STUDENTS' PREFRENCE ANALYSIS IN USING LITERARY THEORIES: UNDERGRADUATE THESIS

Yulia Sofiani Zaimar[1,*], Leni Tiwiyanti[2], Yosi M Passandaran[3]

[1](English Departement, Universitas Indraprasta PGRI, Nangka Raya Street, South Jakarta, Indonesia, oleel27@gmail.com
[2](English Department, Universitas Indraprasta PGRI, Nangka Raya Street, South Jakarta, Indonesia, leni
[3]English Department, Universitas Indraprasta PGRI, Nangka Raya Street, South Jakarta, Indonesia, yosi.m.passandaran@gmail.com
 Corresponding Author: **oleel27@gmail.com**, *082127082374*

Abstract

In this research, the researchers would like to research, by taking our students, who are writing their thesis as the data objet. Previously, these students took literature classes at Indraprasta PGRI University, in the seventh semester. The idea to conduct this research departs from the problem, that many of these students, who chose theories that were not appropriate, or they only use intrinsic theory (main character) and morals. In addition, many of them did not understand that literary works have strong ties to linguistics. The qualitative research method is used to describe the data from a survey to English Education study Program Indraprasta PGRI University. The result showed: *(1) students did not understand language theory, especially literary theory, (2) the lack of knowledge of students about texts, especially literary texts, (3) active teaching and learning process was very helpful for students in absorbing lecture material, and it was not only one party who was active, (4) their friends were also a very influential factor for students, in determining what type of research will be used in the thesis, and (5) the lack of students' ability to analyze texts is what affects their interest in choosing what type of research to use in the process of optimally drafting a thesis for the English Education Study Program students.*

Keywords: text, context student's preference, literary approach, type of literary

Introduction

Teaching language has deep relation with texts. The problem in teaching language is when many students have generally not been taught appropriate teaching methods, when they try to understand the texts. This also happens a lot in college. There are many people, who think that the way of learning in appreciating texts is conventionally. The conventional way will indeed lead students to appreciate a text. However, the appreciation is only by retelling and giving responses to the text. the teacher immediately instructs students to read the text and finally students are asked to fill in questions from the text. Then the highest thing that can be done is to ask questions and answers, even just check the answers of students, without giving conclusions and the meaning of learning, is the learning of text appreciation, including conventional literary texts.

The problem becomes complicated, when students become a researcher. The use of learning methods used by teachers, who are still using conventional causes several learning problems. The achievement of learning goals that is not optimal. The results are conventional and less innovative learning will result in learning that is not meaningful for students and student learning outcomes In this research, the researchers intend to conduct research on the way students pr researchers appreciate the text. In addition, students or researchers must also be able to use any theories that can be used to examine texts, including literary texts. The theory, which is used in research, will be used to dissect the meaning in the text. In a text researches, the used of theories will make texts research or study becomes more directed, valid and objective. By using the right theory as a surgical tool for a text, it will make research more reliable or reliable. It must be remembered that the position of theory is only a tool or a way to help researchers conduct studies better. So, the theory used by students or researchers is not the goal, and therefore should not be a trap or confine researchers. Because it is a tool, the research method is determined later after the focus of research and theory is determined, and its nature only helps students or researchers to answer research questions in order to achieve the research objectives well.

In this research, the researchers would like to research, by taking our students, who are writing their thesis as the data objet. Previously, these students took literature classes at Indraprasta PGRI University, in the seventh semester.

The idea to conduct this research departs from the problem, that many of these students, who choose theories that are not appropriate, or they only use intrinsic theory (main character) and morals. In addition, many of them do not understand that literary works have strong ties to linguistics. For this reason, in this chapter, we will describe a little understanding of literary works, literary texts and theories that can be used as surgical tools to analyze them.

Through interpretation and critical thought, language any researches can see, how language mediated through texts organizes and enables various ways of knowing life. In Literature and Culture studies allow students and novice researchers to explore innovative and diverse texts and their various contexts, such as: historical, social, and political. The involvement of novice students and researchers will focus on themes at the forefront of contemporary culture, including identity politics, differences in society, and the environment. In Literature and Culture studies offer the benefit of flexible opportunities to hone their critical and analytical skills.. Before going any further in discussing literary and cultural texts, we will give a brief description of these two things. Literature is an art that uses language as a means to form images to reflect social life and express the thoughts and feelings of the author.

The purpose of conducting action research is to find and explore theories, develop theories, and test theories. Action research will require an object, because research without objects there will be no research. Relating this, Semi (1993, 32) said, that "The position of the object in a study is important, and it is determined by the identification of a problem as the based". The research is carried out to track and deeply dig it, so that this research would present a solution. From the description above, an interesting problem is found to be researched, why is a certain type of literary work chosen? Another problem is how can they choose the appropriate theory for analyzing their text and how should students face the difficulties to find a suitable theory to analyze the literary text, and relates it to text research analysis?

Literature Review *(Option)* **(11pt, Book Antiqua)**

Talking about literature, in Sanskrit, literature is called *shastra* is a borrowed word from the *Sanskrit śāstra*, which means a text containing instructions. The root word *Sās-* which means "instruction" or teaching. In Indonesian, this word is usually used to refer to literature, or a type of writing that has a certain meaning or beauty. But the word "literature" can also refer to all types of writing, whether it is beautiful or not. In addition, in the literary sense, literature can be divided into written literature or oral literature (oral literature). Here literature has little to do with writing, but with language which is used as a vehicle for expressing certain experiences or thoughts. Literary work and society are like two inseparable sides of a coin. Through literature, we can see how writers reflect society and social realities. Literary works are essentially the embodiment of life, the result of writers' observations on the life around them. The author in creating literary works is based on the experiences he has obtained from the realities of life in society that occur in the role of figures in the real world and are translated into literary works. A literary work is created based on the author's imagination. One thing that cannot be denied is the fact that the author always lives in a certain time and space. In it he is always involved in a problem.

Moreover, literature study at university is often expected to be an important means of stimulating spiritual experience and appreciation of life. The teaching of literature is expected to be able to give joy to life and create balance for thoughts, feelings, volition, and inspiration. The world of literature also knows literary works that are based on stories or reality. The social reality that is presented through the text to the reader is a description of various social phenomena that have occurred in society and are re-presented by the author in different forms and ways. In addition, literary works can entertain, add knowledge and enrich the reader's insight in a unique way, namely writing it in a narrative form, which contains a message. Through literary works, readers can easily receive messages, without feeling forced. Relating to this, Sumardjo & Saini (1997: 3-4) states:

> "*Literature is a human personal expression in the form of experiences, thoughts, feelings, ideas, enthusiasm, beliefs in a form of concrete images that evoke charm with language tools. So that literature has elements in the form thoughts, experiences, ideas, feelings, passion, beliefs, expressions or expressions, forms and languages* ".

In the English department, in learning English literature, the material emphasizes reading skills with the consideration that students need skills to understand text. For this reason, they begin to study their respective fields of knowledge by increasing knowledge from the source of the text which is English literature. In terms of the ability to read and understand the text is an interactive process where the reader must be able to analyze and draw conclusions about the contents of the text, so that they understand what has been read . In this regard, Sweet and Snow (2002, 44) concluded that reading always has a different purpose. However, the end goal is that there will be communication between the reader, the text and the writer, so that the meaning of the text, which is carried by the writer, can be well received by the reader. Based on the quote above, the overall reading activity is understanding.

This still needs to be socialized more intensively for the advancement of joint education. Some of the problems identified by the identification, such as the students do not understand the boundaries of the study area of the analysis of literary imagination, are related to the object of the analysis study. The other problems are because there is still a need for deepening and understanding of the concepts and principles of action in the analysis of literary imagination in the form of research methods. Meanwhile, in the activity of analyzing a text, including literary texts or cultural texts, concluding activities will see that there is an attachment between the reader of the text and the content of the text, which means that readers who understand the contents of the text as a whole will easily interpret the meaning carried by the text to the reader. For this reason, students must have the ability to analyze any text, especially literary text, it will not be done properly, if students do not fully understand the contents of the text or the meaning in the text. If they understand well, it can be said that the ultimate goal of understanding will not be achieved.

Method

The research of the students' ability to interpret and analyze a text is a process of research carried out on learning that can be analyzed using scientific perspectives. Interpreting a literary work is part of the competence possessed by every reader. The meaning of a literary work is determined by the intent of the author. The qualification of literary works will increase, if the meaning of a literary work depends on the author's intention, to the extent that in the text there are language rules that can be described to have meaning. In this regard, Juhl in Sugihastuti (2009, 7) explains that a literary work has one correct interpretation, this is because a literary work is compatible, it can be combined. In addition, in principle, it can determine an appropriate interpretation of a literary work.

By considering the theories, that might be chosen in any texts research, the researchers would like to describe, how early text researchers can choose an appropriate theory to analyze. Because the author is the most valid and trustworthy source of information about the text he studies, research with a focus on selecting the right theory in research for novice lecturers will achieve objectivity. The objectivity of this study is out of desire, that early researchers are able to link between the texts he examined, including literary texts with the researcher's life, thoughts, intensity and intellectuals. Moreover, research which use appropriate theory, would see the reader as a determining factor of meaning. The meaning of a text may not appear and is nothing more than a pile of paper without the active role of the reader. The varied responses and reactions of readers to a text are of interest to the researcher. For that, researchers must be able to choose the right theory, as a tool to dissect meaning in a text.

Results and Discussion (11pt, Book Antiqua)

Result

Literary science is more related to literary activities, namely activities to appreciate literature. So, various elements of literature, such as characters and characterizations, setting, storyline, theme, and mandate are not taught alone but described in literary activities. A literary work is produced from personal human expressions in the form of experiences, thoughts, feelings, ideas, passions, and beliefs in a form of life picture that can evoke charm with language tools and is described in written form. very useful for life. Literature is a type of entertainment, which is intellectual and spiritual. It can be concluded that this literary work can provide an insight and knowledge for the reader. So, literary works can provide awareness to readers about the truths of live, even though they are depicted in the form of fiction literary works can also provide joy and inner satisfaction for writers and readers. Pradopo (1994: 59) states that literary works are imaginative works. This means that the literary work occurs as a result of handling and the result of the handling is a new discovery, then the new discovery is compiled into a system with the power of imagination, so as to create a new world where before there was no literature, life is life, while life is the most interesting game.

Literary activities include activities: listening or listening, speaking, reading, and writing. Literary activity is one way, which is used to communicate by someone in dealing with others. The following description of research findings presents an analysis of the eighth semester students' lack of ability, in their shortcomings in understanding a text and in choosing the right theory for their research. In this study, the researchers saw that most of the existing research; the students did not realize that literary texts have a close relationship with real life and language science. For that, they only dwell on moral theory and intrinsic theory, such as the main character theories as their tool to analyze their texts.

Instead, in language science, the literary analysis study is a scientific act in the field of literature in the form of a research. It can be understood that research is an activity or a systematic process to solve problems with the support of data as a basis for drawing conclusions. Research activities must use scientific methods. Thus, this activity must be carried out in a systematic, controlled, empirical manner and based on reasoning about the interrelationships between symptoms. The purpose of doing research is to find and explore theories, develop theories, and test theories. This is in line with the statement of Semi, (1993, 32), that "Action research will require an object, because research without an object there will be no research". The position of the object in a study is important, and is determined by the identification of a problem as the basis for conducting research to track and explore it so as to present a solution, both in literature and statistically.

The students' difficulty dealing with literary texts is because there are many doctrines out there, which say that researching literary texts is not scientific research. The process of learning literature at the university is considered not optimal; takes place sober, rigid, and boring. The literary material explained by the lecturer is only recorded and when they get assignments, most students usually copy from their friends' work. So, students do not think seriously to do assignments or to understand further material, so that material related to counting problems gets less response from students. This is a matter of habit, it is different if students are used to it from the first semester to be introduced to such material then students' abilities can be honed from the beginning.

So, it is not able to arouse the interest and passion of students to study literature totally and intensely. As a result, students' appreciation of literature cannot grow and develop optimally. Lecturers of literature in the department of language education are often accused of being the cause of the empty atmosphere of teaching literature. It is undeniable that many lecturers have no potential or no interest in literature. They teach literature just to learn literary appreciation. The problem of teaching literature is also inseparable from the lack of literature teachers, who are only subjects that are combined in language lessons because their status is only a compulsory subject.

For this reason, it is not surprising that literary appreciation is only accepted by the student education department casually. Although literature is closely related to language, the presentation process requires creativity and

its own presentation model. Presenting poetry, for example, in addition to being combined with mastering the teaching material, the teacher must also be able to provide compelling and suggestive examples when reading poetry. This is difficult for language teachers who lack serious interest and sufficient talent in literature which is considered difficult and more comfortable not to be presented or avoided. In fact, literature is in the circle of linguistics. In addition, literary studies are closely related to other sciences, such as cognitive abilities. This process is supported by an understanding of the functioning of the brain, namely the right brain and left brain. Full awareness of the influence of understanding on the work of the brain will build the ability to thinking and writing management. Those ideas could be seen in the table below:

Brain Function	
Right	**Left**
PLANNING	THINK RATIONALLY
COLLECTING DATA	ANALYSIS
DOING PROCEDURELY	CORRECTING
FEEL THE BEAUTY OF LITERATURARY WORKS	CONCLUDING

From the table above, it can be seen that the combination of theoretical ability and expertise will be more perfect if it is equipped with a practical way. A theory will be verified, its objectivity, systematization, and generality, as well as its pragmatic aspects through application in research. If a theory is not or has not been successful to be tested in research practice, by itself it cannot be called a valid theory. Basically, theory and practice, a collection of concepts and a collection of research data, are complementary or mutually supportive. The object of research can give birth to a theory, on the other hand, theory makes it easy for researchers to understand the object of research. Assisted by methods and techniques, theory allows science to develop rapidly. However, in any research, the reliability of the theory must be tested again. The theory is not a ready-made tool. There is no single theory that is perfect and complete, on the contrary. It means, a theory must be continuously refined through various studies and other experiments.

Discussion

The practice of conducting studies by making research proposals, and scientific papers creates an evaluation medium for literary analysis study activities. Thus, each person (student) makes a paper with the accompaniment of a discussion and discussion in an open forum. The use of libraries in the form of companion materials regarding the object of research, methods and basic concepts of scientific research, as well as discourse on external factors supporting the action of literary analysis studies regarding the work of the brain in building a scientific mindset. This can be proven from Ismawati Esti's statement (2013,134), which states: "Cognitive aspects are related to knowledge and thought processes; affective aspects of literary learning are related to muscle, physical or body movement activities which are implemented in the form of skills. these skills are related to how students analyze a literary work. From all aspects of literary teaching, aspects of literary appreciation are quite difficult to implement in the teaching process, especially in measuring analytical skills. This difficulty occurs because the appreciation process involves more of the realm of affection. The teaching of literary appreciation in universities must be carried out to achieve a real appreciation process.

As stated in the identification of the problem, the first thing that will be analyzed is, why a certain type of literary work chosen. This is because, even though there is an understanding that literature is not a scientific research, Indraprasta University students have understood very well that literary texts have a close relationship with linguistics, because literature is within the circle of science. In addition, many of our students have found jobs as teachers. They also realize that by using literary texts, they will better understand the character of their students. This is because literary works are written based on reality, such as history. In this research, the researcher gives an example, for example the work of a famous English writer. He wrote many great works, which raised the life of English kings, such as King James. So, the students, who choose the literary works, are easier to analyze. Then, students of Universitas Indraprasta PGRI also realized that by reading or watching in a foreign language, in this case English, they would increase their vocabulary. The vocabulary they get from the text, or the conversation in the film. In fact, they were able to acquire Old English, which they got from prose or poetry texts, especially those written from the Saxon period to the time of King William the first.

Besides being able to know many histories behind literary works, literary works also contain the value of human character education. Character education is education that not only guides and fosters every student to have superior intelligence, but also fosters students to have good character so that they can be used in life. Character education can be taught in every subject, one of which is in language subjects at school. So researching literary works is closely related to the department of language education. Because by looking at education with character or not, students majoring in language education, many of whom will later become language teachers, will be able to apply it in the real world. Based on those explanations, we will see that through literary works, humans can refine character. By reading literature, students' character can be further honed and shape their character. The emphasis on learning literature is oriented to the benefits of literature for the formation of the character of students. Literature learning activities include aspects of listening, speaking, reading, and writing. Therefore, literary learning activities are aimed at increasing the

desire to read and research literary works. This is done, so that students have sensitivity to good and quality literature that ultimately wants to read it

Then the researchers will answer the second problem, namely how can they choose the appropriate theory for analyzing their text. In fact, research on language, literature, and culture in this day and age generally makes use of existing theories, existing theories. The tradition of using the existing theory has weaknesses as well as advantages for researchers who use it. Weaknesses occur when the researcher simplifies and concludes the wrong research results due to the researcher's lack of mastery of the theory he uses. It has advantages for the researcher who has mastered the theory he uses because the available theory provides convenience, the researcher just needs to re-examine the theory, and adjust it to the properties of the research object.

This thought departs from the problem, why researchers prefer to use theories from existing research. Some of the reasons researchers use theories from existing research, among others, the theory that was in the previous researchers, has itself been tested for reliability, namely through criticism throughout its history. Then, the theory that was in the previous researchers was considered a very important element, more than just a tool. The last thing is the lack of confidence in the results of one's own discoveries, especially in the field of theory. This is what makes the students really like intrinsic and moral theory, when they research literary texts. This is due to a lack of knowledge about other theories that can be used in text research.

Nowadays, the theory of research on language, literature, and culture is developing very rapidly and in large numbers. As the most abstract element, among theories, methods, techniques, and instruments, theory is the most numerous and varied. The nature of the abstraction of the theory allows the emergence of an unlimited number and variety. Meanwhile, methods, techniques, and instruments have a relatively limited number. In language, literature, and cultural research, qualitative, quantitative, and qualitative and quantitative methods are known. The three methods developed into analytical methods, descriptive methods, deductive inductive methods, interpretive, and comparative methods. Techniques in language, literature, and culture research are known as sampling techniques, observation techniques, interview techniques, document techniques, questionnaire techniques, triangulation techniques, and reading techniques. Sampling techniques, observations, interviews, documents, and questionnaires require tools as instruments. Instruments can be in the form of paper, stationery, recording devices—such as cameras, tape recorders, and handicam: interview guides, observation guidelines, data cards, and check-lists. Thus, there are clear differences between theories, methods, techniques, and instruments in language, literature, and cultural research. Analyzing literary works in the study of language and literary research is a form of in-depth literary analysis research on an aspect of literary analysis, including the environment of literary and human appreciation that is seen in the process of analyzing literary works. Explanation of literary analysis is a detailed study that can use many data sources to explain a variable or thing being studied. Text, as an object can be chosen because of its uniqueness or a case can be used to illustrate an issue that is real happened among us.

So, in literary research, students must be able to use many theories, according to the topics they take. This is due to. because it has been said that literary works are a picture of real life, and are interrelated with linguistics. For example, when a student analyzes a story, it is about oppressed women. It's true, they can analyze it with intrinsic theory, especially on the main character point. However, their analysis can be developed using feminist theory, literary psychology, by looking at the past of the perpetrator of violence against women or seeing from the victim's point of view, even with the semiotic theory of meaning. Then, the third problems in this research is, why is a certain type of literary work chosen. In this research, based on facts in literature class, the first aspect, why students only choose certain literary works, is due to lack of interest in reading and lack of knowledge. Then, they also lack an understanding of literary works, taking into account aspects of society and its relationship with the background. In this second case, their deficiency is caused, because of their lack of attention, when they get a literary course. Once again it can be proved, that the rumors that reached their ears, that literary research is not scientific research is proven. With them not paying attention to the lectures, they unconsciously do not know that the root of the problem in language research is that there are many literary works. Another possibility is that they do not understand that the literary works they know are only in the form of poetry, prose or ancient manuscripts. They may not have realized that the songs they hear, as well as movies, even soap operas, are literary works products. So, with them researching about again, for example, it also means researching about literary works. However, these literary works are known as contemporary literary works.

This is the basic reason, why many students only choose films or songs. They assume that films and songs are not literary works. In fact, when viewed carefully, song lyrics are the development of a poem. The relationship between song lyrics and poetry cannot be separated from the definition of song lyrics and poetry. As explained above, we already know that lyrics are an expression or idea from the author or poet which is now better known as poetry or rhyme. While poetry itself is an outpouring or expression of one's feelings that is poured in written form, the outpouring can be in the form of emotions, imagination, thoughts, etc., bound by the elements that make it up, such as lines, stanzas, rhythms, rhymes, and so on. . While the language used is different from the use of everyday language. Both song lyrics and poetry have the same rhyme, stanzas and even language style. Lyrics or poetry is subjective, because it only conveys the poet's world and contains the expression (outpouring) of personal feelings that prioritize how to express them. So is poetry. This can be proven by the statement according to Noor (2010, 24) expressing creative expressions in expressing the outpouring of the soul. In addition, Suyitno (2009, 78) also stated: "In fact, poetry is a structure of norms". Processing language in poetry is a kind of processing language so that language is clean from the meanings contained in everyday linguistic functions.

So, from the explanation above, it can be seen that the lyrics or song lyrics are essentially the same as poetry. Basically, both have the same characteristics, namely that both have a structure of form and meaning. The lyrics of the song are formed from the language that results from communication between the songwriter and the community of song

lovers. As a written discourse, because it is delivered with written media on the album cover, it can also be an oral discourse through cassettes. In addition to the structure of form and meaning, the lyrics or lyrics of songs and poetry also have other similarities, namely the sound element which is the result of the arrangement of words in the text. The similarities between poetry and song lyrics can be seen in the example below:

SONG LYRIC	POETRY
Loving in truth	**Bring on the Night**
	By: The Corss
BY SIR PHILIP SIDNEY	I read the book you read, tasted the words you said
Loving in truth, and fain in verse my love to show,	Our story is darkening with time
That she, dear she, might take some pleasure of my pain,—	One fading afternoon
Pleasure might cause her read, reading might make her know,	The leaves dried in your car, no picture understood
Knowledge might pity win, and pity grace obtain,—	But I had a feeling I would cry, you hid it all from me
	And I'll miss you forever
I sought fit words to paint the blackest face of woe;	Let's hope we've always summer
Studying inventions fine her wits to entertain,	Yeah bring on the night, I don't care
Oft turning others' leaves, to see if thence would flow	Turn on the dark, I'm not scared
	Spirit money to a flame
Some fresh and fruitful showers upon my sunburn'd brain.	Ask that I'll see you again (that I'll see you again)
But words came halting forth, wanting invention's stay;	Yeah bring on the night, I don't care
Invention, Nature's child, fled step-dame Study's blows;	Turn on the dark, I'm not scared
And others' feet still seem'd but strangers in my way.	Wherever it is you left me behind
	I'll follow you down the path of my broken heart
Thus great with child to speak and helpless in my throes,	
Biting my truant pen, beating myself for spite,	
"Fool," said my Muse to me, "look in thy heart, and write.	

From the evidence above, the researchers were able to prove that students were not familiar with the basics of texts, especially literary texts. In fact, they do not yet know that the text of the song lyrics and the text of the poem are the same. This also proves that the interest in reading among students is minimal. They mostly only researched existing research, but only used different corpus data. Through this research, the researchers were able to prove that the teaching of literature requires an essential foundation. Literature teachers at universities, especially those in the education department, must have real experience in the field of literature, such as: often reading works in a wide range, writing practically, reviewing literary works, and They are not only knowing literary theory but also understanding. This experience becomes guarantee to students that experiencing, doing literature is not a loss and is not something that can be underestimated.

From research and observations, the results of research on the difficulties of writing thesis for Semester 8 students of the English Education Study Program at Indraprasta PGRI University in text analysis, were obtained from the results of a survey through a questionnaire to students who were grouped into 3 parts, namely: Introduction, Theoretical Foundation, and Research methodology. Through the survey, the results obtained are, on average, they face in writing the Theoretical Foundations and Literary Studies in Chapter II, which is about what theories they should include, relating to research variables and theories from how many experts.

Finally, the fourth problems in this research is to answer, how should students face the difficulties to find a suitable theory to analyze the literary text, and relate it to text research analysis. In literary text research, it should be noted that the understanding of the object under study or the object of research has two things, namely the formal object and the material object. Formal objects are objects related to the object being studied, the object being studied, or the object actually being studied by the researcher. Meanwhile, the material object is related to the object or person who is closely involved in the formal object. A field research using interview instruments or distributing questionnaires, the

formal object is the results of interviews or the results of filling out questionnaires, while the material objects are the sources, informants, or respondents who fill out the answers to the questionnaire. In literature research or text research intrinsically that does not involve sources, informants, or respondents, what is called a formal object is the text, like poetic, narrative, discourse, dramatic, which is contained in it. Meanwhile, the material objects are objects that bind the text, such as paper, ink, papyrus, manuscripts, novel books, poetry collection books, drama works, historical documents, films and even song lyrics.

From the explanation above, the researchers found a common thread, about what students should do when they find it difficult to find a suitable theory for their research. The first thing is that these students must master or understand correctly the theory that will be used. The most accurate way is, by carefully studying the theory that will be used in advance. After that, the researcher correctly observed the object of his research, namely: language, literature, culture, and recorded in detail the characteristics of the object of his research. Then, they must be able to identify problems in the object of their research, not limited to one problem, from the many problems found, one or two problems that are truly potential to be solved in research. Researchers formulate research objectives based on the results of problem identification, because these problems and research objectives which will be answered as a conclusion, to answer their research.

Indeed, to choose a theory in language, literature, and cultural research is not as easy as turning the palm of the hand. For novice researchers, of course, they need guidance, direction, or instructions from senior researchers to determine the theory that is relevant to the object of their research. Researchers who already have research experience of more than 850 credit points, principal investigators, can certainly rely on the research experience that has been carried out when choosing the right theory with the object of research. Meanwhile, those who are new to the world of research can use the 3-M theory from Ki Hajar Dewantara, eg: observing, imitating, and adding, through sharp and in the depth observations of the object being researched. Imitating the patterns and systematics of existing research, and being able to develop or even change from existing research, is a surefire way to determine the appropriate or relevant theory with the object of research.

Scientific theories, especially in the fields of language, literature, and culture, were adopted and imported through the minds of Western scholars. In literary research, for example, entering the decade of the early 1980s, Indonesia was invaded by a global flow of Western literary theory and criticism paradigms that came successively. The academics are acquainted with New Criticism, Merlyn Criticism, Nouvelle Critique, Post Structuralism, Marxist Criticism, Psychoanalytic Criticism, Linguistic and Stylistic Criticism, Formalism Criticism, Mythical Criticism or Archetype Criticism, Existentialism Criticism, Feminism Criticism, practical criticism, academic literary history, literary appreciation and interpretation, literary theory, pragmatic criticism, expressive criticism, objective criticism, mimetic criticism, and a number of other academic literary criticism terms. The flood of paradigms of theory and Western literary criticism is not fully understood by the general public, even intellectuals outside campus experience more confusion than clarity. It is realized that in general literary scholars in Indonesia are not very familiar with the background of thought and philosophy that underlies all of these literary theories and criticisms. So, the global flow of literary criticism paradigm deserves careful scrutiny in these periods until now. Therefore, these theories must be mastered and understood correctly by researchers who will apply these theories in their research.

From the results of research on 10 surveys and thesis shows that the ability of 8th semester students of the English Education Study Program in writing thesis research is classified as sufficient qualification. It can be said that the overall ability of students in writing thesis research proposals is still not satisfactory, even though students have passed the Language and Literature Education Research Course, Language and Literature Research Course, and English Language and Literature Education Seminar. Their inability to choose the right theory, and relate it to research analysis, is seen because basically, researchers do not just record important contents that are written in documents. However, they must also understand the implied meaning of the object of research. As stated by Sutopo (2002, 70) that in dealing with various archives and written documents as data sources, researchers must be able to be critical and thorough. This is also pointed out by Weber in Moleong (2001:163), which states, that research content or content analysis is a research methodology that utilizes a set of procedures to draw valid conclusions from a book or document.

Conclusions

In this part, the researchers will draw conclusions from the research, related to students' abilities and understanding of literary texts. From the results of the survey and observations, the researchers concluded that:

1   Students do not understand language theory, especially literary theory. The first thing that makes them less understand the importance of literary works for them as an educated generation. In addition, they also do not have a solid foundation, that is, literary works have a close relationship with real life. From this research, the researchers want to show that literary works are a depiction of life, that is poured through the media.

2   The absence of knowledge about literary texts in literature learning can be used as one of the main reasons, the lack of knowledge of students about texts, especially literary texts. For this reason, we researchers will like to write a book about literary text as a reference material in literature learning. In this book, researchers will provide theories, related texts and literary works.

3   An active teaching and learning process is very helpful for students in absorbing lecture material, not only one party who is active. Lecturers explain the materials to the students don't just listen but also really understand the material so that if there is material that is not clear, they can directly ask the supporting lecturer concerned. Passive students don't mean they don't understand. Nevertheless, those are passive, because they feel they understand enough so that there is nothing to ask the lecturer. Supposedly, teachers or lecturers must first understand the reasons why students are passive, but do not understand the material, because they should not hesitate to ask

questions. This is what happens in the teaching and learning process for literature courses. The teaching and learning process tends to be less active so that the atmosphere seems stiff and boring.

4   Friends are also a very influential factor for students, in determining what type of research will be used in the thesis. Students assume that the type of research that is widely used by other students in their own study program means that it tends to be easier (looking at existing research, and analyzing it in a corpus or in a different way). Students automatically think that why their friends use this type of research, why not use another type of research, why this type of research is more widely used, and why this type of research is rarely used by students, is this type of research easier to understand, when compared to this type of research other. Such questions will surely arise in the minds of students. Students in preparing their thesis do not always discuss with their supervisor but also with fellow students, both contemporaries, or with other students of the class. To discuss it requires students who really understand the research, if you ask a friend who has not mastered the results, the results will be less than optimal

5   The lack of students' ability to analyze texts is what affects their interest in choosing what type of research to use in the process of optimally drafting a thesis for the Language and Arts Education Study Program students. In fact, in reality, in language learning, especially foreign languages, they will continue to relate to the text. Perhaps, this is what makes many language teachers, especially foreign languages in Indonesia, actually lack the competence to teach languages

References

Artika, I Wayan. (*2014*). *Lima Cerpen Propaganda Lekra (1950 – 1965). DOI: https://doi.org/10.29255/aksara.v28i2.126.129-142*(di download: 21 Juli 2021)

De Saussure, F. 1972. Cours de Linguistique Generale. Paris: Payot.

Endraswara, *Suwardi*. (*2011*). Metode Pembelajaran Drama: Apresiasi, Ekspresi, dan. Pengkajian. Yogyakarta: KAPS.

Felta Lafamane, (2020), KARYA SASTRA (PUISI, PROSA, DRAMA, DOI: 10.31219/osf.io/bp6eh

Jung C. G. (1923). On The RFelation Of Analitical Psychology To Poetic Art. British Journal of Medical Psychology. https://doi.org/10.1111/j.2044-8341.1923.tb00450.x (di download: 12 Juli 2021)

Mulyana, Deddy. (*2005*). Ilmu Komunikasi Suatu Pengantar. Bandung: PT Remaja. Rosdakarya

Nababan, P.W.J. (*1987*). Ilmu Pragmatik (Teori dan Penerapannya). Jakarta: Pengembangan Lembanag Pendidikan Tenaga Kependidikan.

Nord, Christiane. (*1991*). Text Analysis in Translation: Theory, Methodology, and. Didactic Application of Model for Translation-Oriented Text Analysis. Amsterdam

Norris, Christopher Membongkar Teori Dekonstruksi Jacques Derrida (Yogyakarta : AR-Ruzz media, 2009)

Pradopo. 1994. Prinsip-prinsip kritik sastra: teori dan penerapannya. Publisher: Yogyakarta : Gadjah Mada University Press

Ratna, Nyoman Kutha. *2007*. Teori, Metode, Dan Teknik Penelitian Sastra Dan. Penelitian Sastra. Yogyakarta: Pustaka Pelajaran.

Santosa, Puji. (2017), Strategi Memilih Dan Mengaplikasikan Teori Dalam Penelitian Bahasa Sastra Dan Budaya Https://Www.Researchgate.Net/Publication/330113224_Strategi_Memilih_Dan_Mengaplikasikan_Teori_Dalam_Penelitian_Bahasa_Sastra_Dan_Budaya (Download: 12 Juni 2021)

Sartre, Jean Paul. (2017). Percakapan Jean Paul Sartre dengan Simone de Beauvoir. (Laila Wahyuni, Penerjemah). Makassar: Metabook

Semi. (1993). Metode Penelitian Sastra, Bandung: Penerbit Angkasa,

Sugihastuti.(2009). Teori Apresiasi Sastra. Yogyakarta: Pustaka Pelajar

Sweet, A and Snow, C, (2002). Re-conceptualizing Reading Comprehension .In Block, C. Cathy, Gambrell, B. Linda, and Pressley, Michael, (Eds) Improving Comprehension Instruction: Rethinking Research, Theory, and Classroom Practice. San Francisco: Jossey-Bass

Sutopo.(*2002*). Pengantar *Penelitian* Kualitatif. Surakarta : Universitas. Sebelas Maret Press.

Wellek, Rene dan Austin *Warren.* (*1989*). Teori Kesusastraan. Jakarta: PT. Gramedia

Zaimar, Okke K.S. *(2008*) Semiotik dan penerapannya dalam karya sastra. Badan Penelitian dan Pengembangan dan Perbukuan, Jakarta.