

Triggering Students' Critical Thinking Through Literary Analysis

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Abstract

Critical thinking skill is a must have skill and needs to be developed for students. Through literary analysis, students can obtain critical thinking skills. Literature is a branch of art that undergoes a growth process in line with the passage of time and the development of people's minds. Students will practice expressing opinions, concluding, explaining cause-and-effect relationships, comparing facts, and applying the ideas they have gained from literature to new situations. This study is to figure out whether the process of literary analysis teaching and learning triggers students' critical thinking skills. Students of the English Language Education Study Program batch 2018 that have taken literary analysis classes are the subjects observed and asked about classroom reflection based on critical thinking indicators. The research findings showed that the implementation of literary analysis learning in the classroom through observation sheets has been going well. It found that students conduct 80% of the critical thinking skills indicators. In addition, analyzing literary works can trigger students to think critically to the level of HOTS (High Order Thinking Skills) because students have entered stage 6 in the critical thinking sequence, namely "Creating," which results in an analysis paper.

Keywords: Critical Thinking Skills, Literary Analysis, Approaches

INTRODUCTION

The impact of globalization has made the whole world connected. Globalization is a process of integration into the scope of the world. Developments in the fields of technology, transportation, and others create a global relationship that includes all relationships that occur without boundaries. Globalization touches all the important aspects of life. Globalization creates new challenges and problems that must be answered and solved in an effort to take advantage of globalization for the benefit of life. All aspects are required to be more efficient so that they can compete with the situation. This condition directly or indirectly affects the world of education. For this reason, in order to compete with the times, knowledge and life skills are needed.

One of the life skills that need to be developed through the educational process is critical thinking skills. Critical thinking is a must-have skill. Critical thinking is an ability that is essential for life and functions effectively in all aspects of life. In general, critical thinking is defined as a deep thinking process and also includes the ability to self-evaluate and make a person more independent.

Lai E. R. (2011) defines there are skills to solve problems or make decisions, analyze arguments, assess or evaluate, and make conclusions using inductive or deductive reasoning in terms of critical thinking. This skills component can be obtained through various learning media, one of which is literary analysis.

Literature is a branch of art that undergoes a growth process in line with the passage of time and the development of people's minds. When someone reads a literary work with pleasure, they will respond or analyze critically in interpreting the literary work they read. The purpose of studying Literary Analysis is to help students to hone their minds and character. The activity of studying, analyzing, and negotiating poetry texts that are carried out in terms of thinking.

Literature has earned a place as a source of authentic texts in the teaching process. Literature is a topic that must be faced by every student in their academic career. To instruct students for express their opinions, draw conclusions, explain causal correlations, compare facts, and apply the ideas obtained can be done by utilizing literature in the teaching and learning process.

Researchers are interested in researching this discussion on English Language Education Study Program Students. There, students analyze a literary work by using approach in literary analysis. Objective, expressive, mimetic, and pragmatic approaches are types of literary approaches. Through literary analysis students indirectly use critical thinking skills. In this work, students analyze a literary work based on approaches to make conclusions or solve the problem they are looking for.

According to Ennis (in Saputra, 2020), critical thinking is a process that expresses goals that are equipped with firm reasons for a belief and activities that have been carried out. According to Kerry O'Donnel (2017), in problem solving critical thinking skills there are five process steps:

1. Identify the Problem

Identifying problems is the first stage in critical thinking skills. Issues that exist should be considered and described as clearly as possible. The real problem must be questioned. Find out the reason for this problem and the consequences if no remedial action is taken. And, in the settlement process determine who should be involved.

2. Gather Information

In problem solving steps, it is very important to study the problems that exist first. Reasons and potential solutions should be sought, but should not be underestimated. All possibilities must be dug deeper. Try to find several sources that present different ideas and points of view.

3. Evaluate the Evidence

The next step is that existing evidence or information must be evaluated. The accuracy of the information must be ensured. The origin of information from more than one source must be confirmed and all sources are impartial and reliable. The information must be determined whether it is fact or opinion. All means of proof of interpretation must be listed.

4. Consider Solutions

Through the conclusions drawn from the evaluation of the evidence, several solutions must be devised. Each option must be weighed against the advantages and disadvantages. Find solutions to existing obstacles in the form of long-term and short-term.

5. Choose and Implement

In making a choice, three factors must be considered. The first is the determination of the total risk associated with the solution. The second is the practicality of the solution and the third is the agreement with whatever priority needs to be met. After choosing and implementing solutions, observation and follow-up are carried out on the implementation results.

Critical thinking is not a genetic ability that is inherent since a person was born. Critical thinking skills need to be trained and developed in the learning process.

Accuracy and precision are needed in critical thinking and finding the right answer requires dedication. According to Cottrell, S. (2005: 5), it includes:

1. Attention to detail: take the time to note down the small clues that highlight the whole problem.
2. Identify trends and patterns: this stage is data analysis, careful mapping of information, and identification of repetitions and similarities.
3. Repetition: checking of things that were missed.
4. Taking different perspectives: using different points of view in viewing the same information.
5. Objectivity: one's own beliefs, interests, and preferences are set aside in order to gain a deeper understanding and accurate results.
6. Consider far-reaching implications and consequences.
What appears to be a good idea in the short term, for example, has less desirable long term effects.

Each person has a different level of ability in thinking. Some are limited to remembering what it contains, some are understanding, but some are able to analyze and even evaluate the material presented in it.

Higher Order Thinking Skills (HOTS) are included in the cognitive domain of Bloom's Taxonomy. Bloom's taxonomy, created by Benjamin Bloom, measures student learning success based on the affective, cognitive and psychomotor domains. Lorin Anderson and David R. Kathwoll then revised it. According to Anderson and Kathwoll, this cognitive sequence is divided into 6 levels:

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

According to him, levels 1 to 3 is a basic skills, lower-order thinking skills (LOTS), which are almost automatic and reflexive abilities. While levels 4 - 6 are included in the HOTS, higher order thinking skills.

Carefully studying the text, interpreting its meaning, and examining why the author makes a choice is the meaning of literary analysis (Jack Caufield, 2020). Literary analysis isn't just a literary summary. Content analysis literature is an argument about a work that expresses the author's personal perspective, interpretation, judgment, or critical evaluation of the work. The purpose of literary analysis is to show why the author uses certain ideas, word choices, or writing structures in literary works to convey his message.

According to Abrams (in Fatiyah, 2018), Objective, expressive, mimetic, and pragmatic approaches are included in the types of literary approaches. The definition of each approach is explained as follows:

1. Mimetic
In this approach, literary works are seen as reflections, representations, or imitations of life and the human world.
2. Pragmatic
This approach considers a work as something that is constructed to give a special effect to the reader (instruction, aesthetics, or type of emotion), and evaluates the work using the success of achieving its objectives; reader effect is an attraction for this approach, because it provides benefits that readers can get after reading it.

3. Expressive

This approach analyzes literary works based on their relationship with the author. Poetry is defined as an expression of feelings, or a result of the poet's imagination on various thoughts, feelings, and perceptions; works tend to be judged on their sincerity or the poet's state of mind.

4. Objective

This approach sees literary works as something that is not related to the poet's extrinsic elements. This explains that a literary work is something that stands alone that should be contemplated for its own purpose and so that it can be studied using intrinsic elements such as coherence, integrity, complexity, etc.

RESEARCH METHODOLOGY

The approach used by researchers in this study is a quantitative approach. This study uses a descriptive approach that analyzes a condition when it occurs.

To determine the research sample, based on Handarini (2020: 362) states that the sample is part of the population taken by using a sampling technique. If the research subjects are less than 100, it is better to take all, while for subjects more than 100 it can be taken between 10-15% or 20-25% Arikunto (2006: 134). The subject of this research is students at Lambung Mangkurat University, especially the 2018 batch students of ELESP that have taken the Literary analysis class. Because the sample amount is less than 100 students. The researcher has decided to take all which is called population research. In addition, because the total population was 95 students, the research used total sampling.

In this study, the types of instruments used were observation and questionnaires. The explanation about the instrument that was used in this research as follows:

1. Observation is the stage of collecting data using direct observation and systematically recorded on the object of research. This is carried out by researchers by observing and recording the learning process in class. This research used observation sheets. Observation sheets in this study were arranged in a special format with assessment aspects developed from indicators.
2. Questionnaire is the implementation of data collection techniques by giving several statements or questions to the respondent to be responded by him (Mukhtazar, 2020: 74). In this study, there is a questionnaire consisting of several questions. The questions were made based on critical thinking indicators by Cottrell, S. The questionnaire instrument used to describe the percentage of students' perceptions on the use of literary analysis to trigger CTS.

Validity shows the extent to which a measuring instrument is able to measure what it wants to measure (Siregar, 2013). To test the validity of constructs, this research used expert judgment. In order to measure the instrument, it used by particular theory after the aspects is constructed, then consulted with experts. Expert was consulted about the instruments that have been compiled. According to Widiyoko (2009), the reference for construct validity is the extent to which the measurement of the concept theory is carried out by the instrument. The definition or concept that is measured originally is based on the theory used.

The researcher measured the questionnaire in order to measure whether the questionnaire was valid or not. The questionnaire have given to 2018 batch

students of ELESP that have taken the Literary Analysis Class. After the researcher got information about all the things that were carried out at the stage of how literary analysis activities were carried out in the learning process by observing all parts of the existing activities, a questionnaire was given. Then, they asked to answer the questionnaire.

In this research, data were collected by observation and giving questionnaires. First, the researcher did observations of the implementation of the literary analysis class. After that, the research continued by giving questionnaires of classroom reflection to several students. Then the researcher arranged and summarized the questionnaire according to how students' critical thinking skills are influenced by literary analysis.

In this study, secondary data was obtained from observation and primary data from a questionnaire given to students.

1. Observation

In this study, observations were made at an early stage to obtain an overview of the student's learning conditions during the literary analysis class. The researcher used an observation sheet for observations and notes regarding learning literary analysis in the classroom. The observation sheet was used to observe the process of literary analysis using critical thinking skills during the learning process.

2. Questionnaire

Giving questionnaire is one of the ways to obtain primary data. In this context the researcher used questionnaire with specific objective questions in an arranged order. This process encouraged the participants to fill to the questions as accurately as possible. The type of data collected in this study was quantitative data obtained from the results of filling out a questionnaire via google form on a number of samples of students of the English education study program. This data then adjusted into categories that have been defined.

Data analysis is a method used to process data sets or groups of data in order to obtain information. This means that the analysis process is aimed at obtaining clear information. The use of descriptive analysis is the distribution frequency table which is arranged so that it can be seen whether the level of obtaining the research variable scores is in the category. This research method has a quantitative method design because the research data includes numbers and data analysis using statistics. The stages for conducting data analysis in research are:

1. Doing observations using an observation sheet in the literary analysis class to obtain an overview of student learning conditions and taking notes on the process of learning literary analysis in the classroom.
2. Reviewing critical thinking indicators according to Cottrell, S. (2005: 5) in questionnaire were chosen as the instrument.
3. Checking one by one item in questionnaire to make sure that is was easy to understand the meaning.
4. Distributing six items questionnaire to 95 English Language Education Department students batch 2018 via google form.
5. After collecting all data, the results were analyzed by using Microsoft Excel application to analyze the data from questionnaire into statistical package.
6. The main findings analyzed by looking at the whole average score from the highest to the lowest result. According to Santoso (2011, 229) to know the tendency of respondents' answers can use the percentage analysis formula. The percentage formula is as follows:

$$p = \frac{f}{n} \times 100\%$$

p = Percentage

f = frequency, the number of any cases in any category

n = the number of any cases in all category

Table 1
Criteria and Scale for Students' Score Percentage

Scale	Indicator
80% - 100%	Very Good
70% - 79%	Good
60% - 69%	Fair
50% - 59%	Low
0% - 49%	Very Low

High score indicates that respondents are triggered to think critically with literary analysis; therefore, it shows that it is useful and efficient as a media to trigger critical thinking. Low score indicates that respondents are not triggered by literary analysis.

FINDING AND DISCUSSION

The Implementation of Literary Analysis Learning

The observation sheet used in this study aims to observe the activities of students during Literary Analysis Learning. Based on the data taken from the implementation of literary analysis learning in the classroom through observation sheets in the study, it can be said that the results are good. In the literary analysis class, students also analyzed in groups in the form of poetry and movies using four approaches. The titles of the poems analyzed were "Indonesia Ibarat Kapal Tua" and "A Father's Prayer". The movie titles are "Three Billboards Outside Ebbing, Missouri" and "3 Idiots".

In this task, students indirectly used their critical thinking skills according to the critical thinking stages in the following way:

1. Students identify the problem or task that is obtained as accurately as possible. The first and second assignments were to analyze the poems "Indonesia Ibarat Kapal Tua" and "A Father Prayer" using mimetic and expressive approaches. In the second and third assignments, students analyzed the movies "Three Billboards Outside Ebbing, Missouri" and "3 Idiots" using objective and pragmatic approaches. Students started by understanding the assignments given about poetry and movies using the approaches that would be used. The more precise students analyzed, the easier it would be to find solutions or answers.
2. After understanding the given task, students collected information related to the content of poetry and movies. Besides that, they also needed to understand the approach used.
3. Students analyzed and evaluated the collected data. On the task of analyzing poetry, then it is made into a table containing the part of poem

and further explanation of why the part is mimetic. While in movie analysis, students needed to watch and understand well what the movie contained in order to then find things related to the approaches used. At this stage it provided opportunities for students to provide opinions or exchange opinions with friends regarding the topic, therefore students can conclude whether the opinion is relevant or not.

4. After classifying parts of poetry and movies, students determined which parts they felt were appropriate for further analysis.
5. The poetry and movie parts that were considered appropriate, were then described in an analysis paper. The first poem "Indonesia Ibarat Kapal Tua" was analyzed using a mimetic approach which sees the work as an imitation of the realities of the world. The second poem "A Father Prayer" was analyzed using an expressive approach which the analysis considered the expression of the author.

Next analyze movie "Three Billboards Outside Ebbing, Missouri". This movie was analyzed using an objective approach that focuses on the movie itself. This movie told the story of Mildred Hayes, a single mother who was still grieving about the rape and murder of her daughter, she then called the local police because they fail to solve the murder case that happened to her daughter by renting three billboards. Based on the results of the analysis that had been carried out using the objective approach, this movie has fulfilled the intrinsic elements of a story, which includes themes, characterizations, plots, settings, points of view, and moral value.

In the movie "3 Idiots" students analyze using a pragmatic approach to find out what messages are contained in the movie. The movie told about the friendship of three students at an Indian engineering college and it was a satire about the social pressures under an Indian education system. This movie has an implicit message addressed to the audience; therefore, this pragmatics approach itself focuses on the way the audience interprets the implied message.

The activities carried out to develop students' critical thinking skills from activities in the literary class analyzing literary works using approaches. It is accordance with Mu'in (2017) that claim that literature can be used as a medium to improve language skills and at the same, it can be used to build human character because the material of literature is something very general, such as 'human life'. This implies that literature can deal with every human activity or human experience. This task also gives freedom of thought. The teacher provides opportunities for students to provide opinions or exchange opinions with friends regarding the topic or issue; therefore, students can conclude whether the opinion is relevant or not. Inviting students to write is also one way to teach students to think critically. Through writing, students can construct a thought before making the best decision or conclusion. The results of this study are in line with the research of Artanti et al. (2019), who states that the development and assessment of the metacognitive-based French Literary Analysis learning model to develop critical-humanistic thinking skills in this study have met the criteria of eligibility and effectiveness.

Classroom Reflection

The data in this study were collected through a survey method by distributing questionnaires to ELESF students in the Batch 2018 program. The questionnaire

used was a questionnaire based on critical thinking indicators according to Cottrell (2005) which had been validated by an expert. The total statement items in the questionnaire were 6 statement items regarding literary analysis using critical thinking indicators. There were 95 questionnaires distributed using a google form to respondents. The distribution of the questionnaires was carried out after the students had completed the literary analysis class. Researcher distributed questionnaires by sharing the google form links to the students.

The number of results of distributing the questionnaires that can be used in this study described as follows: total of 95 questionnaires were distributed, and 64 of these questionnaires were returned. 31 questionnaires were unfilled because the student did not take literary analysis class, the total number of questionnaires that could not be processed was 0. Based on this, the total number of questionnaires that could be processed and analyzed further for this study were 64 questionnaires.

Based on the results of distributing questionnaires to 64 respondents in this study, the frequency of answers is obtained in table 2 below:

Table 2
Summary of The Questionnaire

No	Statements	Frequency of Score				
		1	2	3	4	5
1	Paying attention to detail when analyzing the literary works using the theories taught	0%	0%	7,8%	46,9%	45,3%
2	Try to identify the pattern of the story or poem or any literary works when analyzing the literary works using the theories taught	0%	0%	7,8%	46,9%	45,3%
3	Recheck the part of the literary work again and again when analyzing the literary works using the theories taught	0%	3,1%	20,3%	40,6%	35,9%
4	Try to see the literary works from different point of views when analyzing the literary works using the theories taught	0%	1,6%	23,4%	45,3%	29,7%
5	Try to be objective (put your own likes, beliefs, and interest away) when analyzing the literary	0%	3,1%	21,9%	35,9%	39,1%

	works using the theories taught					
6	Try to see or figure out the effect or the consequences for drawing a conclusion for your analysis on a literary work	0%	3,1%	26,6%	46,9%	23,4%
	Average	0%	2%	18%	44%	36%

Based on the table 2, it shows that students fulfill the critical thinking indicator which is in scores "4" or "Agree" with an average frequency 44% and "5" or "Totally Agree" with an average frequency 36%. The total of agree and totally agree are 80% or "very good", it can be said that the indicators of critical thinking were achieved. There are only 2% of students who do not use their critical thinking skills according to indicators when it was analyzing. This indicates that most students are triggered to think critically when analyzing literary works using literary analysis approaches. This research was also in line with research by Tung & Chang (2009). This study investigated the efficacy of developing critical thinking through literature reading. This study states that students who score low on the pretest get an increase in their overall critical thinking skills, especially in analysis through literature reading.

In literary analysis learning, students analyze literary works in the form of poetry and movies using four literary analysis approaches. Students also evaluate the results of the analysis to determine which one is the right one to write further into an article. The results of the analysis then describe and conclude in the form of a paper analysis. According to Anderson and Kathwoll (in Paul & Elder, 2008), this cognitive sequence is divided into six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Levels 1 to 3 (Remembering, Understanding, Applying) are basic skills, lower-order thinking skills (LOTS), which are almost automatic and reflexive abilities. While levels 4 to 6 (Analyzing, Evaluating, Creating) are included in the HOTS, high order thinking skills.

From the students' activities in the literary analysis class, it can be said that students have carried out cognitive sequences to the level of "creating". It can be concluded that indirectly, analyzing literary works can trigger students to think critically to the level of HOTS (high order thinking skill).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of the research, the following conclusions can be drawn:

1. Based on the data taken from the implementation of literary analysis learning in the classroom through observation sheets, it can be said that the implementation is going well. The activities carried out can trigger students' critical thinking skills. In this study, critical thinking skills are obtained from activities in the literary analysis class in analyzing literary works using mimetic, expressive, objective, and pragmatic approaches.
2. It is found that students conduct 80% of the critical thinking skills indicators. In addition, analyzing literary works can trigger students to think critically to

the level of HOTS (High Order Thinking Skills) because students have entered stage 6 in the critical thinking sequence, namely "Creating," which results in an analysis paper.

Suggestions

Based on the conclusions above, the author can provide some suggestions as follows:

1. For Students
Students are expected to be able to develop their skills in analyzing other literary works; therefore, they can improve their critical thinking skills.
2. For Lectures
Lecturers as supervisors of teaching and learning activities are expected to be able to continue to carry out the literary analysis learning process using literary analysis approaches because this has been proven to trigger students to think critically.
3. For Researchers
'For further researchers who are interested in raising similar research topics, add other instruments such as open questionnaires; therefore, the responses in the implementation of learning are clearer.

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