Developing Novel Appreciation Learning by using Ideological Analysis

Mulyadi Eko Purnomo

Indoneisan Language Education Department, Universitas Sriwijaya, Palembang, Indonesia.

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Abstract: Ideological analysis can be conducted on literary works to find out their hidden ideological values. For this purpose, critical analysis is required. Critical analysis of (non-literary) discourse has developed using critical discourse analysis (CDA). CDA can also be used for literary works, including novels. With this analysis, the ideology contained within the novel can be revealed and discovered. This process could be a beneficial asset in reader character building. Therefore, CDA on literary works is adapted as a foundation in novel appreciation learning for middle school students. By using CDA, students are guided and directed to find ideologies hidden in the novel. Then, that ideology will inspire students about ideas, insights, and praxis from it. Ideology-based novel appreciation learning possesses several steps that can be taken by students to find ideology and then reflect it to develop its ideas, insights, and praxis.

1 INTRODUCTION

Critical discourse analysis (CDA) as epistemology in ideological analysis has been carried out to analyze texts, especially mass media and political texts such as those conducted by van Dijk (2001), Eriyanto (2000), Zen (2004), and Purnomo (2007). The analysis seeked to find the ideology hidden within the news and politics (political campaigns and political speeches). Furthermore, the findings showed that there was no neutral news, depending on the construction of knowledge and events made by journalists who were part of or at least influenced by media owners or political authorities at that time.

In analyzing literary texts, CDA was applied by Primana (2016) and Bangsawan (2017). The use of CDA in Indonesian language lessons had been done in, for example, the researches of Martinez (2012), Amari (2015), and Jupriono (2011). In the ideological analysis of literary texts, the analysts tried to discover aspects of the strength and hegemony of individuals in groups or between groups. Those possessing the authority over others became the basis of the ideological discovery for literary works. In Prima's (2016) study, for instance, there was a finding of interethnic imbalances: one ethnic saw themselves superior to others, which allowed negative hegemony of one ethnic over another.

How to use ideological analysis in literary appreciation? Literary appreciation is part of the literary work reading activity which has specific goals. There are three levels of literary appreciation namely understanding, enjoyment and appreciation. Understanding is a level of literary appreciation that focuses on understanding literary texts, both languagically and literally. At this level, the reader tries to identify the meaning contained in the literary text, recognize the language as the medium of expression of writers, understand the structure of the literary text, and finally comprehend the theme and message of the literary work. Then, the enjoyment level focuses on the efforts of readers to be able to enjoy the aesthetic value of literature. Aesthetic values are found in structural and content aspects of literary works. At this level, the readers emotively/affectively feel what happens to the characters of the story and also find the beauty or majesty of the lessons that can be learned. Furthermore, the appreciation level focuses on the readers' efforts to appreciate and provide value to literary works. At this level, the readers try to give an honest assessment of the literary work they are reading. When associated with levels of literary appreciation, ideological analysis can be found at all levels. In Understanding level, ideological analysis is a part of an effort to understand the content or substance of literary works. By understanding the

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ideology carried by the work, the enjoyment of moral lessons contained increases and ultimately can lead to a high of assessment towards the literary work. Therefore, it is very logical if ideological analysis is used as a basis in literary appreciation activities.

How to teach literary appreciation to students? Many approaches or methods was produced by experts or teachers in literary learning. In general, the approaches they used were taken from literary appreciation methods. In other words, the techniques of literary appreciation learning is identical or similar to the literary appreciation practices. Literary approach / appreciation such as structural, semiotic, genetic, and reader response analysis, for example, could also be used as the procedures of literary appreciation learning (See, for example, Indrawati (2005; 2007) that used the reader response model in literary appreciation learning.)

Ideological analysis in novels was not only done by literary researchers, but also by researchers in the field of social sciences, especially communication or political science. In literary research, ideological analysis was based on the idea of Gramsci's hegemony. Zamzuri (2017), for example analyzing Putu Wijaya's *Pabrik* novel using this approach. In addition, there were several studies that also analyzed ideological aspect in novels even if they did not use Gramsci's theory of hegemony, such as Asri (2013), Hakim (2014), and Falah (2017). In the field of social sciences, there were literary researches using the ideological analysis, such as the research of Primana (2016) and Bangsawan (2017).

Ideological analysis in novels can possibly be used as a foundation for novel appreciation. With this analysis, ideology shall be found in the analyzed novels. It becomes one of methods in novel appreciation because with this analysis the analyzer might be able to find ideas that could inspire readers. In this way, the analyzers will also find the value of the novel. This could mean that the analyzers have appreciated the novel.

How to train high school students to conduct novel appreciation based on ideological analysis? This paper seeks to discuss novel appreciation learning based on ideological analysis. First, the basis of psychology and the basis of pedagogy will be discussed from the ideology-based novel appreciation learning. Second, the basis of literature is discussed. Third, the basis of methodology and syntax of novel appreciation based on ideological analysis is examined.

2 IDEOLOGICAL-ANALYSIS-BASED LEARNING OF NOVEL APPRECIATION

2.1 Psychological and Pedagogical Background

As explained earlier, novel learning based on ideological analysis is a literary learning that utilizes ideological analysis of a novel using critical discourse analysis (CDA). CDA is a critical analysis of a particular text such as news, mass media, literary and political texts.

Ideological analysis is a critical analysis to find the hidden ideology of a text. To critically analyze a novel requires the ability to pay attention on aspects that are more profound than those expressed verbally. In other words, critical analysis requires high-level thinking skills.

Based on the abilities needed to carry out critical analysis, which is high-level thinking skills, the psychology background that underlies this analysis is cognitive psychology. Cognitive psychology is a branch of psychology that focuses on the attention of its study towards cognitive aspects: perception, attention, memory, cognition, and its application to thinking, reasoning, problem solving, and learning activities (Catling and Ling, 2011).

Thinking, reasoning, and problem solving activities are highly important in critical analysis. Thinking is an activity that seeks to find a connection between one thing and another. In addition, thinking also involves activities to abstract the facts from observations into a broader concept. Then, reasoning is logical thinking activities with certain patterns or directions: from general to specific or from specific to general. Problem solving is an activity utilizing thinking and reasoning abilities to solve problems logically. In critical analysis, problem solving skills can be used to find ideology in a novel.

In line with the psychological background (cognitive psychology), the pedagogical background that underlies the ideology-based appreciation learning of novels is cognitive pedagogy. Cognitive pedagogy is a branch of pedagogy that sees educational phenomena in terms of information processing in the human brain. Cognitive pedagogy describes the educational process that is influenced by both genetic and environmental factors. This includes looking for linkages between environmental factors, socio-cultural and genetic factors. The educational process involves the activities of collecting,

processing, storing, and presenting information (Siemienecka and Siemieniecki, 2016: 233-234).

In addition to using cognitive pedagogy as a background, novel appreciation learning based on ideological analysis also uses the humanistic pedagogy background. Humanistic pedagogy is a branch of pedagogy that views students as people completely. This means that humanistic pedagogy views humans not only from cognitive aspects, but also includes affective aspects. Therefore, the important affective aspect is the interest and willingness of students. It becomes an important matter when it is associated with critical analysis of literary works, in which it is also full of humanistic aspects. In addition, literary work is one form of art that requires sensitivity on language use creatively created by the author.

2.2 Literary Background

There are several points of thought from the literary aspect that are used as the foundation for novel appreciation learning based on ideological analysis. First, literary works contain values that can inspire creativity and strengthen the character education. Literary works are said to be useful and entertaining. It is useful because it contains values that can inspire readers to behave positively. It is entertaining because one function of art is indeed to provide entertainment to the reader.

Second, literature holds an ideology within it. This has been explained in the previous section. In the sociological view of literature, literature is not created from empty space. This means that literary works are created and influenced by various natural or social events as their background. Therefore, it can be understood that literature is created as a response to events that occur in society. In addition, literary works are established because of the author's desire to express his thoughts and opinions to the public. Starting from this view, it is concluded that literary works contain the views of the author about a certain problem. It is at this point that the ideology hidden by the author received an adequate explanation.

Third, there are three levels of literary appreciation; understanding, feeling and assessing. Understanding is the most basic level of appreciation that aims to understand what is expressed by the author. Feeling is a level where the reader / appreciator is able to feel what is felt by the author or what is felt by the characters in the novel. Assessing is the highest level of appreciation where the reader is able to find the excess or strength of the work and the deficiency or weaknesses of the work. By

appreciating these three levels, ideological analysis can be undergone. Thus, the ideology hidden in literary works can be found.

2.3 Methodological Background

There are two things that form the fundamental methodology in novel appreciation learning based on ideological analysis: the critical discourse analysis and the ideological analysis towards novels. Both methods of analysis may overlap, but the process in finding the ideology in the novel will be used as a step in appreciation learning.

The critical discourse analysis method of literary works generally uses CDA process, but it is applied to objects of literary work. There are two important steps in this regard: ideological identification and ideological analysis. Ideological identification is carried out by several steps (1) identification of ideas through author expressions in the form of sentences, paragraphs, discourses, conversational figures and (2) identification of ideas through internal elements: character, plot, setting, and message. On the other hand, ideological analysis is carried out by several steps (1) comparing ideas found from the author's expression to find the dominant ideology, (2) finding the interrelationships between internal elements, and (3) drawing conclusions.

The ideological analysis method in novel is conducted in several steps (1) identifying ideological aspects within the literary works and (2) analyzing the ideology found in ideological identification. Identification of ideological aspects is undergone by several steps (1) finding the dominant problem in the novel: education, economy, social, political, gender, or a combination thereof and (2) matching or looking for compatibility between ideological aspects on the subject with literary texts (text and novel internal elements). Ideological analysis is also done by several steps (1) comparing aspects of ideology found to see its dominance and (2) drawing conclusions.

2.4 Syntax

Based on the backgrounds that have been stated before, the syntax of novel appreciation learning is based on ideological analysis. The syntax or learning steps that must be done are as follow.
Phase 1: Identification of ideology
Step (1): find the main issue / theme / general novel
Step (2): look for the suitability between ideological aspects of the theme and the text of the novel

Step (3): look for suitability between ideological aspects of the theme with the novel's internal elements

Phase 2: Ideological analysis

Step (1): compare the results of ideological identification to find out which one is dominant and which is subordinate.

Step (2): draw conclusions from the comparison results.

3 CONCLUSIONS AND SUGGESTION

3.1 Conclusion

Firstly, the CDA applied to find the hidden ideologies in literary works can be used for novel appreciation learning. Secondly, the novel appreciation learning that uses CDA is novel appreciation learning based on ideological analysis. Thirdly, the novel appreciation learning based on ideological analysis is in the form of syntax or learning steps that are based on a certain foundation of psychology, pedagogy, literature, and methodology.

3.2 Suggestion

It is suggested to researchers to conduct developmental research to expand the novel appreciation learning based on ideological analysis method so that they are tested for their validity, practicality and effectiveness.

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