

Bael Student's Critical Thinking Skills and Stylistic Devices Through Poem Analysis

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Abstract

Stylistics is consoled with the study of textual style. Aside from focusing only on the aesthetic of the text, Critical Thinking must also be observed. Many studies have shown that most of the students throughout the world are having difficulties when it comes to stylistic analysis through stylistic devices as well as critical thinking. In connection, this research aims to determine the analytical and critical thinking skills of the respondents through a poem analysis. Various research dealing with stylistics or critical thinking has already emerged by using a poem. With the use of questionnaires, the data were gathered accordingly. The findings show that the entire population was divided into segments. The respondents are competent in Stylistics Analysis as to Bound Morphemes (91%-Outstanding); free morphemes (81%-Satisfactory), and consonance (79%-Fairly Satisfactory). However, they have failed in consonance (31%-Did not Meet Expectations), rhyme (36%-Did not Meet Expectations), and repetition (20%-Did not Meet Expectations). In addition, the result also showed that the respondents are not competent in Critical Thinking Skills, with percentages in the sub-skills as to evaluation (24%-Did not Meet Expectations), inference (95%-Outstanding), and analysis (51%-Did not Meet Expectations). It is understood that there is no significant relationship between the respondent's Analytical Skills in Stylistics Devices and Critical Thinking Skills. The researchers highly recommend having literary instructional material dealing with stylistic analysis, comprehensive workshops for literature, as well as training and seminars to improve the student's learning in terms of stylistic devices and critical thinking.

Keywords: Critical Thinking Skills, Stylistic, Stylistic Devices

Introduction

Stylistics analysis can be consoled with the idea that it is the way a person can determine the aesthetic structure of certain texts. Stylistic devices are any of a wide range of methods used to provide extra meaning, idea, or emotion (Dempsey & Carnivale, 2021). The stylistic devices adhered to herein are: Grammatical Level – syntactic level and morphological level are both covered in this level. On the other hand, morphology is the study of word formation with two main categories of morphemes: free

morphemes have the potential to stand alone, and bound morphemes that are forced to stick with another morpheme. The syntactic level deals with the study of how words are put together to create phrases and sentences. The syntactic level can be found in many forms like rhyme which is the same correspondence of sounds. Next is repetition, which conveys the essential logical emphasis to draw the reader's attention to a significant concept in the text ((Muhammad et, al, 2021), (Zao, M, 2012), (Shuaibu, U. et al, 2018). The phonological level is the study of a language's sound structure and norms of pronunciation. It focuses on two forms of analysis: assonance, a literary device employed in stylistics to make the language more amusing to the ear (Memon, M. Et al. 2021), and consonance, the correspondence of two or more words with consonant letters that sound the same. Furthermore, critical thinking comprehension focuses on analysis, inference, and evaluation. As defined by the Geographic Foundation of Geospatial Intelligences, analysis is the process of identifying the intended and real inferential linkages between assertions, inquiries, and others. Inference is the process of identifying and securing the components required to arrive at fair conclusions. An evaluation is the process of determining the veracity of statements or other representations. As per observation, students are having a lot of difficulties with analytical skills, especially with stylistic devices. They are having trouble identifying the stylistic devices present in the poem or any text. Several studies have been conducted adhering to stylistic devices in analyzing a poem (Phrihatini, 2020, Memon, et al., 2021, Murotjonovich, M. et al (2022)) and critical comprehension (Wang, L (2021) were already conducted: however, there were no respondents involved in their study. Hence, in this current research, the respondents will be the ones to identify the stylistic devices present in a poem written by a Filipino author. On this premise, the researchers would assess the respondents' competence in analyzing stylistic devices utilized in the poem Morning by Conchitina Cruz.

Theoretical Background

Stylistic devices are the most important in analyzing any type of language utilized in poems for the reason they make poems more interesting and livelier. They aid in capturing and maintaining the reader's attention. Stylistics is the study of how language is used in literary works (Rosa, 2008). Furthermore, Abubakre (2012:263) claims that stylistics not only explains the features of a text but also improves its interpretation. Identifying the features of a text and their function will help you appreciate it more. Stylistic devices are classified into three types: phonological stylistic devices, lexical stylistic devices, and syntactical stylistic devices. Furthermore, this study administered three sub-skills upon identifying the respondents' level of critical thinking skills in poem analysis. The three sub-skills namely evaluation, inference, and analysis are covered throughout the study. Evaluation is the act of passing judgment on data, values, or other aspects of something. A systematic, useful process of gathering and analyzing data (qualitative and quantitative) to direct learning, judgment, and action is also referred to as research. In contrast, inference is an idea or judgment generated by facts and logic. The process of analyzing anything to understand how it works, or simply a comprehensive investigation, is what we call an analysis.

This study is based on two theories namely: **formalism theory** and **linguistic philosophy**. Literary theory, in a broader sense, can be defined as a coherent mental framework that includes principles, methods, and fundamental presumptions that all people hold consciously or unconsciously, and the critic, in particular, relies on the analysis and investigation of a literary text, it also guides readers to a better understanding of the nature of literature (Bressler 4).

Formalism Theory emphasizes the importance of form and structure in literary text, as the name implies, is a theory that is deeply concerned with form. As (Eagleton, ND) stated, this theory implies the formal

analysis of literary text while ignoring the author's intention and the context in which the text was written; it focuses primarily on the formal conventions and technical devices of literature. According to formalists, literature is a particular mode of writing in a language used unconventionally. Formalism, as a literary theory, fosters the idea that literature is different from any other type of language particularly given that it defamiliarizes what is familiar - it "makes [s] the stone stony." Despite the criticism leveled at the formalists' belief in a distinction between literary and 'practical' language is valid and well-founded (Simpson 1993), and empirical evidence indicating the creative and poetic resources of spoken language is unmistakable (Carter 2004), the influence of language used in literature is not able to be indicated off without difficulty with its organizational enforcing alone, nor can it be captured fully by pointing to models of common cognitive processing of language.

Linguistic Philosophy is based on the idea that all languages hold similar structures and rules also known as universal grammar (Chomsky,2002). This theory solidifies or adds weight to the study as these theories talk about grammar and language which is a vital part of the analysis (textual/ stylistics analysis). Noam Chomsky's theories of grammar and language are re-orientational in the sense that they account for the syntactic and semantic properties utilizing modifications of the structures in a phase of its generation. Whatever aspect of Chomsky's grammar inspired a particular study, the overall impact was enormous, and the numerous studies published between 1965 and 1975 attest to the boost Literary criticism is based on literary theories and applies them in the study and examination of literary texts on both structural and thematic levels; it also enriches an individual's cognition and allows the critic to share his personal opinions within a group of intellectuals (Golban et al.5). Throughout history, numerous schools of thought have emerged to represent the various perspectives of literary theory and criticism, including romanticism, historicism, formalism, and many others. Finally, this study is anchored on **Executive Order No. 210, s. 2003 as Establishing the Policy to Strengthen the English Language as a Medium of Instruction in the Educational System and Ched Memorandum Order No.24 s. 2017** also known as **Policies, Standards, and Guidelines for the Bachelor of Arts in English Language/Bachelor of Arts in English Language Studies**. As an official language in the Philippines, English is widely used in various industries such as government, law, education, media, business, and industry. It is stated in Executive Order No. 210 s. 2003 that to sustain and enhance our students' competitive advantage in the rapidly developing local and global markets, it is imperative that we cultivate their aptitude, competence, and fluency in the English language. Graduates who can use English fluently and successfully in a variety of settings and for a range of purposes are therefore in demand. Furthermore, BAEL course works are intended to incorporate both theoretical and practices towards getting students ready for successful communication in English in a variety of circumstances and contexts. One of these is stylistics, learners learn to create excellent writing for a variety of professional and academic uses. It provides explicit skills instruction in reading and writing and assesses and reflects the student's ability to interpret and/or communicate in the target language. This will improve the literacy development of the students and utilize a variety of texts to foster their critical and creative thinking. Learners also engage in effective oral participation and conversation scenarios under which language differs in its (phonological, morphological, syntactic, and semantic) level, as stated in CMO no. 24 s. 2017. This aims to develop communicative competence and critical literacy of the students.

Statement of the Problem

"This research examined the BAEL students' competence in analyzing stylistic devices in a poem and their critical thinking skills at Cebu Technological University-Moalboal Campus, Cebu for the School

Year 2022-2023 as a basis for literary instructional materials.”

Research Methodology

This research used a descriptive approach. The poem "Morning" by Filipino poet Conchitina Cruz is provided by the researcher to establish the respondents' capabilities on their Critical Thinking Skills and if they know how to identify what Stylistic Devices are being used in the poem. Its goal is to evaluate analytical abilities and critical knowledge of stylistic components. Additionally, the respondents will evaluate or critique the stylistic methods used in the poem, whether they fall under the categories of Grammatical Level, Morphological Level: Bound and Free Morpheme, Phonological Level: Assonance and Consonance, Syntactic Level: Repetition and Rhyme. Questionnaires were administered and collected after the respondents completed their respective responses.

Research Instruments

The researcher utilized a questionnaire to gather the data for this study. The questionnaire was divided into three segments. The first segment is about the respondent’s profile: age, gender, and available reading materials at home. The second part deals with the analysis phase in terms of stylistic devices in the poem” Morning” by Conchitina Cruz which serves as the instrument for analyzing the stylistic devices. In this part, the respondents are tasked to list down all the stylistic devices they have noticed in the poem. The third segment deals with the respondent’s Critical Thinking Skills specifically on the sub-skills as Evaluation, Inference, and Analysis. This is a 15-item standardized test as anchored from the study of Bagrut Exams (2020) and analytical questions which are anchored on Saima (2014).

Results & Discussion

Table 1 Summary on the Variable’s Averages adhering Stylistics Devices

Variables	Average	Descriptive Rating
MORPHOLOGICAL LEVEL	92	Outstanding
Bound Morphemes	81	Satisfactory
Free Morphemes		
PHONOLOGICAL LEVEL	79	Fairly Satisfactory
Assonance	73	Did not Meet Expectations
Consonance	63	Did not Meet Expectations
Rhyme		
SYNTACTIC LEVEL		
Repetition	20	Did not Meet Expectations

As reflected in the Table above, Bound Morpheme (92%) is considered **Excellent**. It is **Passed**. It is clearly observable through the given data as reflected on the table that 92% of the respondents had passed in analyzing the bound morphemes in the given poem. In addition, the respondents are also competent in analyzing the free morphemes in the same given poem. Although, the average of all the scores in free morphemes is only 81% but still, this **81%** is considered Passed and is it belonging on the span of **Satisfactory**. In general categorization, the respondents are competent in Morphological Level of Stylistics Analysis. In addition, the average of the scores of the respondents in terms of Assonance is **79%**. This

79% is considered passed because 79% is already belonging on the passing degree. It is already relying in **the Fairly Satisfactory**. In comparison, consonance **73%** and rhyme **63 %** simply classified that the respondents had failed in analyzing these various stylistics devices. The presented numerical data or average once converted to its descriptive rating is, Did not Meet Expectations (DND). So, in general, it is visible through the data that the respondents are not competent when it comes to the Phonological Level of Stylistics Analysis.

The same interpretation goes with the Syntactic Level of Stylistics Analysis, the respondents had **failed** because as presented through the average, it is having only **20%** in the device, repetition. 20% is very low. This 20% is on the span of **Did not Meet Expectations**.

Due to various circumstances, indications followed those various possible reasons had lead them to fail on their analysis of the poem, "Morning". One of which is the study of Qazzea, (2022), that there are several phenomena including semantic structure, that may develop linguistic errors, and as well as the form of semantic change. According to Thomas, (2022), English is a second language (already fro Filipinos) there are instances that second language is a major problem. Students may seem to have difficulty in the analysis phase because they are unfamiliar with such terms. In some studies, it is proven that teaching methodologies may affect the student's capability of learning or analyze a certain text. If the teaching methods are poor, there are instances that the respondents did not really learn at all, meaning when they are given certain task, they may have difficulties when answering (Kalwar, 2023). Sawyer and Davies (2021) also claimed that the binary for learning literature is through knowledge and experience, meaning the easier it will be if you have both the knowledge when it comes to poetic analysis and the expertise to the field. Aside from the reasons that might come from the teaching pedagogies on why students failed on analyzing a text specifically a poem is the environment that the respondents are in during the intervention period. Han, et al (2018), indicated that classroom environment affects students learning. It was also solidified by Nortuig, et al (2018) that blended learning may have affected the respondents learning due to the disparities of the context. It is somehow factual since during the integration of stylistic subject, the classes are still done online because of the pandemic. Another reason that triggers on why the respondents failed in analyzing the poem using the Stylistic level with special devices is the time balloted for the intervention as well the time management of the respondents., cramming and or the given time affects at which the respondents did.

In connection to this, since Stylistic Analysis adhering certain devices is a failure as respondents failed on analyzing it. It was proven that the BAEL 3 and 4 students at CTU-Moalboal Campus is poor when it comes to their analytical skills. It is therefore, the researchers' recommendation for an action plan is needed. The aforementioned action plan is an Instructional Material (Literary Instructional Material) where it is composed of texts that the respondents are apt to answer in order to improve their analytical skills. According to Satinem et al (2020), the interactive material will be the more learning the students gained. It is therefore innovations for improvement will be imposed.

Results and Discussions

Critical Thinking is the process of optimizing certain information about a text. It deals on how a person exhilarate through the situation they are on or on what is the exact hidden mantra of the text they have read. Critical Thinking is not just a focused on optimistic ideas. Thus, it also has its own set of disadvantages but that is just a very unnoticeable concerns since there are just a very few studies to support it.

The greatest help in lined with Critical thinking is that the students’ strength and weaknesses are determined (Rumindki, and Hanks, 2020).

These sub skills are, analysis, inference, and evaluation as adapted form Sun’s Dualistic Framework (2017) as cited by Wang (2021). As defined by Liang and Fung (2021) analysis is an integration for second language acquisition and it has been used and valued as a holistic skill I education worldwide. Inference is deriving conclusion form a premises being set through a certain aspect (Din and Ghani, 2019). While, evaluation is to test the difference of the students’ capacity in learning through a series of tests where their critical thinking skills are enhanced accordingly (Afzali and Izadpanah, 2022).

Table 2 Summary of the Highest Score of the Respondents in Critical Thinking Skills

Sub- variable	Average	Descriptive Rating
Evaluation	32	Did not Meet Expectations
Inference	95	Outstanding
Analysis	51	Did not Meet Expectations

The data presented on the table above is the representation of the span of the data adhered by the respondents. It is the generalized interpretation of data of the sub-skills of Critical Thinking Skills. The average of Evaluation is 32%. This is equivalent to ‘**Did not Meet Expectations**. This goes the same with the Analysis. However, the Inference is **Excellent** because it is 95% out from 100%.

Furthermore, for a clearer and wider range of presenting this datum, the Graphical representation was adhered as based on Table 13. Summation of Data for Critical Thinking Sub-skills. Since it was highly observed that the respondents, failed in the Evaluation and Analysis as they “Did not meet expectations. Given this result, extensive review of the curriculum shall be done also to end the emerging problems about Critical thinking (Vallejo, A.J., 2020).

Trained teachers also one of the aspects that may address the issue on critical thinking by letting the students learn various things in relation to the topics or lessons adhered during the class of learning session (Ali, 2019). Teachers also can provide series of key steps on exercising a learner’s critical thinking skills by providing a lot practice that process understanding about a certain topic (Middendorf, and Shopkow, 2023). In connection, the researchers also adhered to solidify the study by giving emphasis on the output, wherein the researchers provide a Literary Instructional Materials as basis for the development of College Students. As discussed in previous paragraphs, this instructional material provides certain texts and practices wherein the analytical skills on stylistics and Critical thinking skills of the targeted audience shall be imposed to automatization. This is supported by the study of Dahami, (2018), when indications prompted that clarifying poetry helps widening the backgrounds of the learners with the aid of some significant terms and vocabulary. It enriches the skills of the learners as well as fortifying them to have access on different references of language. It means that mindful learning has a big impact on the students’ productivity as well as creativity in poetry and understanding it through analytical and critical thinking skills as to develop their efficacy (Piscayanti, K.S, 2021). It can also provide methodological and pedagogical implications for poetry learning (Lida, A. and Chamcharatsri, B., 2022)

Results and Discussions

For the relationship between the respondents’ level of competence and their critical comprehension skills, Table 14 shows that there is no significant relationship between the respondents’ level of competence in analyzing the poem and their critical comprehension skills, thus *failed to reject the null hypothesis*. This

implies that the respondents’ critical comprehension skills namely evaluation, inference and interpretation are not related to their level of competence in analyzing the poem. This further implies that the respondents’ critical comprehension skills are not closely concerned with how they analyze the poem.

Table 3
Respondents’ Competence and Critical Comprehension Skills

Variable	Coefficient	p-value	Alpha	Remarks	Decision
level of competence and level of critical comprehension skills	0.131	0.371	0.005	Failed to reject the Null Hypothesis	Not Significant

Based on the Table, it can be observed that the variables **Level of Competence** and **Level of Critical Comprehension Skills** had a p-value of 0.371, which is less than the alpha set at 0.005. The result shows that the null hypothesis failed to reject, "*H₀*: There is no significant relationship between the level of competence in analyzing the poem and their critical comprehension skills” which means that a significant relationship existed between the aforementioned variables.

Conclusion

As per the preceding topic aforementioned above namely the findings, the data obtained from the respondents indicates that most of the respondents were having difficulties when it comes to stylistic analysis through stylistic devices as well as critical thinking skills. The results demonstrate that the population was segmented throughout the study. In the stylistic analysis, the respondents performed poorly in the areas of bound morphemes (77.5%-Outstanding), free morphemes (63.2%), consonance (93.8%), assonance (95.5%), rhyming (91.8%), and repetition (67.3%). Furthermore, percentages in the sub-skills of evaluation (59.1%- Did not Meet Expectations), inference (48.1%- Satisfactory), and analysis (38.7%- Satisfactory) indicated that the respondents are proficient in critical thinking skills. It has been proven that the respondent's analytical skills in stylistic devices and critical thinking skills have no clearly defined connection. To enhance students' learning of stylistic devices and critical thinking, the researchers strongly suggest providing training and seminars, extensive workshops for literature, and instructional materials about stylistic analysis.

Recommendation

It is therefore strongly advised that language teachers, particularly those who teach creative writing, will use the literary instructional materials (IM) required by this study to further develop and enhance the student's skills, knowledge, and competencies, particularly in terms of identifying stylistic devices and their critical thinking skills.

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