English as a Second Language) classrooms, paying attention to how teachers implemented the strategies. It was also found that the members of the experimental group outperformed the control group in the post-administration reading comprehension test and the reading engagement scale in overall comprehension and engagement, all the sub-skills, and the dimensions of the processes involved.

In accordance with the problem, engagement is defined as active participation in the reading process through executing literal, inferential, and critical reading skills, while reading comprehension tests and surveys assess participants' engagement within both groups.

Without a doubt, comprehension involves thorough reading, this being a prerequisite for activating comprehension. This is the reason why this study integrates the literature circle methodology as an intervention teaching strategy aimed at fostering enhanced comprehension among students, as part of an intensive reading approach to teaching literature. Studies show that there is considerable evidence supporting the contention that intensive reading strategies improve students' comprehension and reading proficiency. Overall, the primary focus of the study was on incorporating the literature circle strategy into the teaching process through the intensive reading approach, aiming at enhancing students' comprehension. It analyzes a strategy that combines cognitive and collaborative elements with a focus on improving reading comprehension skills. The analysis focuses on the intervention within the reading comprehension students' activity and interprets its importance in relation to the achievement of the standards and its possible role in the literacy activities.

A structured framework guided this study to examine the literature circle as a

strategy for improving the students' reading comprehension. It outlines the key variables and relevant concepts, demonstrating their interconnected influence on reading comprehension. The researchers used the Input Process Output (IPO) model. Input illustrates the process wherein the reading comprehension level of students in terms of identifying the main idea, finding information, inferencing, and sequencing is supported by the following theories: Schema Theory, Constructivist Learning, Sociocultural Theory, and the Interactive Reading Model were placed at the input part of the paradigm, being the core variable of the study.

Assessing reading comprehension includes diagnosing the students' reading comprehension level through a pre-test, using a literature circle strategy in teaching, and then evaluating the students' reading comprehension level through a post-test. Statistical treatment of data is used to test the scores gathered from the study. Finally, the output of the study was to achieve an improved reading comprehension level among the respondents.

The study focused on investigating the effectiveness of integrating the literature circle strategy with an intensive reading approach on Grade 10 students' reading comprehension. Specifically, it aimed to determine the students' level of reading comprehension before the implementation of the literature circle strategy in terms of identifying the main idea, finding information, making inferences, and sequencing. The study also examined the students' reading comprehension level after the use of the literature circle strategy based on the same aspects. Furthermore, it sought to find out whether there was a significant difference between the mean scores of the students' reading comprehension before and after the implementation of the literature circle strategy.

The study revolved around the hypothesis that there is a significant difference between the mean scores in the reading comprehension of the Grade 10 students before and after using the literature circle strategy.

METHOD RESEARCH

This study employed descriptive, experimental, and comparative methods. The descriptive method was used to determine the Grade 10 students', 19 boys and 18 girls, level of reading comprehension at Abra State Institute of Sciences and Technology in terms of identifying the main idea, finding information, inferencing, and sequencing. The experimental method utilized a one- group pretest-posttest design to measure the effectiveness of the reading comprehension aid. The

comparative method analyzed students' performance before and after the intervention. By comparing results across different stages, the researchers identified significant improvements and confirmed whether changes in comprehension were attributable to the instructional strategy.

Data was collected using pre-test and post-test reading comprehension tests, each consisting of 30 multiple-choice items based on previously read texts. The tests measured students' ability to identify the main idea, locate information, make inferences, and sequence events. The test questions were submitted to experts for validation. The overall mean rating was 4.67 (Very High Validity). Specifically, indicators 1, 2, 5, and 6 obtained a mean of 4.75, while indicators 3 and 4 had 4.5. Among the validators, the first gave a mean of 4.67 (VHV), the second 4.0 (High Validity), and the third and fourth both 5.0 (VHV). These results confirmed that the instrument possessed high to very high validity.

In the Literature Circle, students assumed specific roles to facilitate collaborative learning like **Discussion Director** as a guide to group discussions and initiate open-ended questions, **Illustrator** who's in charged with creating visual representations of the text, **Vocabulary Enricher** who identified, defined, and contextualized key terms, **Connector** who relates the text to personal, real-world, or other textual experiences. And lastly, **Summarizer** who wrote a concise summary of the literary piece.

To ensure accurate interpretation, the data were analyzed using the following statistical tools: 1) Weighted Mean - determined the students' level of reading comprehension (main idea, information retrieval, inferencing, and sequencing) in both the pre-test and post-test. 2) t-Test for Dependent Samples - compared the mean scores before and after the intervention to identify significant differences in students' reading comprehension.

RESULT AND DISCUSSION

The key findings of the study include the following:

An indicated descriptive rating of Satisfactory (S) in inferencing, with a mean of 4.32, was scored from the respondents' reading comprehension performance before using the literature circle strategy. Meanwhile, sequencing was rated as Fair (F) with a mean of 1.81. Consequently, their overall reading comprehension was rated as Satisfactory (S), with a total mean of 13.08.

The table illustrates the computed mean scores and descriptive ratings (DR) across the four components: identifying the main idea, finding information, inferencing, and sequencing, before using the literature strategy.

Table 1. Level of Performance in Reading Comprehension of Grade 10 Students Before the Use of the Literature Circle Strategy

Reading Comprehension Component	No. of items	Mean	Descriptive Rating (DR)
Identifying the main idea	6	2.86	S
Finding information	9	4.08	S
Inferencing	9	4.32	S
Sequencing	6	1.81	F
Total	30	13.08	S

Norm:

Items			Descriptive Rating (DR)
6	9	30	
4.80 – 6.00	7.20 -9.00	24.00 – 30.00	Excellent (E)
3.60 – 4.79	5.40 – 7.19	18.00 – 23.99	Very Satisfactory (VS)
2.40 – 3.59	3.60 -5.39	12.00 – 17.95	Satisfactory (S)
1.20 -2.39	1.50 – 3.59	6.00 – 11.99	Fair (F)
0.00 – 1.19	0.00 – 1.79	0.00 – 5.99	Poor/ Needs Improvement (P/NI)

Student’s level of reading comprehension after the intervention of the literature circle strategy increased in terms of identifying the main idea with a weighted mean of 5.78 and descriptive rating of Excellent (E), finding the information with a weighted mean of 5.81 and had a descriptive rating of Very Satisfactory (VS), inferencing with a weighted mean of 4.89 and a descriptive rating of Satisfactory (S), while sequencing of events had a weighted a mean of 3.62 and the descriptive rating was Very Satisfactory (S). Overall, it gathered a total of 13.08 weighted mean with a descriptive rating of Very Satisfactory (VS).

Table 2 presents the computed mean scores and descriptive ratings (DR) across the four components: identifying the main idea, finding information, inferencing, and sequencing after using the literature strategy.

Table 2. Level of Performance in Reading Comprehension of Grade 10 Students After the Use of the Literature Circle Strategy

Reading Comprehension	No. of items	Mean	Descriptive Rating (DR)
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Identifying the main idea	6	5.78	E
Finding information	9	5.51	VS
Inferencing	9	4.89	S
Sequencing	6	3.62	VS
Total	30	19.81	VS

Norm:

Items			Descriptive Rating (DR)
6	9	30	
4.80 – 6.00	7.20 -9.00	24.00 – 30.00	Excellent (E)
3.60 – 4.79	5.40 – 7.19	18.00 – 23.99	Very Satisfactory (VS)
2.40 – 3.59	3.60 -5.39	12.00 – 17.95	Satisfactory (S)
1.20 -2.39	1.50 – 3.59	6.00 – 11.99	Fair (F)
0.00 – 1.19	0.00 – 1.79	0.00 – 5.99	Poor/ Needs Improvement (P/NI)

The students' reading comprehension levels before and after the literature circle strategy intervention show a significant difference, with a calculated mean of 6.73, which is rated Significant.

Table 3 illustrates the difference between the mean scores and their corresponding descriptive ratings before and after the usage of the literature circle strategy.

Table 3. T-Test Showing the Difference in the Mean Scores in Reading Comprehension of the Grade 10 Students

Reading Comprehension Component	Mean Post Test	Mean Pre-Test	Mean Difference	t-Computed value	t-Critical value	t-Probability value	Decision
Identifying the main idea	5.78	2.86	2.92	14.141	2.028	0.000(p<0.01)	Highly Significant
Finding information	5.51	4.08	1.43	4.119	2.028	0.000(p<0.01)	Highly Significant
Inferencing	4.89	4.32	0.57	2.124	2.028	0.041(p<0.05)	Significant
Sequencing	3.62	1.81	1.81	6.145	2.028	0.000(p<0.01)	Highly Significant

Total	19.8	13.07	6.73	26.529	8.112	0.041(p<0.01)	t Significant t
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This chapter details the discussion of the collected data. Systematically outlines the observed findings to provide a comprehensive interpretation of the results, contextualized within the framework of the study. Level of Performance in Reading Comprehension of Grade 10 Students Before the Use of the Literature Circle Strategy. All the components earned a 13.08 mean, and the descriptive rating is “Satisfactory”. The students can identify the main idea, find information, make inferences, and arrange the sequence of events shown in the story. However, even though the learners’ vital needs are met, the literature circle strategy can help them reach their full potential.

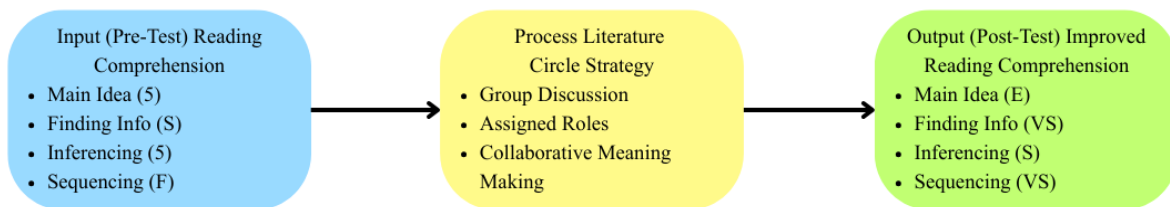


Figure 1. Research Paradigm Based on the IPO Model

Existing knowledge is essential for comprehension as it facilitates the activation of mental frameworks, or schemas, that help individuals connect new information to what they already know. Such a link develops better reading comprehension by enabling students to use background knowledge, make predictions, and interact more with the text which is based on the principle that the reading is better by having background knowledge where results show that who have built background knowledge through the experiences get higher scores based on the reading test assessment such as the International English Language Testing System ([Alvarez, 2024](#); [Belouiza et al., 2024](#)). Moreover, deep text understanding is tied to the linking of documents to knowledge beyond the text, which is not addressed by current benchmarks that tend to focus the prediction on a narrow response.

Conversely, inferencing was rated the highest with a mean of 4.32 and a descriptive rating of “Satisfactory.” This suggests that the students who were questioned had a prodigious talent for inferring beyond the text on surface level of the text. Contextual inferencing reveals that these students can appreciate fine details, make associations between disconnected fragments of information, and use the

information within the reading materials. This is most likely the result of advanced critical thinking skills as understood in the context of the text, which helps learners construct meanings in intricate circumstances and in most cases with limited information

Additionally, the students' multiple-choice performance assessments were such that it was designed to assess the understanding of the key elements upon which the texts were based. Yet it also allowed them to collect evidence regarding explicit information, relationships between characters or events, figurative language, and gist. Assessment is well aligned to the learning objectives and methodologically sophisticated, providing a valid measure of students' ability to blend information and derive conclusions. The peculiarities entail mostly yielding high inference because of prior knowledge that students come with, the ability to read between the lines on what is being said, good comprehension strategies employed, as well as the contexts in which these classical texts are read. This is consistent with Schema Theory, which holds that the structure of prior knowledge is key in cognitive operations.

This confirms [Cain et al.'s \(2024\)](#) research that students can make well-founded inferences on literary pieces, combining strong background knowledge with good reading strategies and an understanding of narrative structures. Equally, as the level of knowledge of the students increases, so does the generation of inference, a handy tool in narrative texts because such texts usually provide richer contextual cues for readers. Inferencing itself involves constructing meaning from different parts of a text and filling in the gaps using the reader's own knowledge – a process many readers would consider natural ([Rice et al., 2024](#)). Sequencing, on the other hand, received a "Fair" rating due to the lowest mean value of 1.81.

This shortcoming indicated an apparent difficulty in comprehending and reconstructing the chronological order of events within the reading materials. The students particularly found it difficult to identify the temporal relationships in events, which was usually a great help for distinguishing which events happened before the other one. A similar difficulty also existed with the recognition of causal connections, revealing a potential deficit in understanding how one event leads to another. Thus, the logical progression of ideas and arguments was compromised, depending on a clear sequential understanding.

According to the study conducted by [Tekercioğlu \(2024\)](#), the complexity of story structures, such as character development, time, and causal relations, could

confuse students, making it difficult for them to understand and organize events. This organizing information and constructing knowledge are in line with Constructivist learning theory, whereby he learns through experience.

On the other hand, identifying the main idea achieved a computed mean of 2.86, equivalent to a descriptive rating of Satisfactory. This indicates that the students can state the central point of the text in their own words. This highlights not only memorizing a sentence but also grasping its gist. Further, they often recognize the issue and state what the author says about it. These indicate their ability to first recognize the subject matter and then synthesize the author's key assertion or argument related to it. Hence, Schema Theory emerges. A theory of possible relevance between knowledge structures already in existence and those representing new information. A student can be said to have succeeded in grasping the principal idea or, in other words, to have successfully learned the principal idea if he can access and utilize appropriate prior knowledge. The previously set schemas deserve an authorial context where they may integrate with the text, understand the presented information, and finally convey the author's intentions.

Recent studies seem to be in favor of stating that recognizing the main idea is an essential reading comprehension skill. [Smith and Jones \(2019\)](#) mentioned that when students were taught explicitly to differentiate between subject and main idea, they showed a significantly improved ability to summarize and comprehend texts. Likewise, [Lee et al. \(2021\)](#) stressed that paraphrasing the main idea in a student's own words is a strong indication of actual comprehension as opposed to mere memorization. Moreover, [Garcia and Kim \(2020\)](#) showed that some instructional interventions designed to assist students in identifying the primary idea explicitly helped raise the students' overall reading scores.

The "Satisfactory" level of performance in understanding the main idea may be a result of students' previous exposure to instructional emphasis on comprehension skills. The moderate score appeared to suggest that mastering this skill may require more targeted or perhaps even differentiated instructional approaches. However, students who synthesize the key assertion of the author appear to be well on their way to developing higher-order cognitive processes such as analysis and synthesis, which perhaps have been stimulated through scaffolded learning experiences.

Finding information obtained a weighted mean of 4.08, equivalent to a

descriptive rating of “Satisfactory.” This means that they can find information. However, they still need further training and support on improving their information literacy skills towards more effective and efficient information seeking beyond these measures. Students are good at finding information in stories because they can use context cues, engage with narrative structures, and call upon past experiences. This is contingent on the Schema theory of Kant; they argue that having prior knowledge associated with the information enhances understanding.

As stated by [Landolsi et al., \(2023\)](#), contextual cues, including chapter titles and subheadings, can substantially assist memory recall and information retrieval for traditional and electronic texts. Furthermore, storytelling not only contributes to students’ narrative competence but also nurtures skills that involve empathy and attentive listening, essential in aiding the understanding of intricate narratives ([Pattanaik et al., 2024](#)). Additionally, young readers are thought to use both data from the text and their prior knowledge in interpreting narratives, implying that their comprehension skills develop through reflective processes that actively promote making returns to the text itself ([Greenleaf et al., 2023](#))

Level of Performance in Reading Comprehension of Grade 10 Students After the Use of the Literature Circle Strategy Each element’s meaning and total mean for each element were calculated. The mean of 19.81 overall, with the descriptive rating of “Very Satisfactory”, attests to the success of the literature circle approach in facilitating reading comprehension. The success of the approach is brought out through collaborative learning, where active participation and peer-led discussions develop fundamental comprehension elements: determining main ideas, gathering information, making inferences, and arranging events.

This information confirms literature circle as an effective teaching tool, promoting deeper comprehension and critical thinking through collective meaning-making and collaborative learning. This is also attested by [Bella et al. \(2024\)](#), who reported considerable gains in reading comprehension using the literature circle. The interactive nature and student-led discourse of literature circle promote constructivist learning theory, where students build knowledge through active participation and individual experiences. Studies show that the varied roles of literature circle enable students to learn at their own pace and respond to discussions from their own vantage points, leading to a more intimate learning of the subject matter.

The outcomes of this research, based on the Interactive Reading Model,

Constructivist Learning Theory, and Vygotsky's ZPD, show the applicability of the literature circle to improve the reading comprehension of students. The collaborative and interactive approach of the strategy aligns with these theoretical models, building active learning, knowledge construction, and enhanced comprehension abilities.

In particular, Constructivist Learning Theory specifies that students actively build their knowledge by experience and interaction, not by receiving it passively. Literature circle is active and student-centered by nature; they volunteered for roles, facilitated discussion, and offered interpretations. By collaborative conversation, students constructed a common meaning of the text, relating the text to their own experiences and making the learning engaging.

The reading comprehension factor, with a mean of 5.78 and an "Excellent" descriptive rating (DR), the highest rating obtained, showed an effective combination of influences in determining the main idea. The reading texts were organized such that it was easy to point out major themes, making identification straightforward. Students showed competence in separating central ideas, indicating a good grasp of textual hierarchy. In addition, the design of the assessment, using clear questions, enabled the students to provide a precise representation of their understanding of the main message of the text. Essentially, the achievement indicated well-written material, as well as the students' acquired skill in extracting essential information. This indicates that the students can recognize and highlight the skills required to identify key information that leads to the main idea of literary pieces, namely *The Iliad*, *The Odyssey*, and *The Hunchback of Notre Dame*.

This discovery is consistent with Kenneth Goodman's Interactive Reading Model, which teaches reading as a transaction between the reader and the text, with meaning being built through active interaction. Literature circle promoted this interaction through discussion, questioning, and analysis, enabling students to relate to the books and derive main themes. As evidenced by [Yi and Choi \(2024\)](#), increased participation and collaborative discussion through literature circle immensely enhance students' capacity to determine main ideas. In addition, as outlined by [Fauzi et al. \(2024\)](#), this collaborative setup enhances critical reading competencies, allowing students to summarize and critique texts. This agrees with the sociocultural theory of learning, an aspect of the Interactive Reading Model, which focuses on the role of social interaction in the construction of knowledge.

Sequencing scored the lowest, with a mean of 3.62 and a descriptive rating of

“Very Satisfactory.” It should be noted that although the descriptive rating indicates a good performance, the mean score indicates that in sequencing, the students scored least strongly among the other components. This is because, in part, there was a variation in the number of test items among the components, which influences the mean scores and the descriptive ratings differently.

Current studies confirm the discovery that sequencing usually proves difficult for students. Students often have difficulty sequencing events because they have not received sufficient explicit instruction on temporal and causal relationships in narratives. Similarly, attributed sequencing challenges to cognitive processing, including limitations on working memory and infrequent practice with intricate narrative arrangements, and suggested targeted interventions to enhance sequencing ability. In addition, [Tekercioglu \(2024\)](#) pointed out that the complexity of narrative structures, such as time and causality, can overburden students and undermine their capacity to sequentially arrange events. Such observations are congruent with Constructivist learning theory, which places much emphasis on active construction of knowledge via guided learning activities. The literature circle intervention, though, caused an increase, affirming its value.

Concurrently, the finding information aspect achieved a mean of 5.51 and a descriptive rating of “Very Satisfactory.” This reflects that students showed an excellent capability to find and access appropriate details in the text efficiently and accurately. This rating is indicative that the students have very good scanning and skimming skills in reading texts, detecting important facts, and differentiating significant information from minor ones. This proficiency is very important in reading comprehension because it allows learners to establish a good foundation of overt knowledge, which aids in higher-order cognitive processes like inference and synthesis. Quick ability to locate information also increases the confidence and motivation of students while reading, which in turn benefits their overall performance.

Recent research supports the importance of strong information-finding skills in reading comprehension. For example, identified that successful students in identifying explicit information perform well in standardized reading tests because this ability supports comprehension monitoring and strategic reading. Moreover, illustrated that focused instruction on information retrieval strategies enhances students’ reading efficiency and comprehension results in various text genres.

Finally, inferencing averaged a score of 4.89, with a descriptive rating of “Satisfactory.” This shows that students displayed a proficient skill of reading between the lines through making predictions, drawing inferences, and reading between the lines beyond the literal text. It should be noted that while inferencing had the lowest descriptive rating of all the components, it did not record the lowest mean score. This disparity can be largely attributed to the difference in the number of items assessed under multiple components, which impacts the descriptive ratings differently from the mean scores. This acceptable rating gap suggests that students have the foundation critical thinking skills essential for comprehension at a higher level. Inferencing allows students to link unrelated bits of information, infer subtlety, and fill in gaps where data is not overtly stated.

Inferencing mastery is critical to dealing with complex texts, promoting deeper comprehension, and encouraging problem-solving skills in academic and everyday settings. Nevertheless, because the assessment is satisfactory as opposed to very satisfactory or excellent, it indicates that there is potential for improvement to reinforce students’ inferencing skill and accommodate more advanced comprehension. Recent research confirms the significance of inferencing in reading comprehension. For instance, [Johnson and Lee \(2023\)](#) established that inferencing ability is highly correlated to the general reading achievement of students, especially when coupled with robust background knowledge and vocabulary ([Johnson & Lee, 2023](#)).

Furthermore, showed that explicit inferencing instruction significantly enhances students’ performance in interpreting implied meaning and comprehension results. T-Test Showing the Difference in the Mean Scores in Reading Comprehension of the Grade 10 Students Identifying the main idea showed a significant mean score difference of 2.92 (Highly Significant), with a post-test mean of 5.98 and a pre-test mean of 2.86. The highly significant improvement in identifying the main idea signifies a fundamental enhancement in students’ cognitive processing of textual information. This goes beyond mere test performance, indicating a developed ability to discern the core of a text, a crucial cognitive function applicable beyond standardized assessments. This improvement reflects a refined capacity to filter and prioritize information, synthesize disparate details into a cohesive understanding, and engage in deeper critical thinking.

This, therefore, confirms the effectiveness of the literature circle strategy, supporting Goodman’s Interactive Reading Model, which views reading as an active

process. Literature circle, through discussion and analysis, facilitates this interaction. Structured roles such as summarizer and discussion director help with the literal understanding of main ideas. [Bella et al. \(2024\)](#) and [Ma et al. \(2023\)](#) reported that a literature circle with assigned roles enhances comprehension and reading sub-skills, such as information retrieval, as well as favoring positive attitudes towards reading, participation, and critical thinking.

Finding information showed a significant difference in mean scores, 1.43, attaining a descriptive rating of "Highly Significant". Having a post-test mean of 5.51 and a pre-test mean of 4.08, which strengthens the effectiveness of the literature circle strategy in enhancing students' ability to retrieve information. Students' active search for and sharing relevant details from the text provides a structured environment through the interactive nature of the literature circle. The collective process directly strengthens their capacity to spot and process certain information within literary works, which was stimulated by shared inquiry and discussion. ([Genelza, 2024](#)). On the other hand, inferencing displayed a significant difference in mean scores of 0.57, equivalent to a descriptive rating of "Significant." The mean on the post-test was 4.89, and the pre-test was 4.32, indicating that the intervention indeed created an improved process for understanding implicit information in texts.

The consistency of pre- and post-test does not simply mean students were better at answering these questions; this indicates a much deeper ability to analyze textual clues, connect disjointed information, and produce reasonable inferences from their textual sources. Students were now noticeably able to move beyond a literal understanding of a text's meaning to understand the underlying meaning, implications, and possible consequences of the text they were inferring. This observation supports the principles of constructivism's learning theory; the active engagement of students and their personal experience of constructing meaningful knowledge from a text can be fully supported by a literature circle, just based on interpretations and inferences. El-Esery (2023) also demonstrated how effective the Virtual Literature Circle was in supporting ESL learners' inferencing abilities. [Bella et al. \(2024\)](#) also affirmed the positive impact of literature circle on inferencing abilities through collaborative learning.

Subsequently, sequencing illustrates a significant difference in the mean, scoring 1.81 with a descriptive rating of "Significant." The post-test mean was 3.62, and the pre-test mean was 1.81, indicating the strategy's effectiveness in arranging events. The mean score nearly doubled from 1.81 (pre-test) to 3.62 (post-test), resulting

in a mean difference of 1.81. This indicates a real and meaningful change. This quantifies the positive impact of the literature circle strategy on students' ability to arrange events in a text. Sequencing is fundamental to understanding narrative structure, cause-and-effect relationships, and the overall flow of information in a text. Improved sequencing directly translates to better comprehension.

In a literature circle, helping each other understand the sequence of events through, students collaboratively reconstruct the timeline of the story, clarifying any confusion, and having specific roles, such as the "Summarizer" or "Reteller", can require students to focus on sequencing, promoting active engagement. Describing the sequence of events to a fellow student helps to solidify their learning of the events in chronological order. In other words, a literature circle is an organized, contained, and safe situation for students to engage, practice, and improve their sequencing skills, which leads to a significant increase in reading comprehension.

This increase in reading comprehension can be explained through Vygotsky's Zone of Proximal Development (ZPD). Students in a literature circle are working collaboratively and utilizing MKOs to scaffold their sequencing activities or skills when developing their long-term memory. Noted that students improved their sequencing through participation in a literature circle (guided discussions and assigned roles). A mean of 6.73 was a substantial difference between all parts. The pre-test score was 13.07, with a descriptive score of "Significant," and the post-test score was 19.8. By adopting a literature circle strategy, the researchers believe that this significantly enhances the reading comprehension of the students in performing the various roles in the literature strategy, namely the discussion director, illustrator, vocabulary enricher, connector, and summarizer, in discussing the literary works.

The literature circle is an effective strategy for helping students to recognize the main idea, locate information, draw inferences, and make a story sequence. The literature indicates that when students are involved in a literature circle, they will have active engagement and interaction with peers while analyzing and interpreting texts ([Yi & Choi, 2024](#)). Specifically, [Julian et al. \(2024\)](#) found that students showed significant development in main-idea identification and summarizing, scoring 91.6% on average in the two competencies. Furthermore, a literature circle is beneficial to the students' critical thinking and problem-solving skills, helping students process information and think by synthesizing and analyzing information ([Wen 2024](#)).

As explained by [Bella et al. \(2024\)](#), the empirical data also suggests that

students involved in a literature circle read better than those who do not in reading comprehension tasks such as summarizing and inferencing. This indicates how the strategy beneficially affects the general reading ability. Therefore, a literature circle is an effective method in teaching necessary reading skills.

CONCLUSION

At the conclusion of the study, the respondents exhibited a favorable attitude toward the implementation of the literature circle strategy, which supported the researchers in conducting the investigation and led to several conclusions. Prior to the implementation of the strategy, the students demonstrated the ability to make inferences but experienced difficulties in arranging the story chronologically. After the literature circle strategy intervention, the students showed improved reading comprehension skills across all assessed areas, particularly in identifying the main idea and finding information, while their ability to make inferences remained at a satisfactory level. Overall, the findings indicate that the literature circle strategy effectively enhanced the students' reading comprehension in terms of the key components of reading comprehension.

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