

IDENTIFYING STUDENT'S CRITICAL RESPONSES TO LITERARY WORK IN LITERATURE CLASS

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Abstract

The aim of this research is to identify the responses resulted from the activity of critical reading to literary work using Critical Discourse analysis in Introduction to Literature class in the English Education Study Program, Faculty of Culture UNSOED. The method used is qualitative method with a case study as the design. Data collection is carried out through interviews, and document studies so that the data obtained from these methods can be mutually reinforcing. Furthermore, 32 students of the Introduction to Literature course became the respondents in the study that was carried out for 8 months. The result of the study showed that there were three types of responses given by students namely - summary level 16%, -moral level 25%, -critical response level: 59%

Keywords: critical discourse analysis, types of responses, summary level, moral level

Introduction

Reading is a very important activity because when we read intellectual processes occur. To experience this, the reader stays focused on the reading and uses his imagination to create a picture of the events, situations, and actors in the reading by using memories from his experiences (Gioia, 2006). Furthermore, it can experience traveling to a place or imaginatively dating in certain situations. This is journey of the mind to understand a much higher world (Schrwarz, 2008). In learning English reading also has a very important meaning. Since one of the main goals of learning English is to make learners able to communicate both orally and in written form using the language. This communication is active (by writing or speaking) and passive (i.e. listening and reading), by looking at the ability or level of reading the learner will be able to see signs or evidence of success or failure.

Although reading has a central position in learning English, it often does not get more attention and treatment from the teacher so that sometimes the activities do not really motivate students and grow their confidence when participating in reading learning.

Sometimes learning to read causes boredom in the student side. Hence, efforts are needed to make the class of reading becomes challenging, and can foster a sense of belonging. Since a conducive learning atmosphere will make learning more productive and provide better learning outcomes. Based on these considerations, constructive efforts are needed to make reading learning more fun. One of them is to use critical discourse analysis in the reading process, because it is proven that critical discourse analysis has been able to increase student's motivation in US schools (Dar, *et al.*, 2010).

Therefore, research on the use of critical discourse analysis needs to be carried out in order to obtain a comprehensive description of the processes that occur in the classroom and to provide an alternative for the Introduction to Literature class learning process which also involves reading activities with a more motivating atmosphere. This study examines the use of critical discourse analysis (CDA) in Introduction to Literature class. In the previous research the study focused on the application of CDA in reading class and its effect to students motivation, it is hoped that this research will be able to provide a comprehensive description of the phenomenon of using CDA in the literature class and its effect on students responses.

Theoretical Framework

The interaction between readers and texts can be categorized into two perspectives, that are psychological perspective and social-process perspective [3,1,8,15]. The psychological perspective sees the reading activity as a cognitive process while the social-process perspective perceives the reading activity as a reader-text interaction. From the social perspective, the meaning of the text is constructed and negotiated by the readers. Social contexts, social episodes and social experiences play an important role in the process of making the texts meaningful. Reading within social-process perspective can develop the critical reading skills in relation to the ideology and authority practice. Readers can reflect, relate, and question ideologies delivered by the writer.(Sultan, 2017)

Critical Discourse Analysis and Language Teaching

The main interest of critical discourse analysis (CDA) is to deconstruct and expose social inequalities that are expressed and legitimized through use – usually in public media such as newspapers, radio, TV, films, cartoons, and so on, but also in settings such as classrooms, courtrooms, news interviews, and daily conversations and texts. CDAs are particularly interested and motivated to focus on social issues that are expected to be better understood through text analysis (Van Dick, 1995). Critical discourse analysts try to make a more specific contribution in providing a more insightful view of the important role of discourse (text) in the emergence of social domination and inequality (Van Dijk, 1995). Teaching is a means to a certain end – a complex activity, strategies, mechanisms, stimuli and rhetoric designed to help students learn and become better learners (Chamber & Gregory, 2006).

Constructivist learning theory as proposed by Bruner and other experts develops beyond Piaget's theory of cognitive development. The basic assumption is that the learner is an active entity in the learning process, and learning is the result of interaction with contextual problems so that learners produce their own knowledge. The key concepts as described by Glasersfeld (1992, p. 33) are that “knowledge relates to the learner's conceptual operations, each individual constructs his or her own knowledge, and teaching is a social activity whereas learning is an activity personal.”

Knowledge is not passively transferred, but is personally constructed. Glasersfeld (1992, p. 35) comments that learning is “on the basis of failure and success of activities.” Learners must first learn and understand before they can share their constructs with others.

Sociocultural theories place the social environment in the top position at the center of learning, without which the development of thought will not occur (Cole & Wertsch, 2001, p. 4). Since learning is mediated, Vygotsky argues that in the learning process, experts use tools/media to mediate learning. Cognitive development is not a direct result of activity, but is indirect; others have to interact with the learner, use mediating tools to facilitate the learning process, and then cognitive development can occur. These tools are “psychological” (Vygotsky, 1978, p. 53), because they are used to express thoughts, and include language, signs, symbols, texts and techniques.

The most significant sociocultural tool is language, because it is used to teach the use of tools and is very important in the process of developing higher psychological functions (Karpov, 2003; Rogoff, 1990; Gall et al., 2004). The mediator tool is first seen externally when the expert teaches the learner how to use the tool, then internally when the learner begins to use the tool in other activities. In the internalization process, the tool modifies and changes participants' thought processes as they begin to use this new tool to express their thoughts. Thus, the impact of the social environment on learning can be seen where experts select and teach the use of tools and this affects the way students express their thoughts (Cole & Wertsch, 2001; John-Steiner & Mahn, 1996). This is to encourage responding not only to the sensuousness of the words themselves but to understanding “what the word implies to the outside world (Rosenblatt, 1968: 50). The eight principles will work on the next principle. To connect the word (text) with the outside world.

The eight principles that will be used are as follows:

1. CDA addresses social problems.
CDA focuses not only on language use and language, but also on the linguistic characteristics of social and cultural processes. CDA follows a critical approach to social problems in its efforts to make explicit power relations that are often hidden. (Fairclough & Wodak, 1997).
2. Power relations are discursive. That is CDA explains how social relations of power are exercised and negotiated in and through discourse (Fairclough & Wodak, 1997).
3. Discourse is society and culture. This means that each instance of language use makes its own contribution to reproducing and changing society and culture, including power relations (Fairclough & Wodak, 1997).
4. Discourse also does ideological work. In other words, ideology is often generated through discourse. To understand how ideology is generated, it is not enough to simply analyze the text; discursive practices should also be considered (Fairclough & Wodak, 1997).
5. Discourse is history. So discourse can only be understood by referring to its historical context. In accordance with CDA this refers to extralinguistic factors such as culture, society and ideology in historical terms (Fairclough & Wodak, 1997; Wodak, 1996, 2001).
6. The relationship between text and society is mediated. CDA, thus, is concerned with making connections between sociocultural processes and structures on the one hand, and the properties of texts on the other (Fairclough & Wodak, 1997; Wodak, 1996, 2001; Meyer, 2001; Scollon, 2001).

7. CDA is interpretive and clear. CDA goes beyond textual analysis. It is not only interpretive, but also clear in intent (Fairclough & Wodak, 1997; Wodak, 1996, 2001). These interpretations and explanations are dynamic and open, and may be influenced by new reading and new contextual information.
8. Discourse is a form of social action. The principle goal of CDA is to uncover opacity and power relations. CDA is a socially committed scientific paradigm. It tries to bring about changes in communicative and socio-political practices (Wang, 2006.)

Literature Teaching

The nature of teaching literature that is fundamental to student interest is:

1. How to read literary texts carefully (understanding the process of text analysis and interpretation);
2. How to evaluate what they read (in modern academies, it is related to understanding the role of literary theory and critical practice);
3. How to communicate their knowledge, understanding, ideas, and judgments in writing (Chamber and Gregory, 2006, p. 48).

In practice, usually in literature classes, after reading a work, the most direct and easily involved response is an oral response. Teachers can talk while talking to each other in small groups. Talking in small groups becomes a productive discussion, if students are cooperative and treat each other with full and respect. For that, there are several steps that must be approved by the teacher.

First, students must know what they will discuss in small groups and what they will produce. Second, they must renegotiate and reformulate objectives and procedures. Third, make social meetings to discuss in small groups, such as the procedure for getting opportunities, talks, negotiates work, and out of work. Then they give responses to the work or text that becomes the project. Initially, the responses will be in the form of oral one since it is considered to be easier in expressing and revising. Finally, when students really understand how to work together, the teacher can read texts – write ‘workshops’ to groups.

Method

This research is the development of learning methods with the results of the study in the form of using Critical Discourse Analysis for Introduction to Literature learning. The method used to solve problems in this study refers to qualitative research steps with a case study approach.

Types of research

This research includes qualitative research, namely the collection, analysis, and interpretation of narrative and visual data to get a view of a particular phenomenon that is the focus of research (Gay, 2006). In this case, it is Critical Discourse Analysis for learning. The choice of using this case study is also based on several considerations, namely because this case study is an intensive research design that aims to open insight into a phenomenon for the public.

This case study design is used because some of the characteristics of this design are in accordance with the nature of the research conducted, namely: (a) is a qualitative method with a limited number of subjects (b) is holistic (a comprehensive study of certain phenomena), (c) collect data naturally (in real context) (d) using triangulated data (proof

through various types of data sources) (e) this study investigates the nature of certain phenomena (Gerring, 2007, p. 16).

Research Subjects and Objects

The subjects of the research were 32 second semester students of the English language education undergraduate study program who took the Introduction to Literature course in the 2018/2019 academic year. Meanwhile, the object of this research is critical discourse analysis which is applied in the learning process in that course.

The method of data collection is as follows:

Observation

Observations are carried out by looking directly at the activities carried out by research subjects and learning activities that are the focus of this research. Participant observation is the researcher's choice because with participant observation where the observer is directly involved in the activities being observed, it is more likely that the observed activities will run more naturally without the presence of other people in the community.

Interview

Interviews are the main data collection technique in qualitative research. This interview is an interaction process that is designed and has a specific purpose. There is a group of question topics that have been prepared to gather information from research subjects about the learning activities they are doing.

Data analysis technique

Data analysis is an attempt to conclude the data that has been collected using accurate and scientifically justifiable steps. The steps in analyzing this data are:

1. Reading

The researcher reads all the collected data carefully in order to get an initial understanding of all the data. In this step, the correct reading of the data will be obtained so as not to cause misinterpretation.

2. Describe

The researcher developed a comprehensive and comprehensive description of the participants, the setting, and the phenomena studied in the form of classroom learning activities in order to reveal the complexity of the research.

The description is based on data that has been collected and read carefully.

3. Classify

Qualitative data analysis is basically a process of breaking down data into smaller units (Gay, 2006). Then put these small units into more general and analytical forms. The usual way to do this is through the process of classification or coding and categorizing the pieces of data and grouping them based on certain themes.

Findings and Discussion

The research respondents were students of the Introduction to Literature class who conducted a study of two short stories. Respondents were divided into two groups and each group studied one short story. Short story respondent group 1 (17 students) : *A Clean Well Lighted Place*. (Ernest Hemingway, 1933). Short story respondent group 1(15 students) : *Araby* (James Joyce, 1914).

The results of CDA respondents' responses to their respective literary works

A. Reader response using CDA to *A Clean Well Lighted Place*. (Ernest Hemingway).

There are 17 respondents who gave written responses to the short story *A Clean Well The Lighted Place* they had read about. They applied the principles of critical discourse analysis in responding to the work. The essence of the result of their response can be summarized as follows:

R1 *Life is Nothingness: life has no meaning and that a man is an insignificant speck in a great sea of nothingness. The struggle to deal with despair: the ritualistic café sitting and drinking help the old men deal with despair because it makes life predictable.*

R2 : *only summarizes the story*

R3 : *life is inherently meaningless and leads inevitably to death, -the light in the café symbolized a man's attempts to hold of the darkness as late as possible. Social problem addressed by the story: it is about an old man feeling of nothingness.*

R4 : *only summarizes the story*

R5: *discourse addressed social problem*

R6 : *Life is just meaningless Religious is not a comfort even it's meaningless*

R7 : *the story symbolize the need for empathy of an old man to reach out others and escape from nothing, he almost suicide in despair in the seek for light that symbolizes warm, humanity, order, and truth.*

R8 : *there is a social problem related to an old man feeling of nothingness, and as an old man he is easily discouraged.*

R9 : *happiness is simple, it is not always measured by matter, but it can be felt by enjoying life. An old man who has a lot of money but has no family feels lonely, empty, and easily discouraged, on the other hand a young servant living in simplicity feels happiness because he has a family to return to.*

R10 : *Life is loneliness and the struggle to face despair, an old man who has a lot of money feels lonely and hopeless because he is lonely, no family and he is also deficient.*

R11 : *we need family to accompany us and make our life better*

R12 : *having a lot of money does not guarantee happiness, and there is a big difference between people who is lonely and people who have a lot caring around them.*

R13 : *emphasis on religious tradition, because promises of Catholicism can no longer support , thus suicide is inviting. In order to solve the problem, light, cleanliness, order (discipline) and dignity.*

R14 : *Money cannot buy anything, families are often more important than service providers have more authority than the customer*

R16 : *life without love is meaningless, even if they have much money. Many people will treat someone badly if the people have bad appearance and behavior. Many people believe that if the people who died unnaturally, their soul will get trouble in the life after. People drink alcohol to get out of depression.*

R17 : *discourse is a form of social action, CDA addresses social problems.*

B. Reader response using CDA to *Araby* (James Joyce, 1914)

There are 15 respondents who gave written responses to the short story *A Clean Well The Lighted Place* they had read about. They applied the principle of critical discourse analysis in responding to the work.

Their response can be summarized as follows

R18 : *the social problems is when the boy go to the bazaar and sees many things and the young lady that the seller came over him then observing him and asks the boy does he wish to buy anything but the tone of the*

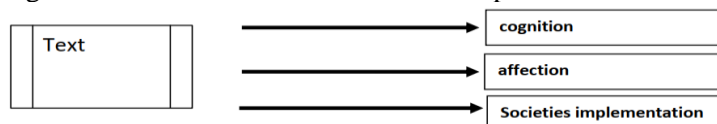
woman is discouraging. She seems to have spoken to him out of a sense of duty.
 R19 : the people with higher status have more authority. The younger people must help the older
 R20 : summary
 R21 : people with higher status have more authority. people with less authority depends onto the people with more authority
 R22 : actually human can't live without other people, they need someone else to live their live. When someone knows their need they have to try hard to reach it.
 R23 : the existence of social structure, young people respect the older.
 R24 : religion oppression has caused the person to false perception of reality, even a false perception of sexuality.
 R25 : the people with high status have more power
 R26 : summary
 R27 : authority can influence the live of others
 R28 : children are usually underestimated by adults, and expectation is not as beautiful as reality
 R29 : the power of love could be beyond the power authority, and the social problem between the older man and younger boy
 R30 : summary
 R31 : CDA to social culture, when we expect something the real condition or reality is not always as we expect. Disappointment
 R32 : CDA addresses social problems. His uncle is authoritarian, disappointment.

Discussion

Based on an analysis of the responses of two groups of respondents to the short story A Clean Well Lighted Place (Ernest Hemingway, 1933), and Araby (James Joyce, 1914), there are several things that can be obtained, namely:

- 1) The responses of the respondents are divided into three levels:
 - Besides that, based on the level of response given by respondents to the literary works they provide, it can be classified into 3
 - a) Level summary, which is when the response given by the respondent is in the form of retelling the contents of the literary work they read
 - b) Moral level/message which contains the respondent's conclusion to the message contained in the story.
 - c) Critical level, which contains critical comments on what is in the respondent's environment based on the contents of the literary story.

Figure 4.1 The three levels of students responses to the literary work



2) As for the quantity of the response proportions for the three groups is as follows:
 Group 1: *A Clean Well Lighted Place*. (Ernest Hemingway, 1933), the results of the responses are divided as follows

- a) level summary : R2; R4 = 2 respondents
- b) Moral level/message of the story: R29; R1; R9; R11; R12; R14; R15 := 7 respondents
- c) Critical analysis level : R3; R5; R6; R7; R8; R10; R13; R16; R17; 9 respondents

Table 4.1 The division of students responses to *A Clean Well Lighted Place* based on the level of the response.

summary	moral	Critical
2	7	9
11%	38%	50%

Group 2: *Araby* (James Joyce, 1914), the results of the responses are divided as follows

- a) level summary : R20; R26; R30 = 3 respondents
- b) Moral level/ message of the story: R22 = 1 respondent
- c) Critical analysis level : R18; R19; R21; R23; R24; R25; R27; R29; R31; R32 =: 10 respondents

Table 4.2 The division of students responses to *Araby* based on the level of the response

summary	moral	critical
1	3	10
7%	21%	71%

The combined responses from the two groups of respondents resulted in:

- a) level summary : $3 + 2 = 5$ respondents
- b) Moral level/ message of the story: $1 + 7 = 8$ respondents
- c) Critical analysis level: $9 + 10 = 19$ respondents

Table 4.3 The division of students responses to both literary work based on the level of the response

summary	moral	Critical
5	8	19
21%	25%	60%

Conclusion

Based on the provisional results of the data analysis that has been carried out by the researcher, it is concluded that learning Introduction to literature using critical discourse analysis can improve the quality of learners' responses to literary works. With the following details. There are three types of responses given by students to the literary works they read, namely summary, moral/message, critical response. Based on the results of quantitative calculations using critical discourse analysis, it can improve the ability of readers to respond to literary works with details of summary level 16%, moral/message level 25%, and critical response rate 59%

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