

Knowledge, Attitude and Practice of BS-Nursing Students Regarding Literature Circle Learning strategy in Classroom

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Abstract: **Aim:** To motivation of students regarding literature circle because it's a best students centered approach for retention of knowledge. To evaluate the feedback of students regarding this strategy Literature Circle is a learning strategy. It is a learner centered approach to retention of knowledge. Literature circle study requires a book or literature for reading and illustrations chart to illustrating topic. Some learners learn from the audio aids, some learners learn from the visual aids and some learners learn from the constructivism (kinesthetic learners).

Background: Preparation of exam and retention of knowledge both are very necessary for students there are so many issues regarding reading and retention of knowledge. Most of the students are not prepared for exam therefore students are interested in strategies which are best for learning, retention of knowledge and engagement.

Method and Materials: Cross sectional descriptive study has been conducted. Students' knowledge and feedback regarding literature circle strategy in classroom were observed questionnaire form distributed to 47 students of BS-Nursing first year first semester in University. Simple random sampling technique was applied. 37(75.5%) participants are having knowledge regarding role of LC and 10(20.4%) participants are not having knowledge regarding LC. Male 39(79.6%) are satisfied with LC and Female 8(16.3%) are satisfied with LC. 43(87.8%) participants are observed regarding good retention of knowledge through LC whereas 4(8.2%) participants are observed regarding bed retention of knowledge through LC. 100% students are engaged in LC with interest. 33(67.3%) participants understand the English language and 14(28.6%) participants do not understand the English language easily. 36(73.5%) participants are satisfied with role of discussion director whereas 11(22.4%) participants are not satisfied with this. 28(57.1%) Participants are satisfied with role of passage pickar whereas 19(38.8%) participants are not satisfied with passage picker role. 35(71.4%) participants are satisfied with role of vocabulary finder and 12(24.5%) are not satisfied. 44(89.8%) participants are satisfied with role of connector in LC whereas 3(6.1%) are not satisfied. 39(79.6) % participants are satisfied with role of summarizer and 8(16.3%) are not satisfied. 45(91.8%) participants are satisfied with role of illustrator and 2(4.1%) are not satisfied.

Keywords: LC (Literature Circle), Discussion director, Passage picker, Vocabulary finder, Connector, Summarizer and Illustrator

Introduction

Literature Circle is a learning strategy. It is a learner centered approach to retention of knowledge. Literature circle study requires a book or literature for reading and illustrations chart to illustrating topic. Some learners learn from the audio aids, some learners learn from the visual aids and some learners learn from the constructivism (kinesthetic learners). Literature circle strategy consists of six roles of students: Discussion director, Word wizard/Passage Picker, Vocabulary finder, Connector, Illustrator and Summarizer. Basically this strategy is learner centered approach. This strategy required a book for reading to conduct literature circle. (1, 2) this article published in marmara university Istanbul by 2019 in the journal of Asian journal of education and training. the teachers were trained by researcher regarding literature circle strategy to get knowledge of literature circle strategy

the teachers were observed for two hours for conduct literature circle study among teachers there were effectiveness of retention of knowledge seen.(3) The article published in Walden University by September 2021 the study was conducted to observe the preserving teacher in classroom there were teachers felt apprehension and self-doubt during the class. in this study the teachers observed and then literature circle session was given to those teachers than improvement of confidence and self-efficacy was noted.(4) during the covid-19 era the virtual teaching. Literature circle strategy used in covid-19 era through WhatsApp group, zoom app and google classroom. The distance for covid-19 was maintained not at all but the students learning was continuing through the literature circle conducted online. Effectiveness of literature circle was good in the students.(5) Original research article published in Atlantis Press journal university of Banjarmasin Indonesia by 2024 in this study researcher observed the students engagement

regarding literature circle. Interviews taken from students regarding literature circle and students' attitude toward the literature circle. The positive effectiveness was observed in engagement of students in literature circles roles in classroom they enjoyed with that strategy.(6) article published in journal of English education and teaching by author riswanto in university of Bengkulu by 2023. Basically the research design was qualitative quasi experimental non-randomized study the significant was p value 0.05. T test applied to analyzed on SPSS. The H0 was rejected and he was accepted/failed to reject the effectiveness of literature circle was very good in the conclusion. Two groups were taken for the study 6A was control group and 6C was experimental group and the sampling was purposive sampling technique.(7) the article was published in literacy research and instruction by 2022 regarding a case study of literature circle. The effectiveness of literature circle among students were observed positively before the literature circle students were not aware this amazing strategy it is learner centered approach. The feedback of students and teacher were received positively that was good regarding literature circle. (8) mix method study has been published in journal of college reading and learning JCRL in UK by 2019. Effectiveness was analyzed by quantitative method and attitude of student in classroom toward reading of chapters in classroom by qualitative method. The outcomes were very good in small group students' activity and students enjoyed that strategy it was useful for retention of knowledge.(9) Research study has been published by 2019 in HVL open journal in Norway university of applied science. In this study qualitative method was applied and two groups of students were selected. Evaluation and strength of literature circle was good after qualitative interviews. Students can use the literature circle study for thesis purpose in master's education according to the research.(10) quasi experimental study has been conducted in university of Taiwan sample of 60 students were selected in this study as two groups of students to check control and experiment group effectiveness regarding literature circle. Pre and posttest was performed to analyzed the outcomes. The effectiveness and strength in experiment group was good. Metacognitive reading strategies has been applied to long time retention of knowledge.(11) the research published by 2022 in journal of college reading and learning (innovation in language learning and teaching. Method of study was quasi experiment study 60 students were non-randomly selected than divided into two groups control group consisted of 30 and experiment group consisted of 30 students. intervention of study was on experiment group than pre and posttest was applied to analyzed outcomes. The effectiveness of learning through literature circle study in experiment group was observed and analyzed. In control group 90% students. same words in English and lack of retention of knowledge was observed however in experiment group approximately 800 words in retell of five minutes one

part of the story was observed.(12) Research has been published in journal of education (ERIC) 2020 in Turkey. Mix method study was conducted on literature circle effectiveness in education control and experiment group were selected. Sampling was nonrandom. At the end of study conclusion was positive and good in experiment group regarding literature circle study with book reading. The students were satisfied regarding literature circle for retention of knowledge. Students learn from different angles in this approach.(13) Research has been published in international journal of learning teaching and educational research, 2023 in china. Mixed study conducted. Convenience sampling was selected. 41 students participated in the study the outcome of the study was to observe attitude and perception of students toward literature circle. The questionnaire form consists of close ended question which were 8 in numbers. The interviews method was focus group interview. The outcomes were based on personal enrichment, cultural and linguistic. Duration of study was four weeks. The feedback of study was collected through questionnaire form and focus group interview. The feedback was positive and good toward literature circle. (14) The research article published by author Genesis Genelza in journal preprint.org in Philippine country. The research was conducted in Philippine country university of Mindanao college of teacher education and junior high school department. Qualitative method used in this research study. Enthusiasm observed during selection of students for research study regarding literature circle. Narrative review qualitative approach applied in this research. In the conclusion of all peer reviews the literature circle learner centered approach is a very best strategy to engagement of class and it is good for retention of knowledge.(15) The research published by author Paul Sevigny in springer link (collection of journals) in 2022. The research was based on EFL (English of Foreign linguistics). The research was based on micro classroom, Meso coordinator and macro administrator level. It was CEFR (Common European Framework Reference). The outcomes were good in literature circle study for EFL the effectiveness of learning and retention of knowledge observed in the research.(16) The research published in Al Adab journal (University of Baghdad college of arts). By Prof. Zainab Abbas Jawad The research study was conducted in university of Diyala college of education and humanities/ Department of Education. The literature circle study was conducted on story of (The Dolle's House). 30 college students were selected for experimental group in this quasi experiment study.

Results: 37(75.5%) participants are having knowledge regarding role of LC and 10(20.4%) participants are not having knowledge regarding LC. Male 39(79.6%) are satisfied with LC and Female 8(16.3%) are satisfied with LC. 43(87.8%) participants are observed regarding good retention of knowledge through LC whereas 4(8.2%) participants are observed regarding bed retention of knowledge through LC. 100%

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Table 1: Mean, Range and Standard Deviation of all variables

Descriptive Statistics						
	N	Range	Min	Max	Mean	Std. Dev
Gender	47	1.00	1.00	2.00	1.1702	.37988
age	47	.00	2.00	2.00	2.0000	.00000
Preparation of literature circle	47	1.00	1.00	2.00	1.4468	.50254
Satisfaction regarding strategy	47	1.00	1.00	2.00	1.2766	.45215
Facilitate understanding of topic	47	1.00	1.00	2.00	1.1915	.39773
Retention of knowledge	47	1.00	1.00	2.00	1.0851	.28206
Engagement of students	47	.00	1.00	1.00	1.0000	.00000
Knowledge regarding roles	47	1.00	1.00	2.00	1.2128	.41369
Satisfaction toward discussion director	47	1.00	1.00	2.00	1.2340	.42798
Satisfaction toward passage e packer	47	1.00	1.00	2.00	1.4043	.49605
Satisfaction toward vocabulary finder	47	1.00	1.00	2.00	1.2553	.44075
Satisfaction toward illustrator	47	1.00	1.00	2.00	1.0426	.20403
Satisfaction toward connector	47	1.00	1.00	2.00	1.0638	.24709
Understanding language	47	1.00	1.00	2.00	1.2979	.46227
Satisfaction toward summarizer	47	1.00	1.00	2.00	1.1702	.37988
Valid N (list wise)	47					

Table 2 A: knowledge of students regarding roles of literature circle

Knowledge regarding roles * Gender * age Cross tabulation					
age			Gender		Total
	male	female			
more than 20	Knowledge regarding roles	students having knowledge regarding roles of LC	29	8	37
		Students having no any knowledge regarding roles of LC	10	0	10
Total			39	8	47
Total	Knowledge regarding roles	students having knowledge regarding roles of LC	29	8	37
		Students having no any knowledge regarding roles of LC	10	0	10
Total			39	8	47

Table 2 B: knowledge of students regarding roles of literature circle

Statistics				
		Knowledge regarding roles	age	Gender
N	Valid	47	47	47
	Missing	2	2	2
	Mean	1.2128	2.0000	1.1702
	Median	1.0000	2.0000	1.0000
	Mode	1.00	2.00	1.00
	Std. Deviation	.41369	.00000	.37988

Table 2 C: knowledge of students regarding roles of literature circle

Knowledge regarding roles					
		Freq	Percent	Valid Percent	Cumulative Percent
Valid	Students having knowledge regarding roles of LC	37	75.5	78.7	78.7
	Students having no any knowledge regarding roles of LC	10	20.4	21.3	100.0
Total		47	95.9	100.0	
Missing	System	2	4.1		
Total		49	100.0		

Table 3 A: Satisfaction regarding literature circle strategy

Descriptive Statistics

	N	Range	Min	Max	Mean	Std. Dev
Gender	47	1.00	1.00	2.00	1.1702	.37988
Satisfaction regarding strategy	47	1.00	1.00	2.00	1.2766	.45215
age	47	.00	2.00	2.00	2.0000	.00000
Valid N (list wise)	47					

Table 3 B: Satisfaction regarding literature circle strategy

Knowledge regarding roles

	Freq	Per	Valid Percent	Cumulative Percent
Valid students having knowledge regarding roles of LC	37	75.5	78.7	78.7
Valid Students having no any knowledge regarding roles of LC	10	20.4	21.3	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

Table 3 C: Satisfaction regarding literature circle strategy

age

	Freq	Per	Valid Percent	Cumulative Percent
Valid more than 20	47	95.9	100.0	100.0
Missing System	2	4.1		
Total	49	100.0		

Table 3 D: Satisfaction regarding literature circle strategy

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	39	79.6	83.0	83.0
Valid female	8	16.3	17.0	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

Table 4: Retention of knowledge through Literature circle

age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than 20	47	95.9	100.0	100.0
Missing System	2	4.1		
Total	49	100.0		

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	39	79.6	83.0	83.0
Valid female	8	16.3	17.0	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

Retention of knowledge

	Freq	Per	Valid Percent	Cumulative Percent
Valid good for retention of knowledge	43	87.8	91.5	91.5
Valid bed for retention of knowledge	4	8.2	8.5	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

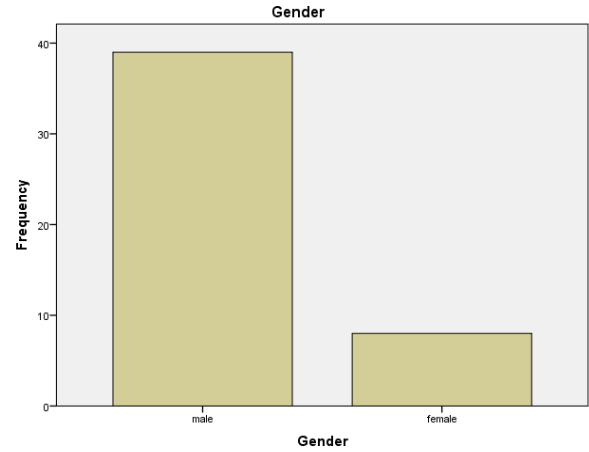
Table 4: Engagements of students through literature circle strategy

age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than 20	47	95.9	100.0	100.0
Missing System	2	4.1		
Total	49	100.0		

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	39	79.6	83.0	83.0
Valid female	8	16.3	17.0	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		



Engagement of students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid students engaged	47	95.9	100.0	100.0
Missing System	2	4.1		
Total	49	100.0		

Satisfaction toward discussion director

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfied	36	73.5	76.6	76.6
Valid not satisfied	11	22.4	23.4	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

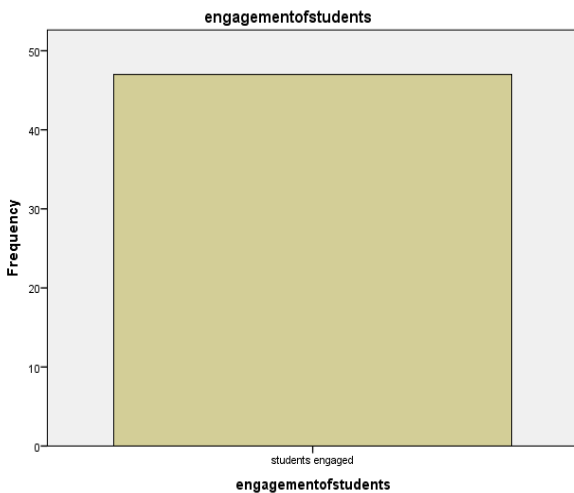
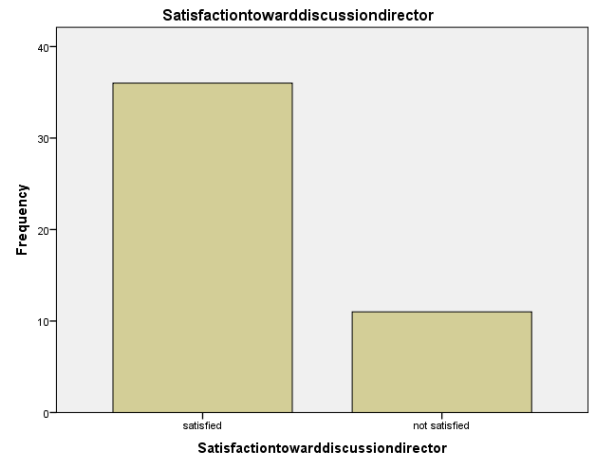


Table 5 B: Satisfaction of students regarding role of Passage pick.

Satisfaction toward passage pickar

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid satisfied	28	57.1	59.6	59.6
Valid not satisfied	19	38.8	40.4	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

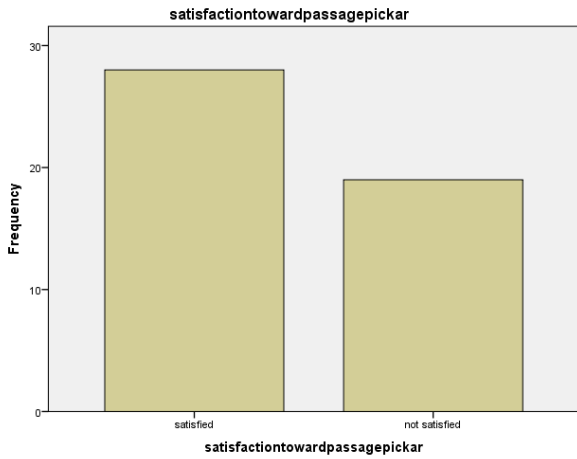


Table 5 C: Satisfaction of students regarding role of Vocabulary finder

Satisfaction toward vocabulary finder

	Frequency	Percent	Valid Percent	Cumulative Percent
satisfied	35	71.4	74.5	74.5
Valid unsatisfied	12	24.5	25.5	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

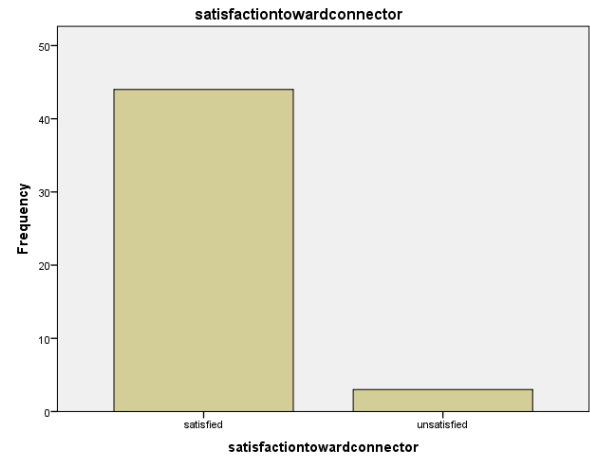


Table 5 E: Satisfaction of students regarding role of Summarizer.

Satisfaction toward summarizer

	Frequency	Percent	Valid Percent	Cumulative Percent
satisfied	39	79.6	83.0	83.0
Valid unsatisfied	8	16.3	17.0	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

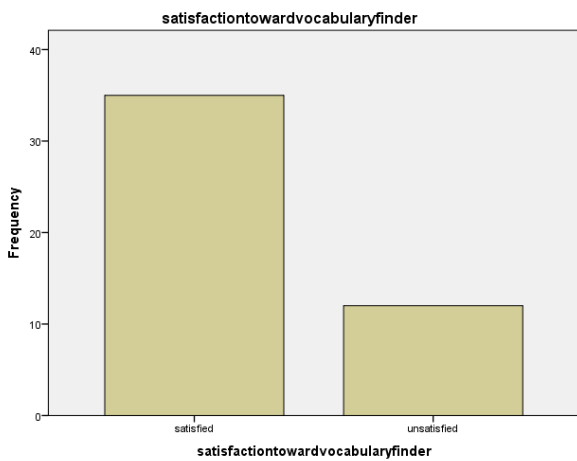


Table 5 D: Satisfaction of students regarding role of Connector.

Satisfaction toward connector

	Frequency	Percent	Valid Percent	Cumulative Percent
satisfied	44	89.8	93.6	93.6
Valid unsatisfied	3	6.1	6.4	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

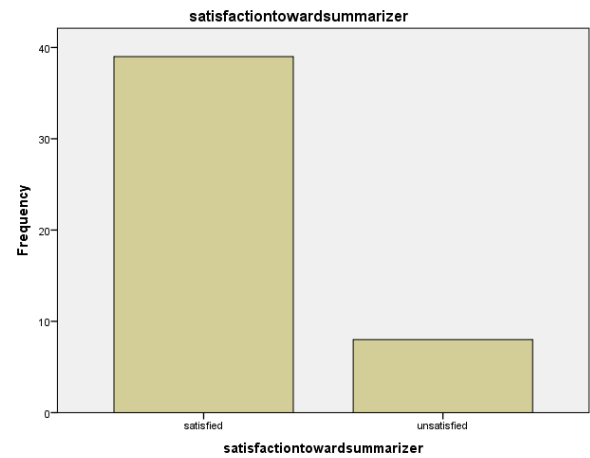


Table 7: Satisfaction of students regarding role of illustrator.

Satisfaction toward illustrator

	Frequency	Percent	Valid Percent	Cumulative Percent
satisfied	45	91.8	95.7	95.7
Valid unsatisfied	2	4.1	4.3	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	39	79.6	83.0	83.0
Valid female	8	16.3	17.0	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

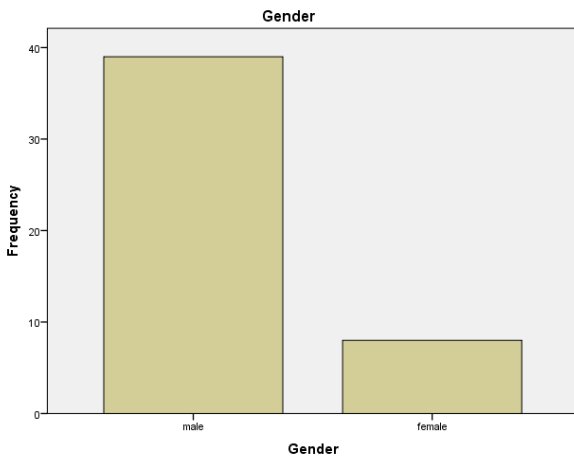
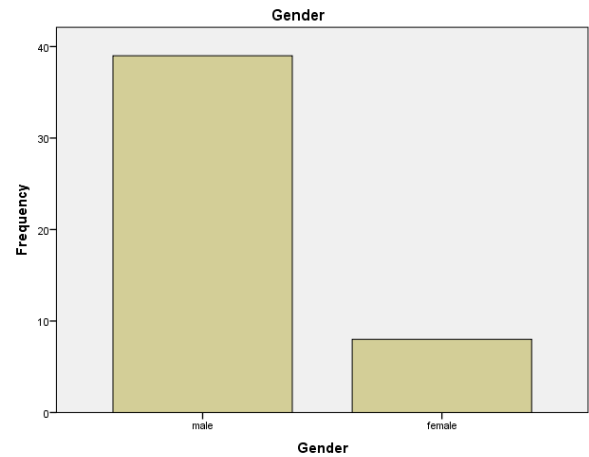
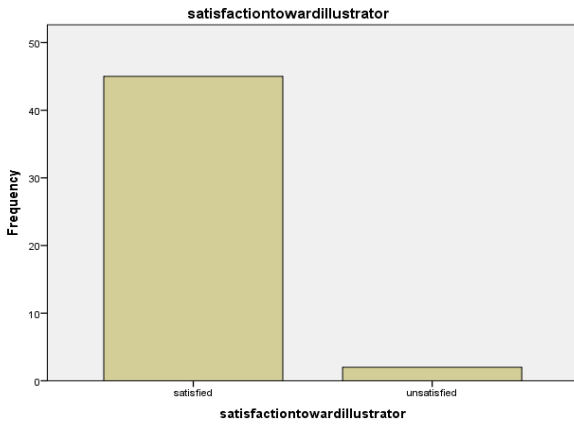
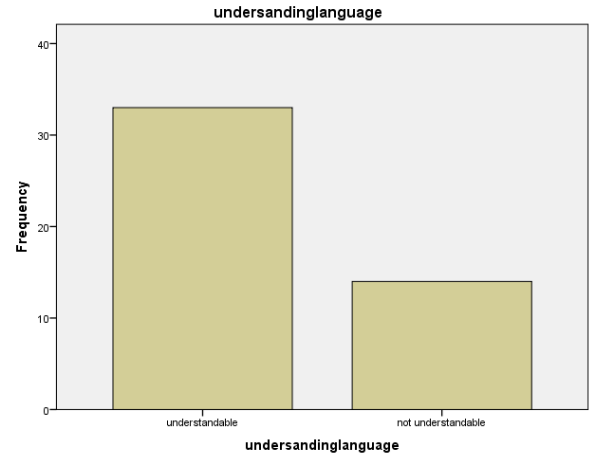


Table 7: Understanding language easily?

Understanding language

	Freq	Per	Valid Percent	Cumulative Percent
Valid understandable	33	67.3	70.2	70.2
Valid not understandable	14	28.6	29.8	100.0
Total	47	95.9	100.0	
Missing System	2	4.1		
Total	49	100.0		

Discussion

Literature Circle is a learning strategy. it is a learner centered approach to retention of knowledge. Literature circle study requires a book or literature for reading and illustrations chart to illustrating topic. Some learners learn from the audio aids, some learners learn from the visual aids and some learners learn from the constructivism (kinesthetic learners). Literature circle strategy consists of six roles of students: Discussion director, Word wizard/Passage Picker, Vocabulary finder, Connector, Illustrator and Summarizer. Basically this strategy is learner centered approach. This strategy required a book for reading to conduct literature circle. (1, 2) this article published in marmara university Istanbul by 2019 in the journal of Asian journal of education and training . the teachers were trained by researcher regarding literature circle strategy to get knowledge of literature circle strategy the teachers were observed for two hours for conduct literature circle study among teachers there were effectiveness of retention of knowledge seen.(3) The article published in Walden University by September 2021 the study was conducted to observe the preserving teacher in classroom there were teachers felt apprehension and self-doubt during the class. in this study the teachers observed and then literature circle session was given to those teachers than improvement of confidence and self-efficacy was

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selected than divided into two groups control group consisted of 30 and experiment group consisted of 30 students. intervention of study was on experiment group than pre and posttest was applied to analyzed outcomes. The effectiveness of learning through literature circle study in experiment group was observed and analyzed. In control group 90% students. same words in English and lake of retention of knowledge was observed however in experiment group approximately 800 words in retell of five minutes one part of the story was observed.(12) Research has been published in journal of education (ERIC) 2020 in Turkey. Mix method study was conducted on literature circle effectiveness in education control and experiment group were selected. Sampling was nonrandom. At the end of study conclusion was positive and good in experiment group regarding literature circle study with book reading. The students were satisfied regarding literature circle for retention of knowledge. Students learn from different angles in this approach.(13) Research has been published in international journal of learning teaching and educational research, 2023 in china. Mixed study conducted. Convenience sampling was selected. 41 students participated in the study the outcome of the study was to observe attitude and perception of students toward literature circle. The questionnaire form consists of close ended question which were 8 in numbers. The interviews method was focus group interview. The outcomes were based on personal enrichment, cultural and linguistic. Duration of study was four weeks. The feedback of study was collected through questionnaire form and focus group interview. The feedback was positive and good toward literature circle. (14) The research article published by author Genesis Genelza in journal preprint.org in Philippine country. The research was conducted in Philippine country university of Mindanao college of teacher education and junior high school department. Qualitative method used in this research study. Enthusiasm observed during selection of students for research study regarding literature circle. Narrative review qualitative approach applied in this research. In the conclusion of all peer reviews the literature circle learner centered approach is a very best strategy to engagement of class and it is good for retention of knowledge.(15) The research published by author Paul Sevigny in springer link (collection of journals) in 2022. The research was band on EFL (English of Foreign linguistics). The research was based on micro classroom, Meso coordinator and macro administrator level. It was CEFR (Common European Framework Reference). The outcomes were good in literature circle study for EFL the effectiveness of learning and retention of knowledge observed in the research.(16) The research published in Al Adab journal (University of Baghdad college of arts). By Prof. Zainab Abbas Jawad The research study was conducted in university of Diyala college of education and humanities/ Department of Education. The literature circle study was conducted on story of (The Dolle's House). 30

college students were selected for experimental group in this quasi experiment study. We conducted a cross sectional study regarding knowledge, attitude and practice regarding literature circle strategy sample size was 47 students of BS-Nursing in university. Simple random sampling and data collection through questionnaire form distribution. Results are 37(75.5%) participants are having knowledge regarding role of LC and 10(20.4%) participants are not having knowledge regarding LC. Male 39(79.6%) are satisfied with LC and Female 8(16.3%) are satisfied with LC. 43(87.8%) participants are observed regarding good retention of knowledge through LC whereas 4(8.2%) participants are observed regarding bad retention of knowledge through LC. 100% students are engaged in LC with interest. 33(67.3%) participants understand the English language and 14(28.6%) participants do not understand the English language easily. 36(73.5%) participants are satisfied with role of discussion director whereas 11(22.4%) participants are not satisfied with this. 28(57.1%) Participants are satisfied with role of passage picker whereas 19(38.8%) participants are not satisfied with passage picker role. 35(71.4%) participants are satisfied with role of vocabulary finder and 12(24.5%) are not satisfied. 45(91.8%) participants are satisfied with role of illustrator and 2(4.1%) are not satisfied.

Conclusion

According to results and analysis mostly students of BS-Nursing are satisfied and having good attitude toward Literature circle learning strategy. It is good for retention of knowledge for preparation of exam and long lasting. All students are engaged in this interesting learning activity according to results.

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