

# The Development of Appreciation Learning Model of Indonesia Literature Based Critical Discourse Analysis to Improve the Students' Critical Thinking Skill

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## Abstract

Learning literature should be taken to instill recognition, familiarity and enjoyment of literature as a vehicle for character education. Learning literature must be packaged properly so that students interested in compose competence by developing literature learning models. In an effort to assist students in understanding the success of Indonesian literature, it is necessary to support facilities that is by developing a appreciation learning model of Indonesian literary based critical discourse analysis (hereinafter abbreviated *ASIAWK*) to improve students' critical thinking skills. This study was aimed to develop a learning model *ASIAWK* to improve the students' critical thinking skill and produce *ASIAWK* learning model book and learning model form of RPP, BPG, BAS, LKS, and LP. The research was conducted in three phases, namely the descriptive phase, the development phase and test phase and dissemination. The data were the process of developing a learning model and the quality of learning model *ASIAWK*. The process of developing the model was based on the descriptive phase (literature study, requirements analysis, and characteristics determination); development phase (preparing the preliminary design development, construct model components include syntax, the social system, the reaction principle, support systems, and the instructional impact and companion, arrange the sort order of development model work, and carry out small-scale trials); as well as the test phase and dissemination (revised results of the validation, wide-scale testing, analysis of research data, and compile a report). The quality of learning models included the validity, effectiveness and practicality of the product prototype *ASIAWK* book learning models and learning media. The validity of *ASIAWK* learning model included the contents and construct. The effectiveness of learning models included implementation, teacher activities, student activities, and learning outcomes. Practicality model included the teacher's response and the the students' response. This study contributed to the learning that can be used by the parties to gain new perspectives in Indonesian literary appreciation learning, especially learning the short story text and rhymes text.

**Keywords:** Development, Learning Model, Indonesian Literature, Critical Discourse Analysis.

## 1. Introduction

Nowadays, in learning literature efforts should be made in order to successfully address the needs of local communities with character education through literary texts. Learning literature should be taken to instil, foster, foster recognition, familiarity and enjoyment of literature (Jamaluddin, 2003: 39). Thus, the study of literature is intended to improve the students' ability to appreciate a wide range of literary works, is closely related to the exercise sharpens the feeling, reasoning, and imagination, and sensitivity to the community, culture, and environment.

In this regard, the teaching of Indonesian literature must be packed in such a way that the students are interested in compose competence. The effort would be realized in this dissertation by developing learning model that are tailored to the curriculum 2013 that outlined the core compose competencies, namely examining, reasoning, and presenting in the realm of the concrete and the realm of the abstract associated with the development of competencies according to learning outcomes in schools independently, act effective, and able to use the method in accordance with the rules of science. Its core competencies are then explained in basic competencies include (1) understanding the structure and rules of literary texts; (2) comparing the text of literary works; (3) analyzing literary texts; (4) evaluating the literary text; (5) interpreting the meaning of literary texts; (6) producing literary text; (7) editing literary works; (8) creating abstract works of literature; and (9) converting literary works into other forms in accordance with the structure and rules of text both orally and in writing. All the basic competences relevanced on aspects of listening, speaking, reading, and writing skill. Demands basic competencies that must be met: (1) understanding the principles of appreciation to literature; and (2) applying the principles of appreciation to literature to comment on literature works, having regard to the linguistic and nonlinguistic, which include the interests of ideology, politics, economics, and culture.

Learning model development of Indonesian literature-based critical discourse analysis directed at

critical thinking skill adaptable to every environment and accommodating for any challenges that mean that the meaning of literary education is much larger than the study of literature (Widdowson, 1997: 84; Fairclough, 1995: 135; and van Dijk, 2001: 300). To meet the critical thinking skills, Sudikan (2013: xvii) argues that the literary text material taken must meet the critical learning indicators. Literary work presented must be inspiring, phenomenal, exciting, and challenging. The selected literary texts in the development of this model is expected to be discussed to be debated both in terms of aesthetics (beauty), the pop-pop imagination, nor the writers thought that far shot beyond the reach of common sense. Therefore, learning the four language skills and compose (listening, speaking, reading, and writing) as it is said Anany (2010), Badara (2012), Bassham (2011), as well as Buzan (2004) should be integrated with the function of language as a tool of thought which includes the critical and analytical skills necessary to understand and interpret texts that exist in literature.

Critical thinking skill connects one phenomenon with other phenomena, capabilities which are assumed will help an individual in utilizing a learning experience to other experiences to solve problems in a study materials with a variety of other learning factors. Furthermore, it can be said that build critical thinking will lead students not just with basic skills such as understanding, predicting, and summarizing, but train them become critical consumers in any context to the information it receives. With regards to learning, Bachman (2005: 82) states that critical thinking is a further step in instilling innovation that not only stop the repetition and routine application only. Innovation can be something simple to fix a work process, ie fix major errors in the evolution of the education system that does not seek natural abilities of each student and his capacity for imagination, which enabled many major scientific breakthrough that has no end.

Activity compose Indonesia in the form of reproduction of the results of reading literature can serve as one form of activity that will improve the students' critical thinking skills, either in the form of short stories and rhymes. It really depends on the selection of verbal information is organized well, by focusing the theme in the form of complete understanding, thorough, and depth to the reconstruction of the meaning of the map characterization of the identity of a character in literature, as Fisher (2009: 10) said that thinks entering critical interpretations of literary texts even body language to evaluate the truth of the explanation relavan and reasonable.

Learning Indonesian language and literature should be oriented towards the model of literacy-based instruction (Aminuddin in Hidayati, 2008: 7). With such an orientation, learning Indonesian language and literature besides intended to improve the ability of Indonesian language in its various aspects as well as ability appreciation of literature in its various forms is also oriented towards the discourse development in the field of culture. The implications of learning literature can not be separated from the context of the four skills (listening, speaking, reading, and writing). In this case, learning materials literature should use a model in which there is a discourse that could potentially have social and cultural life in the content area.

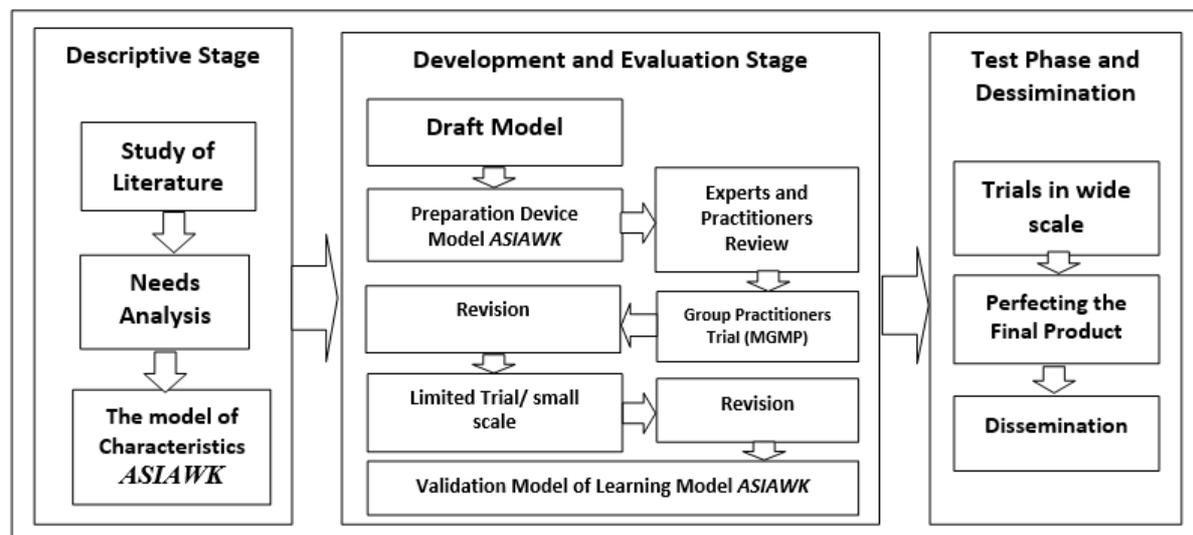
In this regard, in this study developed a model of learning that can help teachers and students to achieve the learning objectives. The developed model name taken from the words of the development model of learning, namely Indonesia-based literary appreciation of critical discourse analysis (hereinafter abbreviated *ASIAWK*). This model combines the theory of critical thinking, critical discourse analysis, and learning theories in the hope of developing students' critical thinking through the study of Indonesian literature-based analysis of critical discourse in accordance with the needs of the community. This is in accordance with the opinion of Bachman (2005: 84) states that critical discourse analysis (AWK) is an alternative model of learning in order to realize the learning Indonesian literature that equip students to think critically. Thus, it can be said that the specificity of learning model *ASIAWK* in learning Indonesian literature is believed to help students realize the language that acts as a communication tool, equip students to analyze literary texts critically by revealing things that exist in literary texts, based on the linguistic and nonlinguistic so found the values of human life, and encourage students to develop creative and critical knowledge so that it becomes meaningful to his life problem solving.

## 2. Research Methodology

This study uses a qualitative approach to describe the process development, quality, and obstacles encountered during the implementation of the learning process using the *ASIAWK* learning model. This type of research is a research and development (research and development), which is aimed to produce and test the effectiveness of the product *ASIAWK* learning model used in the study. This research design combined two design development models, the model Plomp and Borg & Gall. Both models are chosen considering the purpose of this study was to construct the competence of students in a study of Indonesian literature, the two models are very appropriate to enhance the critical thinking skill of students through learning appreciation Indonesia literary based critical discourse analysis. Model Plomp (1997) and Borg & Gall (2003) is used to develop a learning model *ASIAWK* and devices according to the design of education (learning).

Plomp Model includes five stages, namely (1) the initial investigation; (2) planning; (3) the realization / construction; (4) test, evaluation, and revision; and (5) implementation. Model Borg & Gall covers ten steps, namely (1) research and data collection; (2) planning; (3) The draft of product development; (4) test group; (5)

The revision of the product; (6) test group; (7) the improvement of product revision; (8) piloted the field; (9) the improvement of the final product; and (10) the dissemination and implementation. Both models are modified into three stages of research, namely (1) the stage of descriptive form of literature; (2) development and evaluation of the learning model; and (3) the test stage and dissemination *ASIAWK* learning model that have been developed. The stages of the research can be illustrated in the following flow chart.



Flowchart of Research Development Learning Model *ASIAWK*  
 Modification of Model Plomp and Borg & Gall

Descriptive phase of the study begins with the development of this approach to understand the needs of Indonesian literary texts and conduct theoretical studies to define the characteristics of the model. This stage is the implementation of the first step up to the fourth step development research of learning model *ASIAWK*.

The development phase of this model is done based on the data obtained in the descriptive phase. Prototype development and evaluation of the learning model *ASIAWK* fifth step is the implementation up to the seventh step. Characteristics *ASIAWK* learning model is then used to develop learning tools literary text stories and rhymes. *ASIAWK* learning model prototype device consisting of lesson plans, teacher handbooks, textbooks students, student worksheets and evaluation sheets. The development of this model is determined based on Indonesian literary text-based analysis of critical discourse.

Stage trial results of research development is the implementation of the eighth step up to the tenth step. Activities performed on stage evaluative is planning assessment model of learning, the implementation of the assessment of learning model *ASIAWK* be a learning device that is packaged to develop critical thinking skill through the study of Indonesian literature-based *AWK*, revised model, and test/ implementation, which implements learning device *ASIAWK* learning model in the learning process in The Second State Senior High School of Lamongan. In addition, research and development is also conducted dissemination at The Third State Senior High School of Lamongan and The First State Senior High School of Sekaran Lamongan in the hope that the development of this model can help the students of schools that have different qualities to study, understand, and interpret literary works nicely as needed community. Device learning model *ASIAWK* before tested on a wide scale has been through a phase of expert judgment by the validator Prof. Dr. Agus Nuryatin, M. Hum from Semarang State University on January 21<sup>st</sup>, 2015 and Dr. Heny Subandiyah, M. Hum. of the State University of Surabaya on January 29<sup>th</sup>, 2015. Results of the assessment of the validator is used to improve learning model *ASIAWK*. Furthermore, the model can be implemented through broad-scale trials at The Second State Senior High School of Lamongan on July 27<sup>th</sup> until September 17<sup>th</sup>, 2015 and disseminated at The First State Senior High School of Sekaran on August 24<sup>th</sup>, 2015 and The Third State Senior High School of Lamongan on September 7<sup>th</sup>, 2015 to determine the level of acceptability.

### 3. Discussion of Results

#### 3.1. The Development Process of Learning Model *ASIAWK*

*ASIAWK* model development process begins with a literature study, analysis of needs, continued to formulate a draft model of learning in order to obtain an outline or early draft models. The process of developing learning model in this study in three stages, namely (1) the descriptive stage, (2) the development stage, and (3) the test stage and dissemination.

Descriptive stage in the process of developing this form of activity to set the profile needs to appreciate the competence learning model of literary texts in the form of short stories text and rhymes text. Stage also

assign descriptive review of the literature on learning models, and establish characteristics of Indonesian literature learning model-based analysis of critical discourse. The activities carried out at the stage of descriptive is to analyze the need to assess the characteristics of the subjects of Indonesian in secondary school based curriculum 2013, the theory of critical thinking and critical discourse analysis relevant to teaching Indonesia literature appreciation, the nature and characteristics of learning theories that are relevant to the model to be developed and characteristics ASIARK learning model to improve the students' critical thinking. The results obtained are aware implementation to learning Indonesian literature in high school. Based on these activities can be seen the problems that arise in learning Indonesian subjects which need developing the students' critical thinking skill in language skills and compose.

A concrete form of this activity is the implementation of the relevant literature to obtain various conceptual information about critical thinking and critical discourse analysis. In addition, the implementation of observations and interviews with Dra. Elis Siswati, M. Pd. Chairman of Indonesian high school MGMPs Lamongan on January 2<sup>nd</sup>, 2015, Aggraeni, S.Pd., M. Pd. Teacher of Indonesian subject lesson at The Second State Senior High School of Lamongan on January 3<sup>rd</sup>, 2015, Drs. Edy Suripno, the teacher of Indonesian subject lesson at The First State Senior High School of Sekaran Lamongan on January 5<sup>th</sup>, 2015, and Drs. Rasno, the teacher Indonesia subject lesson at The Third State Senior High School Lamongan on January 6<sup>th</sup>, 2015. Interviews were conducted to determine whether the model ASIARK learning can help teachers organize learning components systematically when planning and implementing the learning associated with cognitive and social structure of the varied students.

Based on these data we can conclude that the Indonesian literary appreciation learning model-based analysis of critical discourse received positive feedback from the practitioner/ teacher of Indonesian subject lesson. Thus, in addition in learning Indonesian subject lesson, the development learning model can help teachers prepare the learning facilities of students that have different structures in order to develop the competence of literary appreciation to the maximum during the learning process.

Furthermore, The content of learning model ASIARK book validated by two groups. The first, conducted by the expert of content group of Indonesian literature and instructional design experts of Indonesian literature. Second, conducted by a group of teachers belonging to the organization MGMPs Indonesian subjects Lamongan District High School. ASIARK models aspects assessed were (1) supporting theories, (2) syntax, (3) social system, (4) the principle of reaction, (5) support system, and (6) the impact of instructional and impact accompanist.

At the development stage there are four activities, which is preparing a preliminary design development, preparing the component model of learning (syntax, social system, the principle of reaction, support systems, and the impact of instructional and impact accompanist), prepared the working order of development, and demonstration activities are limited/ small scale. Initial design activity development learning model in the form of competencies to be achieved by students are designing the skill of literature appreciation through a number of core competencies and basic competencies contained in the curriculum 2013. This activity was held on January 7<sup>th</sup>, 2015. The results achieved by the various consideration, elected class XI in the first semester of public programs (IPA and IPS). Based on the number of KI and KD literature related to learning in the classroom, elected four eighteen KI and KD to be developed into a model of learning in this study. Its core competencies are selected on the grounds that it contains learning Indonesian literary appreciation that is focused on the study.

The second activity was to develop the component model of learning (syntax, social system, the principle of reaction, support systems, and the impact of instructional and accompanist) based on the study of theory or concept of critical thinking, critical discourse analysis, the approach of humanism, constructivism approach, contextual approach, strategy and interactive. This activity was carried out on January 11<sup>th</sup> – 12<sup>th</sup>, 2015.

The third activity is prepared the working order of literary appreciation learning model development Indonesia-based analysis of critical discourse and learning devices. The developed learning model products such as model of learning ASIARK book, lesson plans, Handbook Teacher, Textbook Student, Student Worksheet and Assessment Sheet. This activity was carried out on January 14<sup>th</sup>-15<sup>th</sup>, 2015.

The fourth activity is carrying out limited testing/ small scale. Event limited trial/ small scale only performed on the selected students by the class teacher some 15 people. Small-scale trials conducted on March 27<sup>th</sup>, 2015 in class XI at The Second State Senior High School of Lamongan, in order to determine the level of effectiveness of the learning model scenarios were developed, then the results of the implementation has been done can be used as a reflection.

In the test stage includes three things: (1) broad-scale pilot activities conducted in class XI student of The Second State Senior High School of Lamongan on July 27<sup>th</sup>, 2015 until September 17<sup>th</sup>, 2015 held six meetings. Scale trials widely done in class XI to include twenty students IPS 2 to determine data such as activities of students and teachers during learning, the successful of learning model ASIARK, the response of students and teachers at the end of the study, the test scores of student learning outcomes as a measure of

achievement of learning objectives, and the constraints/ obstacles encountered during the learning process by teachers and students; (2) revise the validation results of activities carried out on March 30<sup>th</sup>, 2015 to July 15<sup>th</sup>, 2015. This is done to follow up the results of the input of the validators to know the results of the validation learning models *ASIAWK* book and model learning *ASIAWK* device (lesson plans, student textbooks, student work sheet, assessment sheets) that is designed so it deserves to be tested; and (3) product dissemination activities at the middle school of The Third State Senior High School of Lamongan and the suburban school of The First State Senior High School of Sekaran Lamongan. Dissemination in class XI of The First State Senior High School of Sekaran Lamongan conducted on August 24<sup>th</sup>, 2015 to include 30 students majoring in science. Dissemination in class XI student of The Third State Senior High School of Lamongan conducted on September 7<sup>th</sup>, 2015 and includes nineteen students majoring in English. Both schools are used as objects school dissemination *ASIAWK* learning model development products to improve students' critical thinking skills. In addition to dissemination in schools was also conducted at the University of Trunojoyo Madura dissemination on June 10<sup>th</sup>, 2015 in the National Seminar Language and Literature (Senabastra VII).

After dissemination, further activities based on the results of research to analyze the data and prepare reports. Activity data analysis was conducted on July 27<sup>th</sup> until September 17<sup>th</sup>, 2015. But to do that is to process data in accordance with the source of the data and interpret the results obtained.

Activity dissertation compiling reports conducted on September 18<sup>th</sup>, 2015 until November 27<sup>th</sup>, 2015 at the same time produce learning model *ASIAWK* and products that are innovative learning tools that can be applied in high school in general. The device contains syntax learning models, learning objectives, learning model implementation scenarios, and an overview of the development of students' critical thinking skills. In the final section is also attached example *ASIAWK* Model Books and learning tools such as lesson plans, Student Textbook, Student Worksheet and Assessment Sheet associated with learning models *ASIAWK*. Learning tools developed to motivate high school teachers to be able to perform a variety of innovations in the classroom so that students can achieve their competencies have been found.

### 3.2. The Quality of Learning Model *ASIAWK* to Improve The Students' Critical Thinking

*ASIAWK* learning model development follows the criteria of quality in the view Nieveen (1999), namely the development of a valid, effective, and practical.

#### 3.2.1. Learning Model *ASIAWK* Validity

This study develops *ASIAWK* learning model book and learning models *ASIAWK* devices. Development Product *ASIAWK* learning model include (1) the main points of the theory supporting *ASIAWK* learning model, (2) learning model Indonesia literature appreciation based critical discourse analysis to improve the students' critical thinking skill, (3) implementation guidelines of *ASIAWK* learning model.

Product development learning tools consist of: (1) RPP learning Indonesian literature-based analysis of critical discourse Class XI High School, understanding the short stories text about social problems and contextuality ideology and understanding the text rhymes about responsible behavior and matter behavior; (2) The teachers' handbook (BPG); (3) The student textbook (BAS) learning Indonesian literature-based analysis of critical discourse Class XI High School, understanding the short stories text about social problems and contextuality ideology and understand the text rhymes about responsible behavior and matter behavior; (4) The student worksheet (LKS) learning Indonesian literature-based analysis of critical discourse Class XI High School, understanding the short stories text about social problems and contextuality ideology, as well as understanding text rhymes about responsible behavior and matter behavior, and (5) Rate Sheet (LP) learning Indonesian literature-based analysis of critical discourse Class XI High School, understanding the short stories text about social problems and contextuality ideology and understand the text rhymes about responsible behavior and matter behavior.

*ASIAWK* learning model assessment conducted by the validator which consists of a group of experts literature, learning design specialist, and teacher groups. The literature expert group and learning design experts judged that the component model of learning *ASIAWK* form of syntax, the social system, the principle of reaction, support systems, and the impact of instructional and Bridesmaids not in accordance with the needs of the field so it should be revised. After the revision based on the views of literature experts and learning design expert, further tests on a group of teachers generated ratings that exposure to verbal product learning model *ASIAWK* which includes the syntax, the social system, the principle of reaction, support systems, and the impact of instructional and impact Bridesmaids are correct and ready to be applied to the learning process.

RPP assessment in the view of literature experts, instructional design experts, and groups of practitioners (teachers), the formulation of indicators of achievement of competencies and learning objectives it is understood and can be used as a product development in the field. Although the three parties agree to the formulation of indicators of achievement of competencies and learning objectives, but should still be aware of advice from learning expert that says to be adjusted with the formulation of basic competencies, with emphasis on the learning performance of students who can be imitated and marked the development of competencies

achieved gradually by the indicator.

Indicators contain statements about learning behaviors of students to demonstrate their knowledge, attitudes, and skills mastered. Indicators are the specific descriptions of the competencies that must be mastered by students at certain levels that can be used to assess the achievement of learning outcomes. Thus, when teaching the same basic competence, teachers have the opportunity to collaborate with other learning scenarios as part of a component of the learning experience becomes the starting point for teachers to develop learning steps. In the opinion of experts and teachers, the indicators have been formulated with the sequence, complete, and tiered. However, researcher still reading and reviewing a grain of indicators to be more meaningful and efficient.

Assessment of the teachers' handbook carried out by literature expert group, learning design specialist, and teacher groups. The expert group literature states that the validity of the BPG product in terms of exposure to the substance of literature and theory are in accordance with the basic competencies and indicators of achievement of competencies developed, the language used is communicative for students, and instruction that is interactive needs to be revised. Validity of the product in terms of the substance of literary appreciation which includes the steps of appreciation and integrate into aspects of language ability has been designed correctly, while the availability of time, the number of columns and illustrations in accordance with the theme should be revised. Validity of the product in terms of guidelines for the use of learning implementation in accordance with the theme of learning materials.

The expert of group lesson plan states that the BPG product when viewed from the substance of teaching literary appreciation is in conformity with the basic competencies and indicators of achievement of competencies, it can achieve the indicators of learning outcomes in accordance with KD, can train students based on indicators of learning outcomes in accordance with KD, while the use of language in exposure to theory and repetition should be revised. Validity of the product in terms of the substance of the instructions for use of learning are in accordance with the predetermined learning design.

The group of teachers stating that the product BPG when viewed from keefetifan and practicality as a preparation for learning is very help teachers to prepare learning activities appreciation literature in full, because the cultural values embodied in the text of a literary work disclosed in a complete and thorough so as to give the teachers against meaning that learning will be implemented, and is very useful as a learning resource in solving the problems raised by students related to the material in understanding the short stories text and rhymes text. Validity of the product in terms of the substance of the instructions for use are in accordance with the approach of learning and learning strategies that have been determined.

Assessment the student textbook carried out by validator group consisting of literary experts, instructional design experts, a group of teachers, and students group. The expert group literature states that the validity of the BAS product in terms of exposure to the substance of literature and theory are in accordance with the basic competencies and indicators of achievement of competencies developed, the language used is communicative for students, and instruction that is interactive needs to be revised. Validity of the product in terms of the substance of literary appreciation which includes the steps of appreciation and integrate into aspects of language ability has been designed correctly, while the availability of time, the number of columns, and illustrations appropriate to the theme should be revised.

The expert group of lesson plan states that the product BAS when viewed from the substance of teaching literary appreciation is in conformity with the basic competencies and indicators of achievement of competencies, it can achieve the indicators of learning outcomes in accordance with KD, can train students based on indicators of learning outcomes in accordance with KD, while the use of language in exposure to theory and repetition should be revised.

The group of teachers stating that the product BAS when viewed from the effectiveness and practicality as a preparation for learning is very help teachers to prepare learning activities literature appreciation in full, because the cultural values embodied in the text of a literary work disclosed in a complete and thorough so as to give the teachers against meaning that learning will be implemented, and is very useful as a learning resource in solving the problems raised by students related to the material understand the short stories text and rhymes text.

Groups of students stated that the BAS product when viewed from the implementation of learning, it can help students explore very nature of life and life issues relating to human dignity, since the BAS has been disclosed values of human life as found in literary texts so that students are able to implement in daily life day. Thus, students can improve themselves to fight and maintain a moral life and dignity. In addition, the product BAS also presented the story and deep moral message about the wisdom of the local culture in accordance with the abilities, interests, and reflect the student's involvement with the learning process and results.

Assessment the student worksheet carried out by validator group consisting of literary experts, instructional design experts, a group of teachers, and students group. The expert group literature states that the validity of the products LKS to monitor and measure the competence development of students towards learning Indonesian literature-based analysis of critical discourse should be prepared not merely as a means to assess, but

also as a learning tool students to improve their understanding of the content of the subject matter and deepen students' learning experience.

The expert group stated that the validity of the students' worksheets products that developed to measure the development of competence of appreciation literary understand the short story text and poem text should be spelled correctly and spelled out in simple language and easy to understand and tailored to students' intellectual development and language students.

Group practitioner/ teacher stated that the validity of the students' worksheet are compiled to measure the development of appreciation literature competence understanding the short stories text and rhymes text are good and can be used to measure the progression of competence appreciation of literature, and is used to provide an assessment to the appearance of another student group with the learning process fun.

Group of students stated that the validity of the students' worksheet has been prepared based on literary texts contained in BAS and students' worksheet that appropriate the abilities and interests of students served by observing the understanding of short story text and the poem text that has a value of local cultural wisdom. Instruction in student's worksheet has been compiled based on the choice of fun learning activities. Reflection is based on literary texts and is linked with real life, so that students work with enthusiasm because students can involve emotional and learning outcomes.

Rate sheet validator assessment carried out by expert groups consisting of literature, learning design specialist, and teachers group. The expert group stated that the validity of product literature LP to monitor and measure the competence development of students towards learning Indonesian literature-based analysis of critical discourse has fulfilled grains of literary competence formulated precisely, making it easy for teachers to use in the field.

The lesson plan expert group states that the validity of LP products are developed to measure the development competence in appreciation literary understanding short story text and poem texts have been prepared and elaborated by taking into account the developmental aspects of cognitive, affective, and psychomotor. However, experts suggest that learning design task of the teacher in the classroom is very diverse and complex, it is necessary to think about the correct form of the assessment sheet truly can be used easily, accurately, and quickly to monitor the progress of the student competency achievement.

Group practitioner/ teacher stated that the validity of the LP were developed to measure the development competence in literature appreciation understanding short stories text and rhymes text are good, effective, and efficient, and can be used to measure the progression of appreciation of literature competence, and is used to provide an assessment to the appearance of another student in the learning process.

### 3.2.2 Learning Effectiveness Model *ASIAWK*

The effectiveness of *ASIAWK* learning model in this study can be seen on the enforceability of the implementation plan of learning, teacher activity and student activity. The successful of *ASIAWK* learning model set out in the RPP was observed by two observers during the learning takes place. Aspects observed in the implementation of learning *ASIAWK* models include preliminary activities, core activities, and closing activity. Thus, it can be concluded that the implementation of learning model *ASIAWK* on preliminary activities, the core and the cover when the execution limited trial/ small scale, large scale trials meeting 1,2,3,4,5 and 6 as a whole can be categorized as very good.

Activities teacher at the time of applying the learning model *ASIAWK* observed by two observers using observation sheet. Observations on the activity of teachers since teachers started learning to put an end to learning based on observation category codes sequentially written in accordance with the incident. Based on observations, it can be concluded that the activity of teachers in limited testing/ small scale and large scale trials meeting 1,2,3,4,5, and 6 can be stated that fully meets the specified criteria so that the learning model *ASIAWK* applied in classes can be implemented optimally and the ability of teachers to manage learning very well.

Activities of students in the implementation of the learning takes place observed by two observers using observation sheet. Observation of the student activity carried out every five minutes or so individual or group based on the observation category codes are written sequentially according to the incident when the learning begins until learning ends.

Based on the observations, the results of test data on a limited/ small-scale activities showed that classically the students' activity of *understanding* literary texts are on a very active category. The activities of *interpreting* of students that are in the category of very active; the activities of *analyzing* of students that are in the category of very active; the activities of *creating* students are in the category of very active, and activity *constructing* students are on a very active category.

The observation of student activity on a broad scale testing of the first meeting showed that classically the students' activity of *understanding* literary texts that are in the category of very active; the students' activities of *interpreting* are in the category of very active; the students' activities of *analyzing* that are in the category of very active; the students' activities of creating are on a very active category; and the students' activities of reconstructing are in the category of very active.

The observation of student activity on a large scale trials show that the second meeting of classically the students' activities of *understanding* literary texts that are in the category of very active; the students' activities of *interpreting* are in the category of very active; the students' activities of *analyzing* that are in the category of very active; the students' activities of *creating* are on a very active category; and the students' activities of *reconstructing* are in the category of very active.

The observation of student activity on a large scale trials show that the third meeting classically the students' activities of *understanding* literary texts that are in the category of very active; the students' activities of *interpreting* are in the category of very active; the students' activities of *analyzing* that are in the category of very active; the students' activities of *creating* are on a very active category; and the students' activities of *reconstructing* are in the category of very active.

The observation of student activity on a large scale trials show that the fourth meeting classically the students' activities of *understanding* literary texts that are in the category of very active; the students' activities of *interpreting* are in the category of very active; the students' activities of *analyzing* that are in the category of very active; the students' activities of *creating* are on a very active category; and the students' activities of *reconstructing* are in the category of very active.

The observation of student activity on a broad scale testing of the fifth meeting showed that classically the students' activities of *understanding* literary texts that are in the category of very active; the students' activities of *interpreting* are in the category of very active; the students' activities of *interpreting* that are in the category of very active; the students' activities of *creating* are on a very active category; and the students' activities of *reconstructing* are in the category of very active.

The observation of student activity on a large scale trials show that the sixth meeting classically the students' activities of *understanding* literary texts that are in the category of very active; the students' activities of *interpreting* are in the category of very active; the students' activities of *analyzing* that are in the category of very active; the students' activities of *creating* are on a very active category; and the students' activities of *reconstructing* are in the category of very active.

Thus, we can conclude that the activity of students during the learning during the activities to understand literary texts, interpret, analyze, create, and reconstruct literary texts (short stories and rhyme) classically when the implementation of the pilot small-scale and large-scale testing area at meeting 1, 2,3,4,5, and 6 in the category of very active.

The students' skills in critical thinking can be measured through test questions learning outcomes. Test scores of student learning outcomes is the level of completeness that obtained by the students towards the achievement of learning objectives after the learning process by using model *ASIAWK*. Based on the assessment, it can be concluded that the completeness of classical study on the limited test of 100% and completeness of classical study in field trials/ wide scale at a meeting 1,2,3,4,5, and 6 also at 100%. Results of the data comparison

These include limited testing/ small scale and large scale trials show that all students' learning outcomes in a category completely. Thus, the broad-scale trials meeting 1,2,3,4,5, and 6 by using model *ASIAWK* can provide innovative learning for class XI students to develop critical thinking skills through the study of Indonesian literature-based analysis of critical discourse and classically students has achieved mastery learning based KKM predetermined.

### 3.2.3. Practicality of Learning Model *ASIAWK*

Practicality of learning model *ASIAWK* in this study can be seen based on the teachers' responses, and the students' responses. Teacher's response to learning model *ASIAWK* that was happy at the time of teaching; feel interested in learning model *ASIAWK* syntax; new feel to the nuances of applied learning; find it easy to apply the learning model *ASIAWK* syntax; feel can develop critical thinking skills through the study of Indonesian literature-based analysis of critical discourse in individual and group tasks through learning model *ASIAWK* syntax; teachers are not bored in teaching by using model *ASIAWK* and agree when the next meeting using model *ASIAWK*

Based on the questionnaire sheet completed by teachers at the end of learning for limited trial/ small-scale field trials/ wide scale meetings 1,2,3,4,5 and 6 it can be concluded that the teacher gives an excellent response in applying learning that using model *ASIAWK* and enthusiastic, and receptive to learning innovations developed in the study. This is supported by a statement describing teachers who had the pleasure of teaching in the execution limited trial/ small scale, large scale trials meeting 1,2,3,4,5 and 6.

Furthermore, teachers are interested in learning model *ASIAWK* syntax and a new feel to the nuances of applied learning. In addition, teachers also find it easier to apply syntax learning model *ASIAWK* and feel can develop students' critical thinking skills through the study of Indonesian literature-based analysis of critical discourse in doing individual and group learning through model syntax *ASIAWK*. Teachers do not feel bored in teaching by using model *ASIAWK* and agree when the next meeting using model *ASIAWK*

The response of students to the learning model *ASIAWK* product can be concluded that the average

student's response since implementation in limited trial/ small scale, large scale trials meeting 1,2,3,4,5, and 6 can be stated that 100% of students were delighted to learn by using model *ASIAWK*; 100% of students interested in the way teachers teach; 87.1% of students felt new to the nuances of such learning; 100% of students find it easy to understand the teacher's explanations; 100% of students can work on individual activity sheets; 100% of students can work on group activities; 100% of students conducting understand literary texts; 100% of students were able to do activities to interpret; 100% of students conducting analyze; 100% of students able to perform creating activities; 100% of students were able to reconstruct the activities; 100% of students had a discussion; 4% of students begin to feel bored with learning activities; 100% of students expect to do the same activities at the next meeting; and 100% of students express honestly at the time to complete a questionnaire. Thus, the total votes reached 92.74% student response so that the response can be categorized as an excellent student in following the entire series of learning activities and students feel enthusiastic in participating in the learning process since limited trial/ small scale and large scale trials meeting 1, 2, 3, 4, 5, and 6.

During the learning process with learning model *ASIAWK* happened several obstacles, namely the implementation of the trial there were some students who are less enthusiastic about the application of learning models *ASIAWK* to improve critical thinking skill. The obstacles faced by teachers by explaining the importance of understanding the development of learning models concerning the advantages and disadvantages of learning model *ASIAWK*. Students are directed to understanding the development of *ASIAWK* learning so that students can improve critical thinking skill through the study of Indonesian literature based critical discourse analysis. Students are directed so that teachers have the ability to uncover the things contained in literary texts based on the analysis of linguistic and nonlinguistic. Thus, all students have the knowledge as expected by the teacher so that the learning objectives can be achieved through cooperative interaction between students, helping and caring between friends, and interaction between students and teachers formed.

The second obstacle is that there are some students who do not pay attention to the use of punctuation and spelling in students' book was developed by learning model *ASIAWK*. Solutions that do the teachers lead students to always pay attention to the use of punctuation and spelling according Spelling Enhanced. Thus, students are able to understand the depth of the content of textbooks developed by *ASIAWK* models, and students were able to find a model of learning that is truly innovative and fun according to the times.

The third barrier during the times of the learning process rather disturbed by the sound of the instrument builders renovating the classrooms building at the second state Senior High School of Lamongan, while workers, regardless of their work on an ongoing learning process. Solutions that do During the learning process teachers and students should be louder when do question and answer and the voice of the media used to be hardened.

The fourth obstacle is the limited time led to protests from some students who still want a chance to read the writings of the narrative in front of the class. Solutions that teachers do the teachers gave the opportunity for some students were given the opportunity to read their essay results, and provide an opportunity for students who really want to present his writing results.

#### 4. Conclusion

The Study on development learning model *ASIAWK* realized in three stages, namely the descriptive stage, the development stage and test stage/ implementation and dissemination. Descriptive stage in the form of a literature study, the stage begins with the approach to understand the needs of Indonesian literary texts and theoretical studies to define the characteristics of the model. The development stage of this model has to be guided from the data obtained in step descriptive. Prototype development and evaluation of the learning model *ASIAWK* with regard to its characteristics are then used to develop a model of book and learning tools. Prototype of learning model *ASIAWK* book and devices consist of a Learning Model *ASIAWK* book, lesson plans, teachers' handbook (BPG), a textbook students (BAS), student worksheet (LKS), and marking sheet (LP). The development of this model is set based on the text. Pilot phase/ implementation and dissemination of research results development is an activity undertaken to plan appraisal learning models, implementation assessment study model *ASIAWK* of model book and learning devices are packaged to enhance the critical thinking skill of students through the study of Indonesian literature-based *AWK*, revised models, and test/ implementation, which implements learning device *ASIAWK* learning model in the learning process.

The quality of the learning model *ASIAWK* book, lesson plans, BPG, BAS, LKS, and LP on limited testing/ small scale, large scale trials meeting 1,2,3,4,5 and 6, which had been fixed predicate unfit for use. While the quality of the learning model *ASIAWK* on a limited trial/ small scale, large scale trials meeting 1,2,3,4,5 and 6 declared eligible to apply in learning activities and the quality of test items the ability of student learning outcomes in limited trial, broad-scale trials meeting 1,2,3,4,5 and 6 show that it is feasible to be used as a measure of students' abilities to achieve the learning objectives have been determined.

Implementation of Indonesian literary appreciation learning model-based analysis of critical discourse to improve critical thinking skills class XI student of The Second State Senior High School of Lamongan can be seen based on the activities that support below.

1. The implementation of learning model *ASIAWK* on limited testing/ small scale, large scale trials meeting 1,2,3,4,5 and 6 are categorized very well since the beginning until the end of the learning activities.
2. Activity of teachers in applying the learning model *ASIAWK* on a limited trial/ small scale, large scale trials meeting 1,2,3,4,5 and 6 otherwise excellent and the ability of teachers to manage learning using learning model can be implemented optimally *ASIAWK*.
3. Activity of students in developing critical thinking skills on a limited trial/ small scale, large scale trials meeting 1,2,3,4,5 and 6 show that they are classically very active during learning for conducting understand, interpret, analyze, creating, and reconstruct.
4. The response of teachers to the learning model on test *ASIAWK* limited trial/ small scale, large scale trials meeting 1,2,3,4,5 and 6 showed a very good response so that teachers feel enthusiastic in applying learning using learning model *ASIAWK* and attitudes of teachers receptive to learning innovation developed.
5. The response of students to the learning model *ASIAWK* at the limited time trial/ small scale, large scale trials meeting 1,2,3,4,5 and 6 otherwise excellent responses provided and students enthusiastic in participating in a whole series of learning activities.
6. The ability of students based on test results on a limited trial study/ small scale, large scale trials meeting 1,2,3,4,5 and 6 show that all students completed and classically the student has achieved mastery learning based KKM has determined.

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