

Triggering Students' Critical Thinking Through Literary Analysis

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Abstract. 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. Having literature in the teaching and learning process can create a critical thinking process. 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 research used descriptive quantitative. The sample of this study is students of the English Language Education Study Program batch 2018 that have taken literary analysis classes. The empirical data needed in this research are observation of implementation of literary analysis in the classroom and questioners of 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

1 Introduction

In this era of globalization, everything is growing rapidly. All things happen without any limitations due to exchanging views, products, thoughts, and other aspects without restrictions. Aspects of life through interaction and integrity are influenced by several factors such as transportation, technological developments, science, and others that also support globalization. All aspects are required to be more efficient, therefore, they can compete with the situation. This condition directly or indirectly affects the world of education. 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. Someone's ability to think especially in solving life's problems, will greatly affect success in life. 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. The ability to think critically will determine a person's endurance/competitiveness in competing to be the best.

Lai (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 critical thinking. This skills component can be obtained through various learning media, one of which is literary analysis. This skills component can be obtained through various learning media. One of them 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

literary texts that carried out in terms of thinking. At the same time, the participation and involvement of the heart and soul in the experience of feelings, emotions, empathy, and sympathy in learning is carried out in terms of feelings (Artanti & Sayuti, 2019).

Literature has earned a place as a source of authentic texts in the teaching process. Literature is a topic that every student in their academic career must face. Learning that is increasingly complex and dynamic and demands efficiency requires an efficient and immediate way of thinking. Instruct students to 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 using the literary analysis approach. Objective, expressive, mimetic, and pragmatic approaches are types of literary approaches. This proper differentiation of approaches can be made by; are they used to explain and evaluate a literary work, especially referring to it, the reader, or even the author, or treat the work as an entity in itself. Through literary analysis, students indirectly use critical thinking skills. As explained earlier, the scope of ability in critical thinking consists of the ability to make conclusions, analyze arguments, make decisions or solve problems, and assess or evaluate. In this work, students analyze a literary work based on approaches that make conclusions or solve the problem they are looking for.

2 Review of Literature

Definition of Critical Thinking Skill

The ability to think critically is one of the most important abilities. There are so many events in life that must be criticized. Critical thinking skills are very important in everyday life because it develops other thinking skills, such as the ability to make decisions and solve problems. Critical thinking skills need to be developed when a person begins to think. Critical thinking skills must be honed from an early age so that students are accustomed to critical and creative thinking patterns. A person's ability to think can make a problem-solving effort with recognition, analysis, and conclusion. 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.

Steps of Critical Thinking Skill

There are three thinking processes: understanding formation, opinion formation, and concluding. According to 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

The problems that exist must be studied, and that is very important. Reasons and potential solutions should be sought but not taken for granted. All possibilities must be explored more deeply. Regarding this matter can be found in the views of others, and have no doubts about it. Regarding the things learned, validity and reliability must be found.

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 a fact or an 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. The existing barriers are important to break down, and the solutions must have both short-term and long-term results. It can usually make us aware of the same problem in the past and how to solve it.

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 selecting and implementing solutions, monitoring the results of the plan's implementation is carried out, and follow-up is required.

Indicators of Critical Thinking Skill

Critical thinking is not a genetic ability that has been inherent since a person was born. Critical thinking skills need to be trained and developed in the learning process. Accuracy and precision are necessary for critical thinking, and finding the correct answer requires dedication. According to Cottrell (Cottrell, 2005, p. 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 off 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.

Levels of Critical Thinking

We will always use the brain to think and make decisions throughout our lives. In the workplace, soft skills such as thinking critically and solving problems and communication play an important role. In every field of work and education, critical thinking is an essential element regardless of the major we choose. Each person has a different level of ability in thinking. Some are limited to remembering what it contains, some are understanding, but some can analyze and even evaluate the material presented.

Higher Order Thinking Skills (HOTS) are included in the cognitive domain of Bloom's Taxonomy. Bloom's taxonomy 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 (in Elder & Paul, 2018), this cognitive sequence is divided into six levels:

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

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

Definition of Literary Analysis

Carefully studying the text, interpreting its meaning, and examining why the author makes a choice is the meaning of literary analysis (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. This is obtained by examining the structure of the writing used, choice of words, and literary devices. Literary analysis shows why the author uses specific ideas, word choices, or writing structures to convey his message. To analyze ideas, plots, characters, tone, and writing style, writers research books, novels, plays, etc. Siswanto (2008) says that what is felt by the author as seen, touched, heard, felt, or smelled cannot be separated from what the author conveys (writer).

Approaches of Literary Analysis

According to Abrams (in Fatiyah, 2018), Objective, expressive, mimetic, and pragmatic approaches are included in the types of literary approaches. Its useful distinction is; used in analyzing a literary work. 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. Furthermore, the application of the main criteria in work is the "truth" of its representation in the information it represents. Because this approach is a reflection of truth, so researchers need data related to literary works.

2. Pragmatic

This approach considers work as something 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 readers with benefits 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. Usually, this approach looks for evidence of work about the author.

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 purpose so that it can be studied using intrinsic aspects such as coherence, integrity, complexity, etc.

3 Research Methodology

The approach used by researchers in this study is quantitative. Duli (2019) explains that collecting, processing, analyzing, and presenting data is based on something that is carried out objectively to solve a problem or hypothesis in the development of general principles, namely the notion of quantitative research. This study used a descriptive approach. A method that analyzes a condition as it occurs is a descriptive research approach. This research involves identifying the attributes of a particular event based on observations between two or more phenomena (Williams, 2007).

Siyoto (2015) explains that the population definition is the population definition of an area of generalization that includes subjects and objects with certain characteristics or quantities that the researcher determines to obtain information. The population of this research was the 2018 batch of students of the English Language Education Study Program at Lambung Mangkurat University.

Handarini (2020) defines the sample is part of the population taken 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). The sample of this research is students at Lambung Mangkurat University, especially the 2018 batch students of ELESP that have taken the Literary analysis class. In this study, the population 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.

Mukhtazar (2020) defines data collection techniques as important in research because it is a strategy or method used by researchers to collect the data needed in their research. In this study, the types of instruments used were observation and questionnaires. The explanation about the instrument that was used in this research is as follows:

1. Observation is the stage of collecting data using direct observation and systematically recorded on the research object. Researchers carry this out 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. A questionnaire is the implementation of data collection techniques by giving several statements or questions to the respondent to be responded to (Mukhtazar, 2020). In this study, there is a

questionnaire consisting of several questions. The questions were made based on critical thinking indicators, according to Cottrell (2005). The questionnaire instrument was used to describe the percentage of students' perceptions on the use of literary analysis to trigger CTS.

Hamdi (2014) defines validity as determining the suitability of the measurement between the question and the material to be measured or the grid made for conclusions or special decisions derived from the existing score. To test the validity of this research used expert judgment. In order to measure the instrument, it is used by a particular theory after the aspects are constructed, then consulted with experts. The expert was consulted about the instruments that have been compiled. According to Widiyoko (2009), the reference for construct validity is how the instrument measures the concept theory. The definition or concept that is measured originally is based on the theory used (expert validation sheet attached)

The researcher measured the questionnaire in order to measure whether the questionnaire was valid or not. The questionnaire has been given to 2018 batch students of ELESP who took 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 were asked to answer the questionnaire.

In this research, data were collected by observation and giving questionnaires. First, the researcher did observations on students who had taken literary analysis courses. After that, the research continued by giving questionnaires to several students in the Literary Analysis class. Then the researcher arranged and summarized the questionnaire according to how students' critical thinking skills were influenced by literary analysis.

The researcher decided that the data sources were secondary data from observation and primary data from the questionnaire given to the students.

1. Observation

In this study, observation was made at the beginning of this study aimed to explore the initial data to obtain an overview of student 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 a questionnaire is one of the ways to obtain primary data. The researcher used a questionnaire with specific objective questions in an arranged order in this context. This process encouraged the participants to fill in the questions as accurately as possible. The type of data collected in this study was quantitative data obtained from filling out a questionnaire via google form on some samples of students in the English education study program. This data is 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 arranged so that it can be seen whether the level of getting 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. Observation of literary analysis class to obtain an overview of student learning conditions during the literary analysis class using an observation sheet for observations and notes regarding learning literary analysis in the classroom.
2. Reviewing critical thinking indicators by Cottrell in the questionnaire was chosen as the instrument.
3. Checking one by one item in the questionnaire to make sure that it was easy to understand the meaning.
4. Distributing six items questionnaire to 95 English Language Education Department students' batch 2018 via a google form.
5. After collecting all data, the results were analyzed using the Microsoft Excel application to analyze the data from the questionnaire into a statistical package.
6. The main findings were analyzed by looking at the average score from the highest to the lowest result.

According to Santoso (2011), percentage analysis is used using a formula to know the tendency of respondents' answers and phenomena. 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

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

4 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 films using four approaches. The titles of the poetries 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 poetries "*Indonesia Ibarat Kapal Tua*" and "A Father Prayer" using mimetic and expressive approaches. In the second and third assignments, students analyzed the films "Three Billboards Outside Ebbing," "Missouri," and "3 Idiots" using objective and pragmatic approaches. Students started by understanding the assignments given about poetry and films using the approaches 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 films. 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 poetry and further explanation of why the part is mimetic. While in movie analysis, students needed to watch and understand well what the film contained to find things related to the approaches used. At this stage, it provides opportunities for students to give 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 films, students determine which parts they felt were appropriate for further analysis.
5. The poetry and film parts that were considered appropriate were described in an analysis paper. The first poetry, "*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 poetry, "A Father Prayer," was analyzed using an expressive approach that which the analysis considered the author's expression.

While the film "Three Billboards Outside Ebbing, Missouri" 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 the rape and murder of her daughter. She then called the local police because they failed 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 film has fulfilled the intrinsic elements of a story, which include themes, characterizations, plots, settings, points of view, and moral value.

In the movie "3 Idiots," students analyzed what messages were contained in the film. The movie told about the friendship of three students at an Indian engineering college, and it is a satire about the social pressures under an Indian education system. The results of the analysis have been carried out using the pragmatics approach. This film has an implicit message addressed to the audience; therefore, this pragmatics approach focuses on how 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. In accordance with Mu'in (2017), it claims that literature can be used as a medium to improve language skills. It can also 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.

Classroom Reflection

The data in this study were collected through a survey method by distributing questionnaires to ELESP students in the Batch 2018 program. The questionnaire used was a questionnaire based on critical thinking indicators according to Cottrell (2005), which an expert had validated. 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. The 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 is described as follows: 95 questionnaires were distributed, and 64 of these questionnaires were returned. Thirty-one questionnaires were unfilled because the student did not take a literary analysis class. The total number of questionnaires that could not be processed was 0. The total number of questionnaires that could be processed and analyzed further for this study was 64 questionnaires.

Based on the results of distributing questionnaires to 64 respondents, the frequency of the answers 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 poetry 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 works using the theories taught	0%	3,1%	21,9%	35,9%	39,1%
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%
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Based on table 2 shows that students fulfill the critical thinking indicator, which is in scores "4" or "Agree" with an average frequency of 44% and "5" or "Totally Agree" with an average frequency of 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. Only 2% of students did not use their critical thinking skills according to indicators when analyzing literary work. This indicates that most students are triggered to think critically when analyzing literary works using literary analysis approaches.

In literary analysis learning, students analyze literary works in the form of poetry and movies using four literary analysis approaches. Students also evaluate the analysis results to determine which one is the right one to write further into an article. The analysis results are then described and concluded in 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, lower-order thinking skills (LOTS), 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).

5 Conclusions and Suggestions

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.

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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