

CHAPTER V

DISCUSSION OF TEXT ANALYSIS

5.1. Introduction

This chapter presents the analysis and interpretations of the students' written responses for two purposes. Firstly, samples of the students' works are discussed to show the evidence of improvements in the students' written responses. And secondly, it presents the types of responses in the students' written responses overall.

5.2. The Improvements of the students' written responses in Literature Circles.

In this study the students were asked to write the written responses when a cycle of Literature Circles finished. This is in line with Daniels' (2002) suggestion that writing can be done as activity after reading. As a result, each student produced four works of written responses from LCT to LC3. The students' written responses were considered as products (Hilgers, et. al., 2010; Frodesen & Holten, 2003: 144). Therefore the analysis referred to the writing by excluding the drafting and rewriting process. The students were asked to write their responses spontaneously. It followed Thomson (1987 in Amer, 2003) and Squire's (1964) procedures in researching the students' responses to Literatures.

As indicated in section 3.7. The analyses of the students written responses were done by using the rubric ranging from 1 to 5 (See Appendix 11. for the rubric). The rubric measured the students' abilities in *retelling the story, personal*

reaction, connection making, comments on Authors craft, and Personal reflection.

Following is the result of the text analysis.

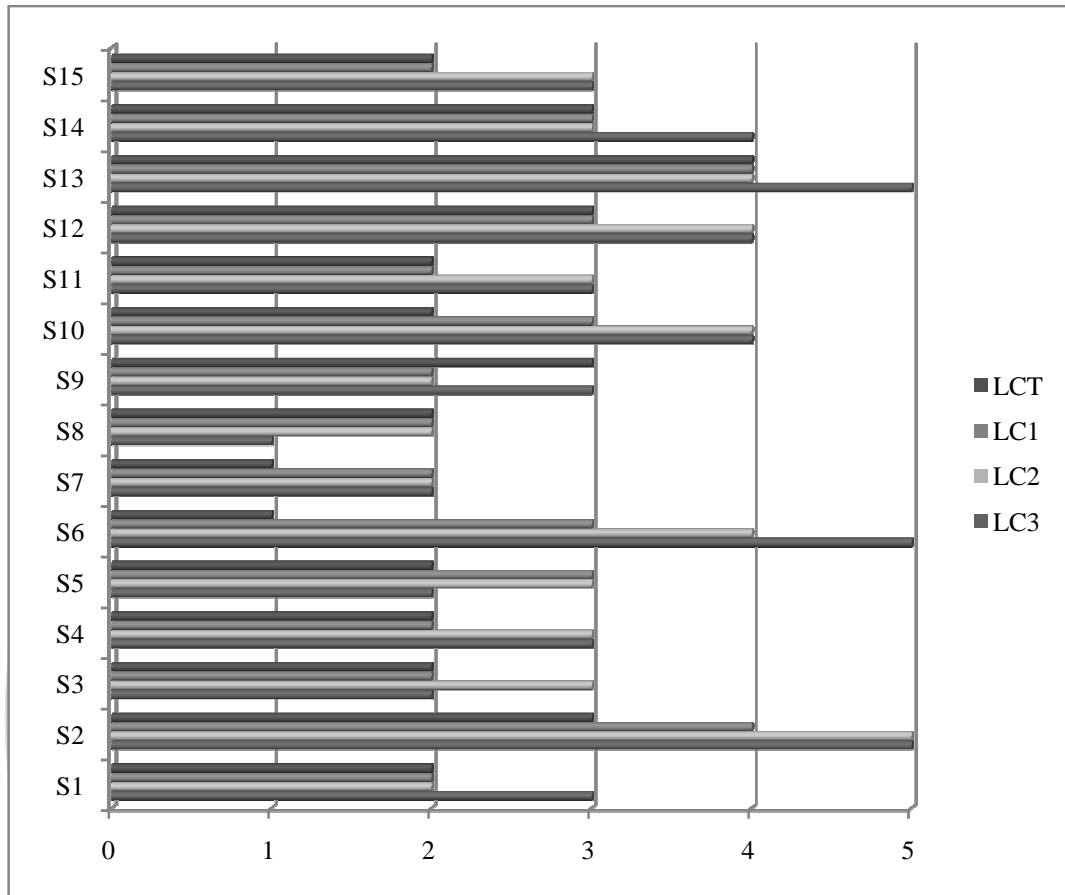


Figure 1. The students' written response improvements.

Figure 5 shows that as much as 70 % of the students (S1, S2, S3, S6, S7, S10, S11, S12, S13, S, 14, and S15) gained improvements in their written responses at varied degrees. Following is the discussion of samples of students' works.

5.2. Discussion of the improvements gained by the students.

In this section the improvements of the written responses gained by Anis (S2) and Fani (S6) (Pseudonym) is presented in consideration that both had

performed considerable evidences of the improvements. Below is the analysis of the improvements in their written responses from LCT to LC3.

5.2.1. Literature Circles Training (LCT)

Anis

In Literature Circles Training Anis read the text *The Oyster* by Rumer Godden she rated as very interesting with sensible difficulty. She joined the group as Word Wizard. Her written responses included Narrational Reaction (NR / LU), Self Involvement (SI / E), and Associational Response (AR / A). In the box below is the written response wrote by Anis.

Text box 1. The written response by Anis, categorized as level – 3.

One day Gopal was goes to a restaurant with his friend. And in that's restaurant his friend was orders raw (life) oyster, but he was dislike with Oyester. He was remember with his mother's instruction. His mother ever instructed he in order to didn't a life food. Because in his belief we must eat not life food. I dislike with Gopal, cause he wasn't obedient his belief. I think the story is very interest cause the story is telling about effort to study. I am very like with that story but I don't like Gopal cause he wasn't obedient with his belief. I ever find that experience when I must eaten bandeng fish, I am very dislike.

The written response was categorized as level - 3 since she wrote understandable short narration of the story she read, yet it lack details. Firstly, she mentioned the problem of the story as climax by writing *'he was dislike with Oyester. He was remember with his mother's instruction. His mother ever instructed he in order to didn't a life food. Because in his belief we must eat not life food.'* In this case, she didn't use the words that indicated the part was the climax of the story.

Secondly, in the written response there was also personal reaction but Anis didn't expand the reasons and the word choices were average. She wrote '*I dislike with Gopal, cause he wasn't obedient his belief. I think the story is very interest cause the story is telling about effort to study. I am very like with that story but I don't like Gopal cause he wasn't obedient with his belief*'. The statement of dislike was there and the reason was attempted to make. However, it needed more explanations about which actions she referred to.

Thirdly, Anis made some relevant connections but it lack supporting details. She wrote '*I ever find that experience when I must eaten bandeng fish, I am very dislike*'. In her expression plain sentences were used and supports in great details were still expected.

Fani

In her written response, Fani included Narrational Reaction or Literal Understanding; and Self Involvement / Empathy. She rated *The Oyster* by Rumer Godden as interesting with sensible difficulty. Below is her written response.

Text box 2. The written responses by Fani, categorized as level – 1

Gopal is an Indian member class. He studying in London, he to think about that London are a state that Delightful' . He always speak word Delightful and Delightful. He not to be able and not shall eat food that food life. But fact saying that Gopal is peculiar. I feel about the charachters of the story is Gopal is people that Peculiar, and he order in message.

Fani expressed too short narration of the story. The response was weak in content and difficult to follow. She wrote '*Gopal is an Indian member class. He studying in London, he to think about that London are a state that Delightful . He always speak word Delightful and Delightful. He not to be able and not shall eat*

food that food life. But fact saying that Gopal is peculiar'. The content was jumping from the idea of Gopal's feelings towards UK to the moment when Gopal eat the oyster. The important plots of the story were not mentioned. In the class, Fani was considered as students with less capability for English.

She spilled the emotion using some simple words. The sentences were not easy to understand. She wrote *'I feel about the charachters of the story is Gopal is people that Peculiar, and he order in message*'. The statement of emotion was there, but no supporting ideas what had made Gopal was judged as peculiar.

Both Anis and Fani, as well as all students joining the cycle did the written responses very carefully. The students grasped and measured their understanding about how to write the written responses.

5.2.2. Literature Circles 1 (LC1)

Anis

In the second Literature Circles, Anis read *Lucy* by Jamaica Kincaid. She sat in the group as Discussion Director. She rated the story as very interesting and easy to understand. Her written response included Narrational Reaction or Literal Understanding Self Involvement / Empathy, and Interpersonal Response/ Recognition. Below is her written response.

Text box 3. The written response by Anis, categorized as level – 4

Lucy was decides to leave her family and her country to find her own place to live. And then she gets a job in the couple of Lewis and Mariah, she was a wealthy family. They have three childrens. The marriage of the couple was falling apart, but for the children's sake they put up a good front.

From the story I think that Lucy is a strong women, cause she can live in a family was falling apart. Although finally they aren't separate cause they remember with their children and Mariah was a strong woman too, though , her husband had betrayed her she was still love her.

I think the story is very interest and I am very like it cause the story was teach we about the journey of human which not always funny. The event in the story are common, cause many family was falling apart cause one of them had destroyed they couple.

The written response included summary of the story. The content was precise and easy to understand. The points of important events in the story were mentioned such as Lucy left the family for a job, she worked for Lewis family, and the complication Lucy's met in the house. The emotion, that she revealed, was judging what kind of personality Lucy was. And the reflection, that she conveyed, was explained and supported. Anis happened to say that the discussion director role was the easiest role because one might not need to read the text. In her writing she managed to show her understanding of the story.

Fani

In this Literature Circles Cycle, generally the students showed their best performances both in notes and logs, and the discussion sessions. The enthusiasm could be seen plainly. Fani was the first students who included drawing in her illustrator role sheet. In the notes and Logs session, the teacher presented her works to the class and it fired up her motivation in doing Literature Circles. Other than that, she was so attached to the story that she could write more details compared to her previous work. Fani read Mother Dear and Daddy by Junius

Edward in the second cycle of Literature Circles. She acted as illustrator. The story is very interesting yet difficult for Fani. In her written responses she included Narrational Reaction or Literal Understanding, Self Involvement / Empathy, and Associational Response Analogy. Below is her written response.

Text box 4. The written response by Fani, categorized as level - 2.

Son from Mother and Daddy that already die. Always to ask with Aunt Mabel. Why his mother and daddy to be able to die? Only that and that. And his Aunt Mabel always say 'They did not come and they would not come. But he not to belief talk his aunt Mabel. He beller that his mother and daddy will back. I feeling pity with the son from Mother and Daddy, because he does never see his mother and daddy since childhood. He only to wish see his mother and daddy and I feeling the mother and daddy story is very very best. I like the story mother dear and daddy because the story very touch to touch my hearth. The story remind I with personal experience when my grandfather die. I feel very sad and I crying. Not all people mengalami matter this and this.

Fani wrote the summary which the content was weak yet with reasonable length. Although she produced more words compared to her previous work, it lack of details. She wrote '*Son from Mother and Daddy that already die. Always to ask with Aunt Mabel. Why his mother and daddy to be able to die? Only that and that. And his Aunt Mabel always say 'They did not come and they would not come. But he not to belief talk his aunt Mabel. He beller that his mother and daddy will back'*. This was only an orientation of the story. She missed the problem or climax of the story.

Stating the emotion towards the story, Fani wrote '*I feeling pity with the son from Mother and Daddy, because he does never see his mother and daddy since childhood. He only to wish see his mother and daddy and I feeling the mother and daddy story is very very best. I like the story mother dear and daddy because the story very touch to touch my hearth'*. The reaction was explained in

considerable length and supported by example. Even more the word orders were better understandable compared to her previous written response.

The analogy was made by relating the event in the story with her own life experience. She wrote *'The story remind I with personal experience when my grandfather die. I feel very sad and I crying. Not all people mengalami matter this and this'*. Comparing the emotion, Fani understood how deep the sadness felt by Jim , the main character in the story.

5.2.3. Literature Circles 2 (LC2)

Anis

In the third Literature Circles, Anis read *Mother Dear and Daddy* by Junius Edwards. She joined the group as Researcher. The story is very interesting and within sensible difficulty to her. She included Narrational Reaction (NR/ LU), Self Involvement (SI/E), and Associational Response (AR/A). Following is her written response.

Text box 5. The written response by Anis, categorized as level - 4.

The story told we about Jim's lived with her aunt Mabel. During 12 years old they live together, when auto mobile accident have been killed father and mother's Jim. After that accident Jim lived with her aunt and 12 years lived together. Jim Feel that he never know who is her father and her mother. He always find and find and then he asked Aunt Mabel. Then Aunt Mabel Told with Jim if her parents was killed an automobile accident but Jim wasn't believe with her Aunt.

One day Jim was saw a soul, the soul was father and mother's soul. Jim was very confused because her aunt asked if their parent will never come back but in fact he saw thats soul was very real. Jim told her Aunt but her Aunt wasn't believe with he.

The Story is very impressive and Interesting. There are event which enough make the reader feeling fright because in this stories told about her Jim saw soul of her parents, anything else any the reader feel sad beause during 12 years old Jim never saw her parents (cause her parents killed when Jim still young). I am enough like the story. Many something which can't I to grasp with words.

When I read the stories, I remind about my family's memories. Ten years expired but that's event still in my memories. In my remembers my brother was killed at the same event. He is was killed at an accident and that's accident very make my family's very sad.

The Summary was clear, precise and informative. It was strong in content. A reader who had not read the text could get the glance of the story through Anis' summary. Also, Anis included and explained reaction in great detail using clear explanations and examples from the text. She wrote *'The Story is very impressive and interesting'*. And provide reference to which part of the story her feelings is. She wrote *'There are event which enough make the reader feeling fright because in this stories told about her Jim saw soul of her parents, anything else any the reader feel sad because during 12 years old Jim never saw her parents (cause her parents killed when Jim still young). I am enough like the story. Many something which can't I to grasp with words'*.

She also tried to connect feelings and situation in the story with her life experience. She wrote *'When I read the stories, I remind about my family's memories. Ten years expired but that's event still in my memories. In my remembers my brother was killed at the same event. He is was killed at an accident and that's accident very make my family's very sad'*. Anis assured that she could feel what Jim, the son in the story, felt about his parents. This is what associational response expects.

Fani

In this cycle, Fani read *Tell me that you love me, Joonie Moon* by Marjorie Kellog. She sat in the group as Discussion director. The story was very interesting and equally difficult for Fani to read. In her response, she happened to write one type of response only. That is Self Involvement (SI/E).

Text box 6. The written response by Fani, categorized as level - 4.

I feel is confusing, because the story hidden secret for understand, many vocabulary that secret for translation. I dislike the story because, this titles menggambarkan about a man that to love a girl that very beautiful, but the contents tell about three people that have sickness

The improvements of Fani's written response could be seen even though she wrote one type of response only. She was able to write what she felt about the text and supported with examples. The dislike feeling was stated. She wrote '*I feel is confusing, because the story hidden secret for understand, many vocabulary that secret for translation. I dislike the story because, this titles menggambarkan about a man that to love a girl that very beautiful, but the contents tell about three people that have sickness*'. The explanation of the affective statements was clear. It showed which part of the story had made her confused or disliked the story.

Fani seemed frustrated with the text. Her position as Discussion Director might make her think that she must understand more. In fact she could not grasp the story in great detail. Not only Fani, the other students holding the role as Discussion Director also thought that they were the leader of the group. This also has been the concern of Daniels (2002) so that he replaces the tag Discussion Director with Discussion Director.

5.2.4. Literature Circles 3 (LC3)

Anis

Anis read *Estelle* by Darryl Ponicsan in the last cycle. She joined the group as Summariser. The story was rated interesting with sensible difficulty by

her. In her response she wrote three types of responses; Narrational Reaction (NR/LU), Self Involvement (SI/E). Below is her written response.

Text box 7. The written response by Anis, categorized as level - 5.

Estelle Wowak was a young girl who graduated from Andosen High School and she was very want to go to New York. But after she graduated she work in a department store as a counter girl. She can does his dream to go to New York before she work in a department store distance a year. Finally after she arrived in New York she was confused because she doesn't have someone to visited. So, she only stood on the sidewalk at the station and she always clutch hinger. Estelle Wowak is a hero, after she gets a job she can leave her job only to go to New York. Yes, New York she was has a dreams to visited it since she still stand on Adhosen High School. I like the story because I think this story can persuade the reader to read and understand how is the finished of the story, and in the story is told about how a young girl does it her dreams, and i think this is enough interesting.

Anis presented the summary with clear and precise expressions. The short narration was informative and strong in content. She covered almost all important plots in her paragraph. In addition the emotion is explained in great detail using clear explanation and example from the text.

Fani

In the last round Fani read *Estelle* by Darryl Ponicsan. She sat in the group as scene setter. Fani rated the story as very interesting and not too difficult. Her written response consisted of Narrational Reaction (NR/LU), Self Involvement (SI/E) Empathy. Following is the written response.

Text box 8. The written response by Fani, categorized as level - 5.

Estelle Wowak graduated from Adhoshen High School, then she work in a department store as cashier. Estelle dreams want go to New York, and then, finally she arrives in New York. I fell proud with Estelle, because she a girl that not easily give up. And I want like Estelle, not easily give up and diligent.

The Summary was short. However it covered the important plots of the story. The personal reaction to the story was precisely stated. And it gave strong reason which was related to the text. Fani was influenced by the wearied situation since the semester examination was approaching. Although she happened to write one type of response only, she performed it better than her previous work.

In the final cycles, Anis and Fani sat in the same group. Anis is kind of introvert student. Anis was considered as clever student in the class. Meanwhile, Fani was considered as the growing students in the class. Fani grew from not confidence to good confidence in dealing with English. She surprised the teacher that she could show such performance. In fact, the group had misunderstood the story. In their thought Estelle had survived in New York. In fact, the story told that Estelle went back home on the same day she arrived in the city. This can be understood as Rosenblatt (1995) states that reader bring expectation to their reading. And the students, who were adult readers, expected role model with courage and spirit of having successful life. This expectation unconsciously dragged the students' attentions to such visualisation.

Conclusively, the students in Literature Circles appeared to become better at expressing their ideas. This coincides with Spiegel's (1998) finding that the students were better at expressing ideas after joining the Literature Circles. Further Hancock (1993) explains that Literature Circles are a method of instruction based on reading and response. It seems that the complexity of students' written responses should improve dramatically with the integration in the classroom. In addition, Tompkins & Hoskisson (1991, 271) claim when the

students read better, they write better. This is because the reading and writing process grow inline.

5.3. Types of Students' Responses

This section presents the analysis of the response types. As noted by Beach and Hynds (1991) that the types of responses provide information about global ways that the readers interpret the texts. It delineated the stances that the students took. (See section 2.1.2. for theory of reader stance).

In order to describe the types of the students' written responses produced after the Literature Circles program, the students' responses were mingled, categorized and regarded as chunks of writings. They were analyzed based on Rosenblatt's transactional theory of reader responses. For this, the categories proposed by Cox and Many (1992) were utilized, namely most efferent, primarily efferent, most esthetic, primarily aesthetic. For more specific, the response items were then coded using Squire's (1964; See also Sheila & Ray, 2005:74; Karolides, 1999; Benton, 2003: 91; Early and Odlan) and Thomson's (1987 in Amer, 2003) categories of responses. (See Section 2.4.2. Types of Responses). By carefully looking at the definitions of Cox and Many's (1992) types of responses, the responses categories was assorted. Following are the categories.

❖ **ME: Mostly Efferent :**

- Literary Judgement (LJ)/ Evaluation of Fiction (EF).
- Interpersonal response (IR)/ Recognition (R).

❖ **PE: Primarily Efferent**

- Narrational Response (NR)/ Literal Understanding (LU).

❖ **PA: Primarily Aesthetic**

- Prescriptive Judgement (PJ)/ Interpretation (I).

❖ **MA: Mostly Aesthetic**

- Associational (AR)/ Analogy (A)
- Self Involvement (SI)/ Empathy (E).

The result of the analysis is presented below (See Appendix 14 for the index of the students' written responses types and Appendix 15 for samples of the text analysis).

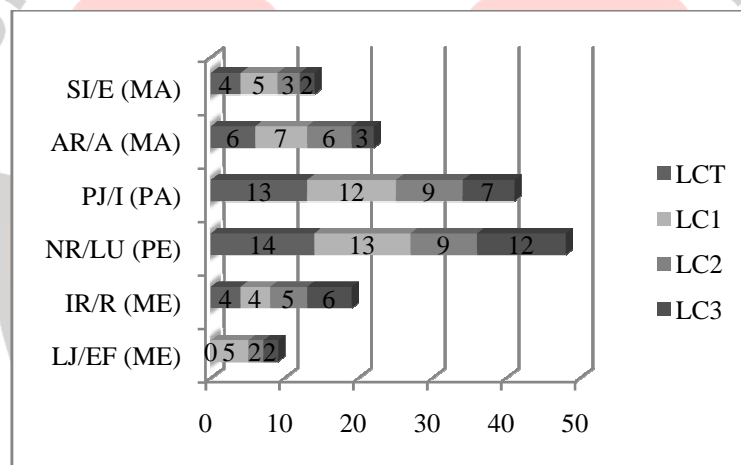


Figure 2. Efferent - Aesthetic Stance Distribution.

Figure 5 shows that from LCT to LC3, the students' stances varied distribution occupied all points of the continuum. However, the responses were concentrated on two response types, namely: *Primarily Efferent* which was Narrational Response and *Primarily Aesthetic* which was Prescriptive Judgement. It could be inferred that by doing Literature Circles students were able to produce written responses efferently and aesthetically. This is in line with Keene and

Zimmerman's (1997 in Daniels 2002: 39; see also Judith, 2002: 4; Villaum and Brabham, 2001: 674) statement that responding to literatures is a thinking activity which refers to how proficient a reader can actually think. The proficient adult readers should make personal connection with the texts, ask questions, make inferences and judgments, and they create sensory images and create ongoing summaries and synthesis. While writing is thinking (Probst, 1994), Literature Circles through their system had facilitated the thinking over efferent – aesthetic continuum.

1.3.1. Most Efferent

Most Efferent type of response focused on text construction and what was learnt or information gained from reading the text (Cox and Many, 1987). It covered Literal Judgement and Interpersonal Response by Squires (1964). Literal Judgement cued to responses focusing on direct judgments of the story related to the structure of the work, genre, or elements such as plot, setting, mood, or characters. While, Interpersonal Response was responses which focused on what was learned or information gained from the reading or viewing. In it the reader also attempts to discover the meaning of the stories.

As we can see from the Figure 5, the students produced the Literary Judgement and Interpersonal Response in small amount. This could be caused by the role sheets which did not explicitly assign the students to cultivate the text construction of the story. Though, it was possible for the Discussion Director to floor the kind of questions. Anis had given her attention to this stance by using the knowledge of narrative writing, which she learnt as part of an English teaching in

her class. Here are the students' written responses of Literal Judgement (LJ/ EF) and Interpersonal Response (IR/ R).

❖ **Literary Judgement/ Evaluation of Fiction:**

Responses of this kind focus on direct judgments on the story. The students may comment on the structure of the work, genre, or elements such as plot, setting, mood, or character. It also includes specific reactions to style, language. In this Zulfa wrote:

The title doesn't fit the content (Zulfa for *Tell Me That You Love Me Joonie Moon* by Marjorie Kellog)

Zulfa read *Tell me that you love me Joonie Moon* by Marjory Kellog. Alike few other students, Zulfa thought the title didn't fit the story. From the title, the immediate impression was that the story told about romance. However, after reading the story and searching for the romance part, the students found that in fact the story was about three people who suffered from typical sickness. Though they quarrel a lot and shout each other, the three unfortunate friends chose to live together. The students felt disappointed since the story didn't meet their predictions. Nevertheless, it should be learnt that actually the characters lived together and bounded with love as family. While, the two men desperately waited for Joonie Moon to say that she loved them instead of yelling at both of them always.

❖ **Interpersonal Response / Recognition:**

The making judgement continued to seeking meaning of the story. Students generalized the meaning they learn in some part of the story to their own life

experience. The students formulated thought and stated as life values. Moreover, Carter and Long (1992) underlines that appreciating a works of literature can be meant judging which works is good or bad. Below are the students' written responses.

It gives spirit to work and become rich. (Mila for Two Kinds by Amy Tan)
The story is interesting. I Learnt to value my parents, because it is sad to live without parents. (Elsa for Mother Dear and Daddy by Junius Edward)

Two kinds by Amy Tan gave personal meaning to Mila. Knowing that the mother in the story forced the son to do what the mother wanted, Mila formulated a thought that one must pursue their own dream and purpose of life. Mila thought no one even the mother was allowed to force the children to go any direction without their interests.

While, after reading Mother Dear and Daddy by Junius Edward, Elsa formulated a life value that life without having parents could be very sad. As Jim was missing his parents, too much that he thought he saw his parents in the house. In fact his parent had died in an air crushed. This feeling was described very well in the story that most of the readers including Elsa ended up with the value.

Literature Circles had derived the students into these phases of thinking. These types of responses could be cited as cognitive responses (Rosenblatt, 1995). The responses might be aided by the Discussion Director. The Discussion Director should ask good questions that made the group member think (Daniels and Steineke, 2004). And '*what do you think of / learn from the story*' is suggested to be the kind of questions.

1.3.2. Primarily Efferent

Primarily Efferent was the type of responses that focuses on retelling the story line by recounting the narrative. It could be of two types: simply retelling and retelling with preference or judgment statement. Squire (1964) mentions it as Narrational Response or Literal Understanding by Thomson (1987 in Amer, 2003).

❖ Narrational Response (NR) / Literal Understanding (LU)

It referred to responses which concentrated on retelling the story line, and narrating what the story was about. Here, the students were actually answering prompt questions *'If you would tell your friend about the text after reading what was it?'* Below are the samples of the students' responses.

Gopal is an Indian student studying in London. On a trip to France, he goes to a restaurant and orders raw Oyster. London is delightful, he wrote to home, the college is delightful. Professor William Morgan is delightful and so is Mrs. Morgan. Gopal's family lives in Bengal. They are Brahmini Hindus and his mother kept the house hold to orthodox ways in spite of all he and his elder brother could do. (Laila for *The Oyster* by Rumer Godden)

Gopal is a teenager from India. He starts schooling in London. In London Gopal is very amazed with London. Gopal always say delightful, delightful and delightful. Gopal always remembers his mother's message not to eat life food. (Fidda for *The Oyster* by Rumer Godden)

Laila and Fida wrote the short narrations of the stories which included the events attracting their attention. They wrote the main events of the story yet it lack details. The story *The Oyster* by Rumer Godden told about the challenge of different culture one must face when study abroad. Gopal was definitely proud to be in UK for studying. Once, the family with whom he lived took him to a restaurant and ordered raw oyster. In fact Gopal was vegetarian Hindu. Therefore

Gopal was prohibited to eat any life creatures by his religion not merely by his choice. This dilemma was emphasised in the story as the climax.

In general there were two different ways in narrating the story in this study. First, the students in average of 20% simply quoted the sentences in parts of the stories which attracted them. Laila was the example of this group. Secondly, in average 80% of the students tried to use their own words in narrating their memories about the stories. This has been done by Fida.

In addition, the discussions seemed had driven the students' attentions to any parts of the stories. It helped the students to retain the selected memories longer. This is in line with Keene and Zimmerman (2001) and Daniels' (2002) statement that discussion can increase the comprehension and the story become memorable.

1.3.3. Primarily Aesthetic

Primarily Aesthetic represented selection of the events or the characters to elaborate preferences, judgments, or descriptions. These responses involved the readers' selective attentions to the stories and retelling of the story parts which drew their attentions. It might include statements of preferences, judgments of the qualities of the stories, the characters' behaviors, or the impressions about the events or the people in the stories (Cox and Many, 1987). Squire (1964) names it as *Prescriptive Judgment* or Thomson calls it as *Interpretation* (1987 in Amer, 2003).

❖ Prescriptive Judgment (PJ) / Interpretation (I)

These responses involved the readers' statements of preferences, the judgments of the qualities of the stories, the characters' behaviors, or the impressions about the stories. In it the readers prescribed the courses of actions to the characters based on absolute standards. Following are the students' responses.

I like the story but I don't like Gopal. He ran away from religion to culture.
(Anis for The Oyster by Rumer Godden)
I feel proud with Estelle. (Fani for Estelle by Darryl Ponicsan)

Anis judged Gopal as peculiar. This was because Gopal could not manage the situation and preferred to eat the Oyster rather than being faithful with his religion. As a vegetarian Hindu, Gopal was not allowed to eat life food. In her written response Anis indicated her preference that the story was interesting. It gave her precious life lessons, though she claimed Gopal as a bad boy who was not to be her role model.

Different with Anis, Fani showed strong affection to the character in the Story Estelle by Darryl Ponicsan. Fani appraised the efforts had been done by Estelle in achieving her dream. The decision to break through her dream of better life had inspired Fani to do the same with her dream.

Literature Circles attracted this kind of responses, since the main purpose of reading literature was to learn and experience from the story (Daniels, 2002; Probst, 1994; Rosenblatt, 1995). Moreover Rosenblatt (1995) emphasizes that the adult readers often look forward for normality in life values. This provokes the students to cross over the value in the story and the readers' believes. In addition,

Keene and Zimmerman (2002) as well as Carter and Long (1992) state that while reading the proficient adult readers make judgments.

1.3.4. Most Aesthetic Response

Most Aesthetic Responses expected the clear evidences of the lived through experiences of the literary works. The lived through experiences represented the world created while reading and the emotions or associations resulting from the experience. Responses of this nature often included a focus on imaging and picturing, relating association and feeling evoked, extending, and or retrospection (Cox and Many). This represented *Associational Response* and *Self Involvement* by Squire (1964) or *Analogy* and *Empathy* by Thomson (1987 in Amer, 2003).

❖ **Associational Response (AR) / Analogy (A)**

In Associational Response (AR/ A), the readers associated the ideas, the events, or the places, the behaviors or the emotions of the characters with their own experiences. These responses expressed through either identifications or rejections. Most of the students gave their attentions to their own experiences. Though, the students enhanced their meaning makings when they were able to connect the personal experiences not only with their own but also the people's experiences surrounding them. Following are the students' responses:

It reminds me about my experience when I was in Salatiga. My aunt gave me raw worm. It was for medication. I did swallow the worm. (Rini for *The Oyster* by Rumer Godden)

Reading the text *The Oyster* by Rumer Godden, Rini tried to relate the story with her own. The story made her remember about her experience when she

was sick in Salatiga. Her aunt had made her swallow raw worms. The complicated feeling possessed by Gopal at the time he ate the raw oyster felt deeper by Rini through her experience of eating raw worm. Alike Gopal, Rini was not staying in her home when the event took place. She was in Salatiga which was considered as far away from her house, in Demak, for the girl of her age. This might also provide necessary atmosphere in order to adhere the analogy.

This type of response received few attentions from the students. They plainly wrote 'I don't have personal experience related to the story'. This has been warned by Carter and Long (1992) that the creativity in finding the relation of the events in the story to students' personal life needs practice. Most of the students made connections to their own experience. However, Firman was able to relate the story with other's experience. Following is his response:

I have ever find the story like this. But not really same. There is a woman in my country who will marry again for three times in her life. But her son is too good, because her son want she have a new husband. (Firman for *The Last Escapade* by Harry Mark Petraki)

In his response, Firman was able to find out the connection of the event in the story he read with the people surrounding him. This way, alike Rini, a deeper meaning making to the story could took place. Firman could feel the complication and grasp the situation at the moment when the father in the character wanted to marry again.

Literature Circles had directed the readers' thoughts to make connection as the merit of Connector role. In the discussion, the Connector presented the transaction as the reader. In turn, the Connector invited other members of the

groups to recall the life experiences which connected to the events, characters or any parts of the stories. As what has been noted by Keene and Zimmerman (2002; Carter and Long, 1992) proficient reader connects what is said in the text with the personal experience. Moreover Rosenblatt (1995) states that without linkage to the past experiences and present interest of the reader the work will not come alive for reader. Thus, connecting to personal experience was a prominent notion of thinking for critical reader to make reading significantly meaningful.

❖ **Self Involvement (SI) / Empathy (E)**

The skilful readers involved themselves into the stories. This way, their feeling and thinking of the events, the characters, or any parts of the stories were evoked. The Literature Circles had involved the students in the thoughtful reading skills. This kind of responses demands the readers to associate themselves with the behaviors or the emotions of the characters as well as the events in the texts. The responses expressed through either identifications or rejections. The written responses below represented that the students had submerged themselves into the stories. Following is one of student's affection statements after reading the text.

If I were Jim, I am sure I will be very very sad, because his parents had left him forever. (Anis for Mother Dear and Daddy by Junius Edwards)

After reading Mother Dear and Daddy by Junius Edwards, Anis had experienced involvement of the feeling presented in the story. When reading the text, she took position of Jim, the main character in the story, and tried to feel the sadness. Moreover, Anis had similar experience that her brother died in a motorbike accident. This evoked deeper feeling of the real sadness felt by Jim.

This notion of thinking could be facilitated by the Discussion Director in the discussion. The role was trying to invite the group members' responses. The students did critically think and feel about what were being told in the stories. The typical questions offered could be *'what will you do if you were ... (the character of the story)?'* This is in line with Keene and Zimmerman's (2002) statement that proficient readers make personal connections with the texts, as well as create inferences and judgements as the result of their involvements within the lines of words in the stories.

Literature Circles not only had successfully facilitated the interconnection of the thinking skills but also engaged the students to go forth the dimensions of literary thoughts to the meaning making processes. In this study, the explainable process of response making can be traced from the merit of the role sheets. As Daniels (2002) has mentioned that the philosophical background of the role sheets are tailored of a believe that one who approaches reading with activated knowledge and some conscious purposes will understand better and remember more.

Conclusively, through Literature Circles the students' written responses were improved. Most of the students in Literature Circles appeared to become better at expressing their ideas. Moreover, the students were able to produce efferent – aesthetic responses. The Literature Circles system had actively helped the students to drive their attentions to both efferent and aesthetic stances deliberately.

5.4. Conclusion

This chapter has presented the findings of the text analysis as the evidence of the students' written response improvements. In addition, types of students written responses are elaborated. The following chapter will be discussion of the interviews data.

