

**LITERATURE AND THE WORLD WITHIN THE CLASSROOM:  
A READER-RESPONSE STUDY**

**A Research Paper**

Submitted in partial fulfillment of the requirements for  
*Sarjana Sastra* Degree



Natashia Thai

1605930

**ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
INDONESIAN UNIVERSITY OF EDUCATION**

**2022**

**PAGE OF APPROVAL**

**LITERATURE AND THE WORLD WITHIN THE CLASSROOM:**

**A READER-RESPONSE STUDY**

**A Research Paper by  
Natashia Thai  
1605930**

**Approved by:**

**Supervisor**



**Isti Siti Saleha Gandana, M.Ed., Ph.D.**  
**NIP. 197906042003122007**

**Head of English Literature Study Program  
Faculty of Language and Literature Education  
Universitas Pendidikan Indonesia**



**Eri Kurniawan, M.A., Ph.D.**  
**NIP. 198111232005011002**

## **STATEMENT OF AUTHORIZATION**

I hereby confirm this study entitled *Literature and The World Within the Classroom: A Reader-response Study* as the final result of my work. I am fully aware that I have integrated several quotes and ideas from various sources into this study. All citations are properly acknowledged and cited.

Jakarta, August 2022

Natashia Thai

## PREFACE

I submit this study entitled *Literature and The World Within the Classroom: A Reader-response Study* in partial fulfillment of the requirements for *Sarjana Sastra* Degree. This research mainly highlights the analysis and interpretation of poems using Rosenblatt's (1968) reader-response theory in order to understand how students reflect their classroom experiences.

This study is expected to make contribution to the literature, particularly studies related to classroom culture and reader-response theory. I, as the researcher, acknowledge that there is still room for improvement in regard to the study, and I appreciate all kinds of constructive feedback and recommendations for the betterment of the study.

## ACKNOWLEDGEMENTS

By the grace of the Lord, first of all, I would like to express my gratitude to the Almighty Father; Lord of all beings, the Holy Son, Jesus Christ, and the Holy Spirits for it is only through Their blessings and Their grace that I have completed this research paper.

First and foremost, I would like to say that writing this thesis has been a constant uphill battle with myself and my surroundings. I started drafting this thesis amidst a global pandemic and with how difficult it was to communicate with my lecturers due to everything having to be online. I acknowledge that if it wasn't because of the support that I got from the people I surround myself with, I would not even be able to write a single sentence in this study. Therefore, in this occasion, I would like to thank the following people:

1. The person I would like to thank the most is my supervisor: Isti Siti Saleha Gandana, M.Ed., Ph.D. for ever being patient with me and my countless disappearing acts throughout the writing process of this study. Thank you not scolding me and for understanding the circumstances that I am facing through. Thank you for your countless advice on how to further improve and better this study. All this would never be possible without your constant support and patience.
2. To my dearest people who I consider my closest friends in this world, Ka Riany, Ka Firda, and Putri. Thank you for being that breath of fresh air that I needed at times where I crumble the most. Thank you for reaching out and caring for me even when I myself did not realize when I started to spiral out of control. Thank you for being the only constant in my life. Thank you also for accompanying me write this study in the ungodly hours of the night.

3. To my dearest *koko*, thank you for finally stepping up within your role of the family and being the big brother that people would envy if they knew what you would sacrifice for me. Thank you for silently realizing that I was getting overwhelmed with all the responsibilities that are thrown my way and for helping me shoulder all the household related problems. Thank you for being the only family that spoils me rotten since the very beginning. I was blessed to have you as my older brother, even though I would never admit it to your face.
4. To my caring younger sister, thank you for being the person who I could vent to the most. Thank you for never judging your sister as weak and letting me have a safe haven to vent and release stress. Thank you for always asking me if I needed anything if I was busy writing or when I was having an episode.
5. To the person who gave birth to me, thank you for giving me life even though you almost died giving birth to me. I pray you find what you want in life and is now able to live without worries or burdens.
6. To the escape of my reality, Genshin Impact. Thank you Mihoyo for creating this game. This game has been my escape from reality and all my troubles. It let me live a little and relax. So much so I could lose myself in it and start anew after logging out and coming back to reality.
7. To the k-variety show, Running Man. Thank you for 12 years of laughter every Monday. It has been a constant motivation to wake up and go on about the day because I always anticipate what would happen on the show every Monday. Thank you for making Monday a better day.
8. Last but not least, to my mood boosters and calming agents, BTS. Thank you for existing! Without your music I would have stayed in a really dark place since a long time ago. Thank you making

music that is able to soothe me during my episodes and thank you for working so hard and putting a smile on my face every time you even appear on the screen of my phone or monitor. Thank you for being such amazing human beings that I could always count on to calm my erratic mind whenever it wanders and for your songs being able to ground me when I'm writing this study.

# LITERATURE AND THE WORLD WITHIN THE CLASSROOM: A READER-RESPONSE STUDY

## ABSTRACT

Supervisor: Isti Siti Saleha Gandana, M.Ed., Ph.D.

Literature and reality have been said to be closely intertwined; more often than not, the literature we read revolves around the world we live in. Hence, using literature as a medium to present the world to students in the classroom can further expand their classroom experiences. Poetry, in particular, has the ability to draw out emotions in a way that connects to the readers' lives. This study intends to showcase students' voices of their classroom experiences through the response poems they have written. Drawing on Rosenblatt's (1982) reader-response theory, this study aims to explore and understand how students are able to make meaning of their classroom experiences through the themes that emerge in their poems. The poems used as data in this study derived from twelve response poems written by fourth-semester students, who responded to a poem titled 'Did I miss anything?' by Tom Wayman (1994). This number emerged as the selected poems were written in more than three stanzas. Through this study, it is revealed the chosen student poems have a variety of themes that can be categorized into three, which are, themes that challenge Wayman's poem, themes that are neutral, or themes that defend it. This study shows that students are capable of thinking critically and are able to express a vast range of emotions, such as remorse, guilt, contemplation, validation, defensiveness and acceptance in relation to the theme of skipping class in Wayman's poem. By employing Rosenblatt's (1982) theory, the students indicated to have developed the ability to relate, reflect and be critical in perceiving their own classroom contexts. By analyzing the students' poem and understanding the themes present in each poem, this study confirms that reader-response theory gives students a space to express their individual experiences and their emotions towards a particular issue within the scope of their interpretations of Wayman's poem.

**Keywords:** *classroom experience, emotions, poetry, reader-response theory, theme*



## TABLE OF CONTENTS

PAGE OF APPROVAL .....	2
STATEMENT OF AUTHORIZATION.....	3
PREFACE .....	4
ACKNOWLEDGEMENTS .....	5
ABSTRACT .....	8
TABLE OF CONTENTS.....	9
LIST OF TABLES.....	11
CHAPTER I .....	<b>Error! Bookmark not defined.</b>
INTRODUCTION .....	<b>Error! Bookmark not defined.</b>
1.1 Background.....	<b>Error! Bookmark not defined.</b>
1.2 Purpose of Research .....	<b>Error! Bookmark not defined.</b>
1.3 Research Questions .....	<b>Error! Bookmark not defined.</b>
1.4 Data Collection and Analysis.....	<b>Error! Bookmark not defined.</b>
1.5 Clarification of Terms .....	<b>Error! Bookmark not defined.</b>
1.6 Significance of Study .....	<b>Error! Bookmark not defined.</b>
1.7 Organization of Study.....	<b>Error! Bookmark not defined.</b>
CHAPTER II.....	<b>Error! Bookmark not defined.</b>
LITERATURE REVIEW .....	<b>Error! Bookmark not defined.</b>
2.1 The Role of Literature in the Classroom .....	<b>Error! Bookmark not defined.</b>
2.2 Reader-Response Theory.....	<b>Error! Bookmark not defined.</b>
2.3 Key Principles of Rosenblatt’s Transactional Theory.....	<b>Error! Bookmark not defined.</b>
2.4 Poetry and its Elements .....	<b>Error! Bookmark not defined.</b>
2.4.1 The Theme.....	<b>Error! Bookmark not defined.</b>
2.4.2 The Voice within the Poem .....	<b>Error! Bookmark not defined.</b>
2.4.3 Tone and Mood.....	<b>Error! Bookmark not defined.</b>
2.4.4 Figurative Language .....	<b>Error! Bookmark not defined.</b>
2.5 Previous Studies .....	<b>Error! Bookmark not defined.</b>
2.6 Concluding Remarks .....	<b>Error! Bookmark not defined.</b>
CHAPTER III.....	<b>Error! Bookmark not defined.</b>
RESEARCH METHODOLOGY .....	<b>Error! Bookmark not defined.</b>

3.1 Research Design .....	<b>Error! Bookmark not defined.</b>
3.2 Data Sources .....	<b>Error! Bookmark not defined.</b>
3.3 Data Collection and Data Analysis ....	<b>Error! Bookmark not defined.</b>
CHAPTER IV.....	<b>Error! Bookmark not defined.</b>
FINDINGS AND DISCUSSION .....	<b>Error! Bookmark not defined.</b>
4.1 Poem Analysis.....	<b>Error! Bookmark not defined.</b>
4.1.1 Themes that challenge the source poems ...	<b>Error! Bookmark not defined.</b>
4.1.1.1 Questions to Self .....	<b>Error! Bookmark not defined.</b>
4.1.1.2 Skipping classes is learning ..	<b>Error! Bookmark not defined.</b>
4.1.1.3 Take a day off.....	<b>Error! Bookmark not defined.</b>
4.1.1.4 I wasn't told to.....	<b>Error! Bookmark not defined.</b>
4.1.1.5 Waiting.....	<b>Error! Bookmark not defined.</b>
4.1.2 Themes that are neutral the source poems !	<b>Error! Bookmark not defined.</b>
4.1.2.1 Devil's Snare.....	<b>Error! Bookmark not defined.</b>
4.1.2.2 Excuses .....	<b>Error! Bookmark not defined.</b>
4.1.2.3 I am SO screwed.....	<b>Error! Bookmark not defined.</b>
4.1.3 Themes that defend the source poems .....	<b>Error! Bookmark not defined.</b>
4.1.3.1 Grow up! .....	<b>Error! Bookmark not defined.</b>
4.1.3.2 The guide in our hands .....	<b>Error! Bookmark not defined.</b>
4.1.3.3 One hour.....	<b>Error! Bookmark not defined.</b>
4.1.3.4 It's funny.....	<b>Error! Bookmark not defined.</b>
4.2 Discussion.....	<b>Error! Bookmark not defined.</b>
CHAPTER V.....	<b>Error! Bookmark not defined.</b>
CONCLUSION AND SUGGESTION .....	<b>Error! Bookmark not defined.</b>
5.1 Conclusion .....	<b>Error! Bookmark not defined.</b>
5.2 Suggestion.....	<b>Error! Bookmark not defined.</b>
REFERENCES .....	12

## LIST OF TABLES

Table 1: Example of Poem Analysis .....**Error! Bookmark not defined.**

## REFERENCES

- Albrecht, M. C. (1954). The Relationship of Literature and Society. *American Journal of Sociology*, 59, 425-436.
- Amer, A. A. (2003). Teaching EFL/ESL literature. *Reading Matrix: An International Online Journal*, 3(2), 63-73.
- Barfield, O. (1928). *Poetic Diction: A Study in Meaning*.
- Beach, R. (1993). *A Teacher's Introduction to Reader-Response Theories*. National Council of Teachers of English.
- Bobkina, J., & Stefanova, S. (2016). Literature and Critical Pedagogy in the EFL Classroom: Towards a Model of Teaching Critical Thinking Skills. *Studies in Second Language Learning and Teaching*, 677-696. <https://doi.org/10.14746/ssllt.2016.6.4.6>
- Carlisle, A. (2000). Reading logs: An application of reader response theory in ELT. *ELT Journal*, 54(1), 12-19.
- Connell, F. M. (1913). *A Text-Book for the Study of Poetry*. Boston: Allyn and Bacon.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). California: SAGE Publication.
- Culler, J. (1997). *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.
- Dias, P., & Hayhoe, M. (1988). *Developing Response to Poetry*. Philadelphia: Open University Press.

- Diasamidze, I. (2014) Point of View in Narrative Discourse. *Procedia – Social and Behavioral Sciences*, 160-165. Ninoshvili: Shota Rustaveli State University.
- Duhan, R. (2015). The Relationship between Literature and Society. *Language in India*, 14(4). Bloomington MN: M.S. Thirumalai.
- Eagleton, T. (2007). *How to Read a Poem*. Blackwell.
- Fish, S. (1967). *Surprised by Sin: the Reader in Paradise Lost*. London: St. Martin's Press.
- Fish, S. (1970). Literature in the Reader: Affective Stylistics. *New Literary History*, 2(1), 123-162.
- Garzón, E., & Castañeda-Peña, H. (2015). Applying the Reader-Response Theory to Literary Texts in EFL-Pre-Service Teachers' Initial Education., *English Language Teaching*, 8(8), 187- 198. Canada: Canadian Center of Science and Education.
- Gillespie, T. (1994). Why Literature Matters. *The English Journal*, 8, 16-21.
- Hall, D. (1982). *To Read a Poem* (2nd ed.). Harcourt Brace College Publishers.
- Hancock, B., Ockleford., & Windridge, K. (2009). *An introduction to qualitative research*. Nottingham: The NIHR RDS for Yorkshire & the Humber. Retrieved from [https://www.rdsyh.nihr.ac.uk/wpcontent/uploads/2013/05/5\\_Introduction-to-qualitative-research-2009.pdf](https://www.rdsyh.nihr.ac.uk/wpcontent/uploads/2013/05/5_Introduction-to-qualitative-research-2009.pdf).
- Holland, N. N. (1975). *The Nature of Literary Response: 5 Readers Reading*. London: Yale University Press.

- Holland, N. N. (1975). Unity Identity Text Self. *PMLA*, 90(5), 813-822.  
Cambridge: Cambridge University Press
- Holman, C. H., & Harmon, W. (1986). *A Handbook to Literary* (5<sup>th</sup> Ed).  
New York: Macmillan Publishing.
- Iser, W. (1972). *The Implied Reader: Patterns of Communication in  
Prose Fiction from Bunyan to Beckett*. Baltimore: John Hopkins  
University Press.
- Iser, W. (1980). *The Act of Reading: A Theory of Aesthetic Response*.  
Baltimore: John Hopkins University Press.
- Justman, S. (2010). Bibliotherapy: Literature as exploration  
reconsidered. *Academic Questions*, 23, 125-135.
- Keerthika, S. (2018) Literature and Society: How Literature Reflects  
Society. *International Journal of Science, Engineering and  
Management*. Thoothukudi: V.O.Chidambaram College.
- Kennedy, X. J., & Gioia, D. (2006). *An Introduction of Poetry* (12<sup>th</sup> Ed).  
London: Longman Publishing Group
- Keraf, G. (2008). *Diksi Dan Gaya Bahasa*. Jakarta: PT Gramedia  
Pustaka Utama.
- Khatib, M., & Alizabeh, I. (2012). Critical Thinking Skills through  
Literary and Non-Literary Texts in English Classes. *International  
Journal of Linguistics*, 4. 563-580.
- Kim, M. (2004). Literature discussions in adult learning. *Language and  
Education*, 18(2), 145–166.
- Kohl, H. (2000). *A Grain of Poetry*. New York: Harper Perennial.
- Kuckartz, U. (2014). *Qualitative text analysis: A guide to methods,  
practice & using software*. Washington, DC: Sage Publications.

Retrieved from  
<https://pdfs.semanticscholar.org/2612/61a4c34dbee5388dc3795a2ed40177dcf335.pdf>.

- Kumar, B. (2007). *Twentieth Century Literary Criticism* (5<sup>th</sup> Ed). New Delhi: Atlantic Publishers & Dist.
- Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.
- Perrine, L. (1963). Denotation and Connotation. In L. Perrine, *Sound and Sense: An Introduction to Poetry* (2<sup>nd</sup> Ed). 32-44. California: Harcourt, Brace & World Inc.
- Perrine, L. (1969). Denotation and Connotation. In L. Perrine, *Sound and Sense: An Introduction to Poetry* (3<sup>rd</sup> Ed). California: Harcourt, Brace & World Inc.
- Perrine, L. (1983). *Literature: Structure, Sound, and Sense*. New York: Harcourt Brace Javanovich.
- Pickering, J. H., & Hoepfer, J. D. (1981). *Concise Companion to Literature*. New York: Macmillan Publishing.
- Pike, M. A. (2003). The Bible and the Reader's Response. *Journal of Education and Christian Belief*, 7(1), 37-51.
- Pope, C., Ziebland, S., & Mays, N. (2000). Analysing qualitative data. *British Medical Journal*, 320(7227), 114. Retrieved from <http://www.brown.uk.com/teaching/HEST5001/pope.pdf>.
- Robert, E. V., & Jacobs, H. E. (1987). *Fiction: An Introduction to Reading and Writing*. Englewood Cliffs: Prentice-Hall, Inc.
- Rosenblatt, L. M. (1938). *Literature as Exploration*. New York: D. Appleton-Century Company, Inc.

- Rosenblatt, L. M. (1982). The Literary Transaction: Evocation and Response. *Children's Literature*, 21(4), 268-277.
- Rosenblatt, L. M. (1988). *Writing and Reading: The Transactional Theory*. Carbondale, IL: University of Illinois.
- Rosenblatt, L.M. (1978). *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Carbondale, IL: Southern Illinois University Press.
- Rosenblatt, L.M. (1995). *Literature as Exploration* (4<sup>th</sup> Ed). New York: The Modern Language Association.
- Rozaki, L. E. (1995). *How to Interpret Poetry*. New York: A Simon & Schuster Macmillan Company.
- Rumbold, K., & Simecek, K. (2016). The Uses of Poetry. *Studies in Culture and Education*, 28(4), 309-313.
- Tung, C., & Chang, S. (2009). Developing Critical Thinking through Literature Reading, *Feng Chia Journal of Humanities and Social Sciences*. 287-317.
- Tutas, N. (2006). Critical Thinking through Literature. *Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Dergisi*, 46(1), 93-110. Turkey: University of Ankara
- Wainwright, J. (2004). *Poetry: The Basics*. London: Routledge.