ENHANCING CRITICAL THINKING THROUGH LITERARY ANALYSIS

Cita Hikmah Yanti[1], Neisya[2]
Dosen Universitas Bina Darma[1], Dosen Universitas Bina Darma[2]
Jalan Jendral Ahmad Yani No. 3, Palembang
Sur-el: citahikmahyanti@gmail.com, neisya@binadarma.ac.id

Abstract: *This study investigated the improvement of students literary analysis by using taxonomy Blooms critical thinking questions. Action research was conducted for this research to the sixth semester students of English literature study program at Universitas Bina Darma. They are 5 male students and 10 female students. The action research was conducted for 12 meetings. On the first cycle, it consisted planning, action, observation and reflection. The assesment for the success criteria scored from a literary analysis rubric with scale poor, fair and good. During this cycle, the students only achieved mostly to poor level of literary analysis in their writing. After doing some revision and evaluation on the second cycle, it also included, replanning, action, observation and the reflection. In this cycle, the result shows most students succeeded to improve their literary analysis to the fair level and 2 students were in good level with some notes. Although, some students perhaps need more time and practises to achieved a good skill.*

Keywords: *Critical thinking, Literary analysis, Taxonomy Blooms*

Abstrak: *Penelitian ini mencari tahu tentang peningkatan analisis sastra siswa dengan menggunakan pertanyaan pemikiran kritis taksonomi Blooms. Objek penelitian tindakan ini adalah mahasiswa semester enam program studi Sastra Inggris di Universitas Bina Darma. Mereka adalah 5 mahasiswa laki-laki dan 10 mahasiswa perempuan. Penelitian tindakan dilakukan dalam 12 pertemuan. Pada siklus pertama, terdiri dari perencanaan, tindakan, observasi dan refleksi. Penilaian untuk kriteria keberhasilan dinilai dari rubrik analisis sastra dengan skala buruk, sedang dan baik. Selama siklus ini, sebagian besar siswa hanya mencapai analisis sastra yang buruk dalam tulisan mereka. Setelah melakukan beberapa revisi dan evaluasi pada siklus kedua, yang termasuk perencanaan ulang, tindakan, observasi dan refleksi, hasilnya menunjukkan sebagian besar siswa berhasil meningkatkan analisis sastra mereka ke level sedang dan 2 siswa berada di level baik dengan beberapa catatan. Meskipun, beberapa siswa mungkin membutuhkan lebih banyak waktu dan latihan untuk mencapai keterampilan yang baik.*

Kata kunci*: Pemikiran kritis, Analisis sastra, Taksonomi Blooms*

1. INTRODUCTION

The goal of education nowdays goes to a higher standard. Students are not only expected to be able to achieve good grades in every subjects or graduate faster, but also able to think critically. Many changes in system, curricullum, strategies and methods in teaching applied innovatively to cope with that intention. Critical thinking is a fundamental goal that every level of education should

achieved, because critical thinking is a thoughtful and reasonable process whose main purpose is to make sensible decisions about what to believe or what to do (Encizo, 2017). This reason gives an idea to the academics that the graduates should have the skill to participate in the social, economic and political aspects of a society. Therefore, recent education system establish an efficient effort to improve critical thinking.

The complexity definition of critical thinking involves all the skills and the qualities. It facilitates a judgement, decision making, and self-assessment. Facione (2011) states that the critical thinker has some cognitive skills such as being able to interpret, analyze, and evaluate. Those values and skills are considered important as the main result of education. Therefore, Zabit (2010) states that critical thinking is the practice of processing this information in the most skillful, accurate, and rigorous manner possible, in a way that it will lead to the most reliable, logical, and trustworthy conclusions, by which one can make responsible decisions about ones life, behaviour and actions with full knowledge of assumptions and consequences of those decision.

Critical thinking is a life time study. Although much researchers have been done for critical thinking so far, the issue remains debatable among the success and the failure. Critical thinking is not merely the ability of getting the valid information, furthermore it relates many competences in thinking, reasoning and acquiring knowledge. Since critical thinking is difficult to define, measure and assess. Willingham (2007) makes the point that critical thinking is ineffective without an individual's factual knowledge of a given subject and their ability to evaluate information to help them solving problem and make decision. Therefore, in this study the researcher tried to evaluate the previous studies and purpose one of the ways by making literary analysis.

Literary analysis is a personal type of essay which written to not only by analyzing the details of story elements, but also draw a new insights in viewing the text. The result of prior investigation towards students' analysis shows that the poor level of analytical writing. Many efforts had been done, however the students were still having problem to achieve better literary analysis, critical thinking questions by blooms was selected by the researcher to make the betterment of students literary analysis.

Bloom taxonomy is one of the core things of critical thinking which mostly used by teachers to the learners. Even Forehand (2005) states that the levels in this taxonomy have often been described as a stairway, it involves knowledge, comprehension, application, analysis, synthesis and evaluation. Thus, the Bloom's taxonomy was selected to be the strategy in literary analysis in this study.

The fact that the students' writing and analytical ability failed to reach the goals, the researcher and the leacturer have worked together to find any teaching methods that strategies to improve students understanding of writing critical analysis.

2.   RESEARCH METODOLOGY

Writing literary analysis A literary analysis is a prsonal opinion essay that makes a point about a work of literature – usually a poem or short story. Typically, a literary analysis makes a point about a literary work, then supports that point by discussing the work's literature elements (e.g. irony, symbolism, and point of view), main themes, and implied ideas that are not necessarily apparent within the literature itself.

Essays about literature should be written in third-person point of view, like any other analytical essay. The writer should rewrite the title of the paper differently. because the literary analysis is a work of opinion. Writing analysis is different from writing a summary or an explanation of the story. Instead, the essay takes the story apart and look beyond the text of the story by focusing on what makes the story work and finding the element that structure of the story

Here are some steps on making literary analysis used by the lecturer in this research.

1. Ask questions

While the students read and comprehend a literary text, the teacher assigned an essay for literary analysis. The lecturer in this stage stimulates the students by formulating questions related to the students as a brainstorming activities. The lecturer gave the question which invited students to think critically in analyzing the text.

2. Collect the evidence

Once the brainstorming activities ended, the students precisely collected important data and evidences. Students needed to keep track of every element in the test to offer an evidence to support your arguments. The data such as plot, setting, characters, conflict, theme, etc.

3. Construct a thesis

After examined all the collected evidence, and students started to defining the critical questions, the students wrote a thesis statement. It must have a good thesis statement because it is the heart of the literary essay. The thesis statement is a claim that need to be proved through the data provided in the text.

4. Develop an Organize Arguments

None of the argumentation method will work in every context. An analysis of literature has different types, one essay might compare and contrast, trace and debate.

5. Write The Introduction

After formulating a thesis statement, the student might start writing the introduction. A good introduction should provide any necessary context the introduction should be written with a good sense of the scope of the essay toward proving the thesis statement and suggesting the organizational pattern.

6. Write The Body Paragraphs

Once the introduction written, students might take the developing argument and turn them into body

paragraph. The body should begin with a strong topic sentence and each paragraph must be clearly and strongly linked to the topic around.

7. Write The Conclusion

This part will be used to quickly summarize the specifies implication of your topic by synthesize the arguments.

A good literary analysis must demonstrate a whole understanding of the text. the analysis must present an original and compelling argument. It must analyze the formal element of the text crically. The essay must give appropriate and insightful example. The essay also must be constructed in a logical and progressive order.

The approach utilized in this analysis of the linguistic and literary features of a text is based upon the core thinking skills discussed by Adams and Hamm (1990), which include:

1. focusing skills (identifying and recognizing a problem);
2. information gathering skills (obtaining information, forming questions, and clarifying issues);
3. remembering skills (information storage and retrieval);
4. organizing skills (comparing, classifying, and ordering information);
5. analyzing skills (classifying and examining information or relationships. This includes grasping the main idea, finding errors of analysis, and identifying patterns);
6. generating skills (using prior knowledge to add information beyond what is given including connecting new ideas, inferring, predicting);
7. integrating skills (solving, understanding, forming principles, and creating compositions. This stage includes summarizing, combining information, deleting unnecessary material, outlining, and restructuring the material to incorporate new information);
8. evaluating skills (assessing the reasonable ness and quality of ideas, such as establishing criteria and verifying data).

These critical thinking skills enable the student of literature not only to analyze but also to integrate knowledge by showing the interre lationship of various themes and motifs within the work. The application of these skills also teaches the student to evaluate multiple viewpoints and promotes the transference and ap plication of knowledge from and to different disciplines. This teaching approach enhances creative thinking by encouraging students to discover alternative routes to solving problems and respecting various interpretations of the facts. They can apply this flexibility in reasoning and tolerance of other perspectives when solving problems in everyday life.

This study used action research. action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve teaching methods

and strategies and increase student achievement. Action research allows practitioners to address those issues which they can exhibit some influence and make change with systematic procedure. This is one of the way to improve way of teaching as profesional practice. This research used this action research for exploring the students need, motivation and achievement in critical reading through writing a literary critisism as a reflection to improve their teaching methods.

2.1 Research Type

The study was classified as action research. Action research in education is a type of research that aims to enact immediate changes in an educational setting. It simultaneously serves to enhance the professional skills of educators, advance our knowledge, and improve educational processes and outcomes (Lodico et al, 2010). Thus, the researcher tried to improve both teaching reading process and outcomes.

2.2 Research Design

In this study, the researcher used Kemmis and McTaggart model as his Classroom Action Research. This model has four stages namely Planning, Acting, Observing and Reflecting. As illustrated by John Elliot below:
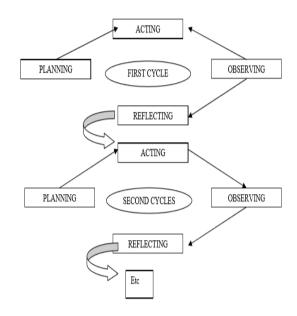

Figure 1: *Classroom Action Research by John Elliot*

The design of the research was classroom action research because it focused on a particular problem and a particular group of students in a certain classroom. According to Wallace (2006), Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that before implementing the research, the researcher needs to identify any problems real found in the classroom. In doing action research, preliminary observation is needed to understand the issue that occur during the classroom activities. The researcher, also interview the lecturer, the students, and also observe the process of teaching and learning.

Before the first stage, the researcher conducted a pre-test to analyze the students proficiency in writing literary analysis and clasroom observation to see the students motivation, learning style and participation.

Enhancing Critical Thinking Through Literary Analysis……(Cita Hikmahyanti dan Neisya)

Besides observing the students, the researcher obtained data from the lecturer about her teaching methodology, teaching media, and the lesson. From the observation, the writer got important data for this study, such as the result of pre-test, a description of students proficiency test as well as their attitude towards learning literature in the clasroom. The data was also completed with data from the lecturer about everything related to teaching process. Thus, this stage was very beneficial for this study.

There were two cycles in this classroom action research. First cycle consisted of planning, acting, observing, and reflecting. In the second cycle , the planned was revised and conducted the next action, observation and reflection.

2.2.1 Research Setting And Subject Of The Study

The research was applied to the sixth semester students of English Literature program at Universitas Bina Darma Palembang. The program ran for five months from from February until May 2019. The total participants were 15 students, 4 males and 11 females. This research was scheduled twice a week for 16 meetings.

2.2.2 Technique For Collecting The Data

The data were collected by doing some interviews to students and lecturers as prior data to conduct this study. Then, when the students and the lecturer were doing the action, the researcher observed the classroom activities while taking some notes and checking the rubrics to see if the lecturer and the students did all the activities written in the plan.

2.2.3 Technique for analyzing the data.

To assure that the method was succesful, the lecturer analyzed the data from cycle 1 by measuring the literary analysis writing using rubrics. After the first action, the researcher also checked the classroom activities rubric and analyze the factors that may caused the failure to the first cycle. The result was also consulted to the lecturer and made a second plan with better methods and strategies. Then the similar measurement was applied for the second cycle. The strategies to improve this study was using Blooms taxonomy of critical thinking and measured by the rubrics for literary analysis.

Research Instrument

The instrument to measure the students ability on literary analysis using this following Bloom Taxonomy of critical thinking rubric.

No	CRITERIA	1	2	3
1	Understand how context affects the purpose, tone, meaning, and categorization of a written or spoken statement			
2	Determine and summarize the main point, theme, or thesis of a written or spoken message			
3	Understand how context, origin, and adaptation shape the purpose, tone, meaning,			

	and categorization of a text			
4	Identify key passages, characters, images, or symbols			
5	Relate the meaning of key passages, character, images, or symbols to the meaning of an entire work			
6	Relate the purpose, tone, meaning, and style of a work to a relevant movement, genre, philosophy, or socio-historical context			
7	Consider the provinciality of universality of a given theme or image			
8	Identify knowledge gaps, assumptions, myopia, and other logical flaws in a written or spoken statement (applies to primary and secondary sources, including student analyses of primary sources)			
9	Support arguments with clear and cohesive evidence			
10	Anticipate, recognize, and address relevant counterarguments			
11	Synthesize a variety of sources, approaches, or concepts into a cogent analytical or argumentative framework			

The criteria in the rucbic above, come with assesment score 1 for *poor*, score 2 for *fair* and 3 for *good.*

3. RESULT

CYCLE 1

Here are the following steps in this action research that describe clearly the way how the researcher and the lecturer worked together to improve literary analysis through critical thinking questions by Bloom.

A. PLAN

In this stage, the lecturer and the researcher evaluated the previous observation data. Then planned to make innovated teaching plan. The strategy was improved before doing the action cycle conducted in the classroom. Here was the plan for the first cycle.

1. The lecturer instructed the students to analyze the selected poetry.
2. The students analyzed the selected literary text as instructed by the lecturer.
3. The students wrote an essay based on the critical questions given by the lecturer.

B. THE ACTION AND THE OBSERVATION

Both the action and the observation for the first cycle were conducted as follows:

A. The Researcher

During the class, the researcher observed the action througoutly for both teacher and the students and Assigned to check the observation sheet for lecturer's

activity and students'activity. The observation sheets functioned to control the activities conducted in the classroom.

B. The Lecturer

While the observer doing her job, the lecturer made sure that all the plan ran well. In this first cycle, the lecturer did these following step:

1. The lecturer gave a particular literary text and asked the students to read the text carefully

2. The lecturer asked the students to find the intrinsic elements of the text they read. Such as characters, setting, plot, symbol and etc.

3. The lecturer instructed the students to find the issue in the text, and asked the students to read any related literary theories. The lecturer aksed the students to analyzed the text by using appropriate theoritical framework: Students needed to find a proper theory to analyze the issue towards their readings as the basic thinking framework to help students think critically. The lecturer introduces the literary theories to the students so that they can describe the problem within the text and interpret the finding based on the related theories.

C. The Students

The students were doing all the instructed activities during the class.

C. THE REFLECTION

After doing the first cycle, the circumstances during the teaching and learning process occured mostly similar to the activities designed in the plan. However, some meaningless activities done by students. Some students were not ready to choose the literary theories. They seemed lack of knowledge about the theories, and that made the writing process took longer time to finish. The students were also unfamiliar with the text they read. They took even longer time to understand the text with many uncommon vocabularies.

On the first cycle, the lecturer also gave the instruction very clearly in the beginning of the text analyzing the text. however, the work was more difficult when students were asking many questions related to theories. The lecturer concerned about giving more time and knowledge to them in writing literary analysis.

The students also were still unable to perform better on writing literary analysis. This was because some students complained about the difficulty of the given poetry. After evaluating this first cycle, the lecturer and the observer found out that the poetry they gave were included in Classic literature which mostly written in unfamiliar issues and situation.

The final results in this first cycle show that around 8 students (53.3%) in a poor level of literary analysis, which most

of the rubric scored 1. Meanwhile, the other 46,7% (7 students) were in the fair level. However, those who scored fair needed more practice and some evaluation in improving their analysis.

CYCLE 2

Here are the following steps in this action research that describe clearly the way how the researcher and the lecturer worked together to improve literary analysis through critical thinking questions by Bloom.

A.   REVISED PLAN

In this stage, the lecturer and the researcher evaluated the previous observation data on the first cycle. Then planned to make innovated teaching plan. The strategy was improved in the classroom. Here was the plan for the secondcycle.

1. The lecturer asked the students to select their own favorite genre and age of poetry
2. The students analyzed the selected literary text as instructed by the lecturer.
3. The students wrote an essay based on the critical questions given by the lecturer.

B.   THE   ACTION   AND   THE   OBSERVATION

Both the action and the observation for the second cycle were conducted as follows:

a. The Researcher

During the class, the researcher again observed the action more attentive for both teacher and the students and Assigned to check the observation sheet for lecturer's activity and students' activity

b. The Lecturer

While the observer doing her job, the lecturer made sure that all the plan ran well. In this second cycle, the lecturer did these following step:

a. The lecturer gave a particular literary text and asked the students to read the text carefully
b. The lecturer asked the students to find the intrinsic elements of the text they read. Such as characters, setting, plot, symbol and etc.
c. The lecturer instructed the students to find the issue in the text, and asked the students to read any related literary theories.
d. The lecturer aksed the students to analyzed the text by using appropriate theoritical framework: Students needed to find a proper theory to analyze the issue towards their readings as the basic thinking framework to help students think critically. The lecturer introduces the literary theories to the students so that they can describe the problem within the text and interpret the finding based on the related theories.

c. The Students

The students were doing all the instructed activities during the class.

The result shows that some students have completely written the analysis based on

the lecturer plan. The students answered the critical questions given by the lecturer using a good analysis which supported by collected evidences from what they read. The students improved this level by explaining and providing information about related issue. the students also improve the way how they wrote a thesis sentence which provide an arguable perspective. Even some students were still unable to create a really great thesis statement. Therefore, the lecturer had to help them to establish a better thesis statement for the next essay.

The improvement in this cycle also occure d on the way how students develop and organize the arguments. In the very first step, the lecturer asked the students to compare and contrast the characters and the situations. The students tried to developed writers ideas through organizing the arguments of their own. The second cycle shows the betterment in finding connection between the issues written in the text they read and the issue they experienced or read.

In writing the introduction, the students wrote an introduction which provide information to the reader about what to expect in their analysis. In the process, the students were taught to simply straight to the point of the discussion. The students started their body of paragraph with quite strong topic and supporting evidences. When the students had to write the conclusion, they quite suggest new direction of thought.

From the second process of the action research, the researcher found that 13 (87%) students from 15 student were in the fair level of literary analysis. Meanwhile, 2 (13%) other students were able to reach the good level. Those students were fair on almost every point of the rubric. The However, the students in the good level needs to improve their understanding of how the context origin and adaptation shape the purpose, tone, meaning, and categorization of a text. they also scored unsatisfied on the point of identifying the knowledge gaps, assumption, myopia, and other logical flaws in a written or spoken statement. The other points of the rubric show that the students have improved quite well on writing the analysis, the students , the lecturer also agree that this improvement occurred because literary text they read were much easier that the ones in the second cycle. The texts were using common vocabulary, they were involved in modern literature, the themes were varied, but the issues were quite familiar with the students. Because of a good understanding in comprehending the text, the student were able to answered the critical questions and write literary analysis.

4. CONCLUSION

In doing the action research this time, the researcher used question which stimulate critical thinking to write an essay for literary analysis. The result shows a significant improvement in the cycle one rather that the achievement in the first cycle. The Bloom's Taxonomy seems to work well on this study and the students resulted well in analyzing modern literature which has medium level of linguistics. Therefore, the students need more

practice and slowly contributed themselves to started learning and analyzed more difficult poetry.

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