EFL Students' Reader Response-driven Self-reflection Strategy in Learning Literature

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Abstract

Digital literature comprises a number of sub-fields – for example, poetry, fiction, drama, criticism, and literary theory, to name some of them. This study aimed to observe students' self-reflection activities are evident in the classroom to stimulate critical reading activities. The study used a qualitative case study method in the process of data taken from observation. The participant of this study was chosen purposively which was 15 students second-level of English Education Program at one of the Universities in Ciamis who was observed. Thematic analysis was used in this research. The researchers first examined the transcription of the data from the video recording (the observation), then, coding to condense the data into manageable, systematized bits of meaning. Next, the researchers looked through the codes to find a theme. Furthermore, revised and expanded the identified preliminary themes, and finally created report.The result of this study revealed that it can be seen that there are reflection activities through reader response in the literature class, and students are encouraged to read critically. This study concludes that the used of reflection through reader response in digital literature learning is effective in use and can stimulate critical reading activities.

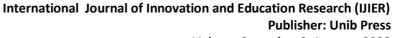Keywords**:** *Reader Response, Self-Reflection, Literature, Critical Reading.*
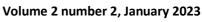
Introduction

Information and Communications Technology is crucial to supplement the conventional or traditional mode of education. The word 'supplement' here is important, because technology cannot replace the teacher as such. Tamam (2022, p. 19) stated "Digital technology is described as a tool that can enhance collaboration and motivate learners to re-engage with education and enable them to develop their multimodal skills". Therefore, Most of the school, teaching English literature is taught in the traditional mode where the teacher speaks for an hour or so and leaves the class. The students too get tired of the monotonous everyday routine. Moreover the importance of English literature as a subject of study needs to be revitalized. The use of ICT as include the trends of teaching literature true digital mode.

Digital literature comprises a number of sub-fields – for example, poetry, fiction, drama, criticism, literary theory, to name some of them. Each requires a different kind of study and different modes of teaching. Digital literature is advantageous in a learning environment. In addition to being a tool for teaching and learning, digital literature can inspire students to learn English (Handayani et al., 2020). The use of ICT can help the educator to use different modes of teaching, which subsequently help students to keep the text or the issues involved in it, in their minds, perhaps, throughout their lives. ICT would help students comprehend the text and would improve their proficiency. ICT can also be helpful in making students attentive and interested. This encourages the success of learning literature with digital literary media, of course, using a student reader response-driven self-reflection strategy.

Students as active readers must be given the opportunity and space to develop their opinions and arguments by using a reader response strategy to define what certain texts mean to them. In the opinion of (Kunjanman & Aziz, 2021), reader response can discern a link between among the reader's thoughts, emotions and personal experiences. Its means that reading can be understood as a dialogue with a text in which many interpretations can be seen from various perspectives. In its implementation when responding to a reading, the reader needs to be critical in reading a text because critical reading is relating to people's consideration of, assessment of, and use of their own judgment over what they have read and impacted by their own and other readers' personal and social history, if prompted to express their answers to texts.
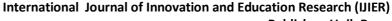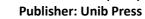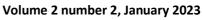
Reading is the process of decoding written symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by an author (Sari, D. M., & Wardhani, 2020). It is a basic knowledge system to obtain information and deepen knowledge (Zhou, 2018) because someone needs to know and interpret the functions of texts accurately. Moreover, Anggraini et al., (2018) reveal that reading is an activity to recognize and observe a text in order to obtain the information contained in it. It can be done with any reading materials as evidenced in (Darmuki et al., 2016) who state that reading, for example, reference books will help readers to improve language skills. Based on the above opinion it can be concluded that the aspects of reading are the skills to understand and interpret information In accordance with Criscuolo in Suswika, (2019) that critical reading is a critical process in which the information received is interpreted and evaluated using higher order mental processes. A pupil must do this while honing their critical reading skills by contrasting what they read with the earlier knowledge. Critical reading one of the reading styles that emphasizes learning in-depth information rather than fundamental information. (Gregori-Signes, 2020) explained that the need to understand opposing elements and to assess information leads to the emergence of critical reading. Now, the development of technology also has an impact on education, including learning activities. The experience of learning literature can also be expressed by self-reflection reading which is correlated with students' prior and subsequent knowledge. "Reflection involves one examining his feelings about an experience", (Febriani, 2019, p. 38). This encourages the success of learning literature with digital literary media, of course, using a student self-reflection strategy using a reader response strategy. Unfortunately, previous studies have no one has stimulated critical reading activities, even though this is felt to be crucial and to fill the gap, more focused to be on using reader response to stimulated critical reading activities in literature class.

Research Method

As the purpose of this study is learning literature using reader response-driven self-reflection strategy to stimulate critical reading activity qualitative case study research design used for this study. Qualitative Reasearch is a type of social activity that places emphasis on how individuals interpret and make sense of their experiences in order to comprehend their

own social reality. It uses open-ended questionnaires, interviews, diaries, notebooks, classroom immersions and observations, as well as content analysis of visual and textual resources and oral history to collect, analyze, and interpret data (Zohrabi in Mohajan, 2018).
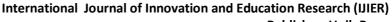
The research was conducted at the second-level of introduction to literature course in English Education Study Program, at one of the Universities in Ciamis, West Java. According to (Creswell, 2014) select a site from the multiple perspectives required by qualitative research should also emphasize issues of power and influence in your study. This study used non-participant observation. So, the researcher didnot participate in the setting research (Creswell, 2014). The researchers, on the other hand, simply observed everything that happened in the classroom during the teaching and learning process by using video recording. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed. Therefore, the researchers only observes and record important things related to this research. Then the researcher interprets and enters the data.

The observation data analysis used thematic analysis. According to (Kiger & Varpio, 2020), thematic analysis is a suitable approach of analysis when attempting to comprehend experiences, ideas, or actions within a data collection. The researchers first examined the transcription of the data from the video recording (the observation) until they had a complete understanding of the data. In the second step, the researcher used coding to condense the data into manageable, systematized bits of meaning. In the third step, the researcher looked through the codes to find a theme. In the fourth step, the researchers revised and expanded the identified preliminary themes. The researcher defined the final refining of the themes in step five. In the sixth stage, the researcher created a report.

Result and Discussion

Result

Preview is the first technique contained things that can stimulate critical reading. This activity questions a matter before it is discussed further, which aims to find out whether students know the topic or matter to be discussed. It can be seen that the introduction to literature class shows activities that stimulate critical reading, as in the first meeting on March 7th, 2023. The class discussed 'RPS' (lesson plan), and plans for the next semester and

discussed a little earlier in general. regarding the direction and aim of this subject, more details for this preview, as shown below:

L   : Before that, what genres of literature did you know?

S1   : Poetry Miss

L   : Anything else?

S2   : Novels, Short Stories

L   : Right, but for literature there are three genres, namely prose, poetry,   and drama. What you mentioned earlier, novels and short stories fall into the prose genre. So far you are familiar with literature in general.
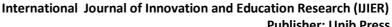

It was found that at the first meeting, apart from discussing RPS (lesson plan), the class also discussed an Introduction to Literature in the conversation above the lecturer asked students as a benchmark for their understanding at the beginning, then S1 and S2 responded sober and to their knowledge, but the result is that students are also familiar with literary genres in literary work before they get to know more about literature because many of them like to read novels. Questions the second technique that can stimulate critical reading. As has been stated in the Question-asking point which is one aspect of the reader response activity students in this class are very active in asking whether they don't know, don't understand or are just validating that their understanding is correct. Active participation from students was also seen from the beginning of the meeting to the end where on March 7th, 2023 they asked questions that they did not understand, in more detail below:
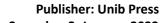
S1   : What is the difference between poetry and poem?

From the questions above, it can be concluded that the students asked indeed they did not know the difference between the two and wanted to get information about the matter being asked. Not only did it happen at the first meeting but on March 14th, 2023 students also asked about what was being discussed in the class, pay close attention to the questions below;

S1   : What is the difference between description and analysis in the reflection of Gibbs model miss?

S2   : Why is it that when reading a story the reader is often confused by the plot that hangs?

Even at the second meeting they were still actively asking questions by utilizing the discussion space provided by the teacher to better understand the material being conveyed of course, their delivery was delivered orally in a tone and intonation asking questions that were clear and not confusing. Evaluate an Argument is the third technique that can stimulate critical reading is that in class. During class, the conditions that occur when one student argues and then the others add their arguments or criticize these opinions, as shown below:

L   : In your opinion, what is the theme of the poem 'My love is like a red, red rose'?

S1   ; I think this poem tells about deep love for her lover

S2   : But I think this story carries the theme of separation because they can't be together

S3   : I guess, this poem has a combination of themes between love and separation because it tells the story of a writer who really loves his girlfriend but is separated by distance and then they can't be together

The explanation above which emphasizes the evaluate an argument is very visible in the conversation above, at first the lecturer wanted to know the opinion of his students regarding the theme of the poem 'My love is like a red, red rose', then S1 responded critically that at the beginning of the stanza he had told about love but S2 responds differently by arguing that the theme of the poem is separation and this is told at the end of the stanza, while S3 issues a statement concluding that the theme of the poem is Love and separation, this is evaluated on S3's answer which justifies both then combines the two arguments because considered correct.

Reflection is the next technique that can stimulate critical reading. This activity was found to have occurred in literature class on March 14th, 2023. Before analyzing a reading, students explained reflection starting from the meaning, purpose, and benefits to the introduction of the reflective model by using Gibb's cycles in detail to measure the barometer of students' understanding of usage. They assigned this model to analyze the poem 'The Snare by James Stephens by using Gibb's cycle in the form of a reflective essay.

Reflective discussion continued until April 11th, 2023, Lecture sent an overview of reflective writing material files on google classroom to understand more deeply about this matter. After this, in the next meeting, students are given a reading assignment and then "make a reflection of the drama marriage proposal which includes Gibb's reflective cycle".

From some of the assignments given besides studying theoretically students also immediately practice directly after finishing reading, their experience is reflected in an essay that refers to Gibb's cycle model.

Outline is the last technique of things that is included in the stimulation of critical reading is the Outline. Students in the Introduction to Literature class are introduced to the use of Gibb's cycle model when reflecting on reading to understand the content of the intended story. There are 6 steps to analyze a reading starting from Description, Feeling, Evaluation, Analysis, Conclusion, and Action Plan. These steps are visualized in a circular pattern.
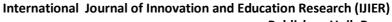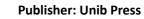
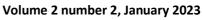**Figure 1.1 Outline Reflective Cycle Gibb's**

This outline or writing plan can also be seen in class on March 14th 2023 until the lecturer draws an outline of reflection using Gibb's cycle on a whiteboard and explains it in detail step by step. Self-reflection activities are evident in the classroom that stimulate students' critical reading activities. The main point at this point is observing activities in the literature class which identify the occurrence of stimulation of critical reading in students with guidelines for several aspects that have been determined. The results found preview activities, questions, evaluate an argument, reflect, and outline appear in the class

Discussion

In connection with the results found in the introduction to literature class through observation by video recording, it shows that there are activities that stimulate students to read critically which is also supported by critical thinking. For more details, below are some techniques of the activity that can stimulate critical reading. To apply critical reading is an
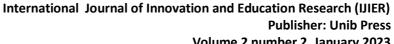
attempt to find potential strategies to help students think critically in responding to texts. (Ko, 2013) asserts that through critical reading one might be able to encourage students to think effectively, analyze accurately, and evaluate texts carefully. The students will be familiar with the skill. There are at least five techniques for applying critical in reading by (Amalia, 2016). The techniques will be explained briefly in the following:

The first technique is preview. Review the preface or other introductory material. Skim the table of contents and chapter organization, and identifying the theme or thesis of the material. The second technique is question. Ask questions of instructors and colleagues about the content. As the students read, write a question for every paragraph or brief section, with focus the main idea. The third technique is evaluate an argument. Test the logic, believability, and emotional impact of an idea. Do not accept anything on face value but evaluate every assertion. (Analyze both parts: a claim and support.) The claim asserts an idea, an opinion, a judgment, or a point of view. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) to influence readers to accept the hypothesis.

The fourth technique is reflect. Consider if the reading caused any challenges to the students' beliefs and values. is the process of identifying, challenging, and evaluating our core presumptions, including those related to our knowledge, how we interpret events and problems, as well as our beliefs, feelings, and behavior. By using the course content (lectures, readings, discussions, etc.) to critically reflect, you can assess your own biases, compare theories to current practices, look for reasons and triggers, and pinpoint the root of issues.

The last technique is outline. Identify the main ideas and arguments, and restate them in students' own words. This is a more structured format than the annotation. Distinguish between the main ideas and the supporting ideas and examples. Based on the explanation above, having these skill is very important for students. It is based on the consideration that almost in everyday activities require some of the basic skills that involved in critical reading. In academic study, especially at the university level, requires very high levels of critical analysis at every level of study.

Self-reflection activities are evident in the classroom that stimulate students' critical reading activities. The main point at this point is observing activities in the literature class which identify the occurrence of stimulation of critical reading in students with guidelines for

several aspects that have been determined. The results found preview activities, questions, evaluate an argument, reflect, and outline appear in the class. The students in the class carried out self-reflection reader response activities which stimulated students' minds to think critically in reading literary works such as aspects of questioning, evaluating an argument and, reflecting, as conveyed (Rohmah, 2018), that the use of questions during the teaching and learning process helps pupils read more critically. I also agree because during the process of preparing questions and before asking questions students think and digest and are critical of the text they have read. aside from that (Feng et al., 2020), stated to study, analyze, and critically assess arguments, logical thinking is a crucial skill. This is true because activities appearing by the aspects specified will certainly affect critical thinking on reading which becomes important to pay attention to, while (Adeani et al., 2020), highlighted the outline of a cycle of the six steps in Gibb's model of reflection are: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. Of course, this is in line with the outline which is an aspect of critical reading because to go through the six stages in the Reflection by Gibbs model requires critical thinking and to arrive at the point of understanding the reading with a critical reading process.

Based on previous research that has the same focus as this point, namely (Pasaribu & Iswandari, 2019 see Chapter Two page 18), the same conducted research focuses on the use of reader response by stimulating students' ability to think critically in critical reading with the results showing that students have a deeper understanding of reading through reader response from the critical reading process, which in this study also highlighted critical reading activities which shown by students in reader response activities in class during the observation taking place by showing the same results that the reader response activities that appear motivate students to stimulate their minds to be critical of reading. However, there is a difference in the comparison of this study only in the focus where previous research focused on the importance of reading but this research focused on activities that can stimulate critical reading in class. In addition to previous research (Myers, 2014 see Chapter Two pages 19), the same thing as the explanation in the previous point but the results shown using reader response in this literature class apart from increasing self-confidence, can also increase students to think critically, this is in line with this study where reader response activity in class triggers critical reading so students think critically in this literature class. So aspects of

critical reading activities appear in this literature class, which makes students more critical in thinking also supported by the use of reader response, this becomes very effective and becomes a suitable and appropriate collaboration between critical reading and reader response activities in literature class.

Conclusion

Students as active readers must be given the opportunity and space to develop their opinions and arguments by using a reader response strategy to define what certain texts mean to them. This research has found that during the learning process in literature class, the activities carried out show self-reflective strategy activities, and by carrying out a reader response strategy in literature class, not only actively participating in class but students have a high level of curiosity, which triggers students to stimulate critical thinking in critical reading, and this strategy is considered effective and makes it easier for students to understand the context they are reading.

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