

Discourse Analysis on the Critiques of Grade-10 World Literature Students: Approaches to Literary Criticism in Focus

Jubert E. Gulo, Exelsis Deo A. Deloy

gulojubert1234@gmail.com, exelsisdeoastillodeloy@gmail.com

Teacher 1, Department of Education, Davao del Norte Philippines, 8100

Master Teacher II, Department of Education, Davao del Norte, Philippines 8100

Abstract

This qualitative corpora-based study examined the content of the critiques of Grade 10 world literature students in one of the Division of Davao del Norte schools as they analyzed a story reflected in the Self-Learning Module. This study aimed to identify the approaches to literary criticism used by the students as their literary frameworks in interpreting the story. These approaches were based on the Literary Theory and Schools of Criticism proposed by Dobie (2011). It also investigated how the approaches to literary criticism may benefit students in writing critiques. The results of the study showed that reader-response criticism, Marxist criticism, formalist criticism, feminist criticism, psychological criticism, and deconstructive criticism were present in the critiques of the students. On the other hand, literary criticisms may benefit students through understanding meaning, establishing philosophy, discovering history, and developing their writing skills. Literary criticisms, in general, foster critical thinking, and it is advised that literary criticism must be intensified in the teaching-learning process in order to produce citizens who are critical thinkers and to contribute to UNESCO's Sustainable Development Goal 4, which is the quality education, and in support to DepEd Basic Education Development Plan 2030 (BEDP 2030) which aimed to embed critical thinking as one of the 21st-century skills, and address the significant component of the reskilling/upskilling of teachers in Sulong Edukalidad which were formulated to address the poor students' performances in PISA 2018.

Keywords: approaches to literary criticism, grade 10 world literature students critical thinking, critiques, Division of Davao del Norte

INTRODUCTION

The need for the correct interpretation is crucial. It is also imperative to develop critical thinking while interpreting a literary selection to evaluate and discover what the author conveys. However, in this modern world where the audiences/readers are exposed to various perspectives, living in different social and cultural contexts, it is expected that the interpretation of literary texts will either conform or deviate to the message of the texts as they will connect their prior knowledge to relate on the texts.

In South Africa, students were having difficulty comprehending literary materials. These comprise the language intricacy of a fictional text regarding lexical and sentence construction, the deep-rooted connotation of words and phrases resulting in many interpretations, and a lack of previous information and social upbringing outcomes in the absence of comprehending literary writings. Poor comprehension and the absence of interest in construing and escalating literary works stem from the selection of improper materials for the reader (Gazu & Mncwango, 2020).

In Turkey, findings revealed significant problems regarding complications in comprehending and interpreting literary texts, like recognizing the association between the author, the historical time of the text, and the moral and message of the piece; problems in identifying and rendering figure of speech; problems in signifying a wide range of classroom insinuations relative to teaching literary works in English subject; and lastly, articulation and inflection problems (Yavuz-Konokman, 2020).

In Indonesia, students are notoriously poor at analyzing literary works. They have not read activities beyond the text. They did not examine the social and cultural practices. Consequently, they could not fully comprehend the significance of literary works. They realize that literary works were only the creation of fictional brains. According to interview and observation data, students are not interested in reading classic texts, postponing reading assignments, dismissing literary lectures, and show a lack of comprehension of literary works (Yasa, 2020).

Many students in Bohol, Philippines perceive literature as tedious and difficult. It hinders the students' ability to appreciate literature, resulting in an intellectual concern. Also, research revealed that some students significantly depend on internet synopses and analyses of prescribed assignments to reduce the number of literary texts and the level of linguistic difficulty. It is a behavior where there are both favorable and unfavorable outcomes. The favorable outcome provides an entry point into a literary piece, directing the reading process to encourage active reading and making long texts, such as novels, easier to read. On the downside, the technique enables passive reading and may eventually substitute the literary text. Students who rely on the internet are more likely to engage in academically unethical practices such as plagiarism and patchwriting (Parojenog, 2020).

In the Division of Davao del Norte, students have problems analyzing literary works wherein those classical reading sources are no longer in the bank of interest. It is due to the proliferation of E-book materials or Wattpad. According to Kaya et al. (2019), Wattpad addiction negatively affects students' performance. It will lead to students' poor literary development, which needs to be remediated. In addition, due to the thickness of books and the complexity of language being used in the movie, students are not motivated to read books and watch movies related to classical works. Students are more involved in social media platforms, neglecting the value of literary works.

Reading literary texts fosters critical thinking because literary criticism and critical thinking are related. According to research, readers of academic writings frequently strive to grasp something outside the text and have a predisposition for speculating on hypothetical events in the future. Scholars concur that learners know how to conclude conclusions from literary works and encourage thoughtful and critical thinking (Kohzadi et al., 2014, as cited in Zhang and Yuan, 2022). According to Qamar (2016) and Stefanova et al. (2017), the process of literary criticism fosters critical thinking abilities and skills, including recalling, regaining, and coming up with different interpretations of academic materials. A typical practice for students to examine and understand literary works is to study the elements of any piece of literature, including the theme, characters, storyline, and place.

Though there are related studies such as those by Thein et al. (2015) entitled, "Examining emotional rules in the English classroom: A critical discourse analysis of one student's literary responses in two academic contexts"; the study of Rogers (1991)

entitled, "Students as literary critics: The interpretive experiences, beliefs, and processes of ninth-grade students"; and, the study of Shah and Aziz (2017) entitled, "*Analysis of the Narrative Structure of the short story, The Necklace through Bremond's Model of The Logic of Narrative Possibilities.*" However, they talk about critical discourse analysis where the study only uses discourse analysis, the participants were in Ninth-Grade where the study utilizes the critiques of tenth-grade students, and the study does not use narrative structure, instead, to identify the approaches to literary criticism present on the critiques.

It highlights that literary criticism can enhance the critical thinking of students. Hence, the researcher is eager to teach the students the approaches to literary criticism as their basis for analyzing and critiquing the story. In addition, the study is relevant to society's present situation because critical thinking plays an essential part in social change. Moreover, this study is timely and needs to be addressed immediately to provide proper actions and recommendations and produce students who are critical thinkers. These facts bring to light the need to examine this study to make essential contributions and a clear understanding of the critiques of students and their different perspectives on a specific literary piece. Thus, the urgency to conduct this study is deemed to be significant in contributing to the body of knowledge on literature and on the development of critical thinking of students.

Purpose of the Study

The purpose of this qualitative study utilizing discourse analysis was to identify the approaches to literary criticisms found in the critiques of Grade-10 World Literature students on Guy de Maupassant's story, "The Necklace," of a certain public secondary school in Davao del Norte.

At this stage in the research, the critiques of Grade-10 World Literature students on Guy de Maupassant's novella, "The Necklace," were generally defined as their pursuit of literary development leading to the enhancement of their critical thinking and interpretation of the text. This study examined the critiques of students focusing on the approaches to literary criticisms.

Research Question

1. What are the approaches to literary criticisms used by the Grade-10 World Literature students in analyzing the story "The Necklace" by Guy de Maupassant?
2. How do these approaches to literary criticism benefit students in writing their critiques?

Theoretical Lens

This study has a social significance since it can be used as a scientific framework for enhancing students' critical thinking skills through interpretation, inference, evaluation, and investigation of key concepts found in texts. Besides that, the knowledge will help teachers acknowledge the value of critiquing and applying literary analysis, paving the way for developing of strategies, methods, and programs. It will enable the integration of the approaches to literary criticism into the curriculum and help deepen the relevance of the precise application of literature for the students. Hence, this study provides relevant concepts that are possibly useful in the area of academe, particularly in the field of language teaching.

This research was gleaned-through the Literary Theory and Schools of Criticism found in the book of Dobie (2011). Her work, *Theory into Practice*, provides concise interpretations of complicated conceptual information without distorting the original concepts through oversimplification. It attempted to respect the ideas of every critical theory while giving them access to novice critiques. These schools of criticism include Reader-response criticism, Marxist criticism, formalist criticism, feminist criticism, Psychological Criticism, Deconstruction, New Historicism, Postcolonialism and multiculturalism, and Ecocriticism. Every perspective on literary studies provides readers a distinct view of literary classics, and understanding various theories can give the reader a more diversified look at other ways a tale might be read.

As used in the study, this theory reflected the goal of students in reading, analyzing, writing a critique, and deciding what literary criticisms to use to give a review on a certain literary selection. These approaches will be discussed virtually for the students to have input. Then, the researcher will ask the students to provide critiques and use these approaches to analyze and criticize the story "The Necklace." The researcher will then examine the contents of the analyses and extract statements from them, finding out what approaches to literary criticism had emerged from the critiques of the students.

Reader response criticism was one of the approaches to literary criticism. It assumes that the reader plays an important part in the generation of meaning in the Reader-response. According to this view, a text is only meaningful when a reader assigns meaning. For critics of this school of thinking, the absence of a text's reader is synonymous with the text's death. As a result, reader-response theory is founded on an attempt to illuminate the reader-text interaction.

In doing the critiques, students could use the reader-response theory as an approach to provide a review of the story "The Necklace." This theory posits how the students interact with the texts and give meaning to them. Students are giving life to the texts as it realistically has the attributes. Because of this, the goal of a reading response is to analyze, justify, and explain your unique reaction to a material you have read. When student reads Mary Wollstonecraft Shelley's *Frankenstein* (1818), they can co-create the narrative by reviving the monster and making it appear as though it had always existed.

The Marxism Approach of Karl Marx creates a primary character and builds a plot to express criticism of the social and economic situation. According to this viewpoint, economic and social stratification was a major source of societal conflict. The labor movement believes there is a significant distinction between labor and capital. The low worker feels oppressed by the bourgeoisie since they have worked hard but only receive a few wages.

In doing the critiques, students can use this approach as they will have the review and identification of social classes and oppositions in the story "The Necklace." Marxism approach talks about the struggles of the lower class as it lacks like the upper class have. One great example is the analysis of Guy de Maupassant's story "The Necklace." Mrs. Forestier is from the high class and possesses the commodities that most others lust after. Still, Matilda is from the lower-middle class and lacks the resources to realize her ambition of joining the wealthy elite (Quinter, 2016). When Matilda is without clothing or jewels to wear, she borrows a necklace which she considers to be incredibly important as it was given to her by a person of the higher class. In Maupassant's culture, the desire to borrow, deceive others, and look prosperous reveals classism.

Formalist criticism was an intriguing theory of literature since it inclined to separate written pieces ~~after their~~ context and then evaluate them as separate things. Formalists rely primarily on symbolism and language to extract meaning from a literary piece. The formalist method is founded on the principle of defamiliarization. Defamiliarization employs words and symbols to make

familiar phrases and things appear unfamiliar, giving readers a fresh outlook on recognized written symbols. The symbolism and imagery in written texts retain more relevance in analyzing the book. Knowing the cultural or historical period in which the work was created is more important than understanding the text itself.

In doing the critiques, students can utilize the formalist approach in reviewing the story “The Necklace” if they identify symbolism and imagery present in it. In this context, due to the extremely expressive signs with reference to the story, “The Necklace” lends the situation to formalist interpretation. The story was called after the necklace, which was a very expressive sign. For instance, in the analysis by Wilber (2018) on the story “The Necklace”, the Necklace was considered a symbolic representation of the primary character's status in society, as well as her fixation with her presence and money. Even if Mathilde and the jewelry are both beautiful, neither is worth what they appear to be in the money. The idea that the necklace is much more than a necklace, but a profound emblem that exposes the narrative's deeper significance allows for a Formalist interpretation of the story.

Feminist criticism evaluates literature from a feminist standpoint. Feminism is a term that refers to a variety of movements dedicated to ensuring females and, across many circumstances, other marginalized groups have full equality. Feminist critique, like radical feminism, is concerned with how males and females are depicted in literature and how sex differences are constituted, and sexes roles are delineated. According to feminist literary theory, masculinity and femininity are described in the literature as a dichotomy.

In doing the critiques, students can utilize the feminist approach in analyzing the story “The Necklace.” The story portrays how males and females have different roles in the story. As the story has a female protagonist, it is likely that the students can utilize this approach in reviewing the story, considering how the protagonist's roles are being depicted. For instance, on the analysis by Wilber (2018), it is feasible to do a feminism study on “The Necklace” of the female lead protagonist (Mathilde), her relationships with her spouse, and society at large. The portrayal of Mathilde as superficial and materialistic, while her husband is depicted as a devoted man who makes unending hardships for his spouse, reflects society's overall perception of men and women. From a feminist standpoint, this incident exemplifies a broader community pattern regarding women as subordinate to males.

Psychological Criticism is also known as psychoanalytic critique, the study of an author's unintended meaning. The investigation's main point of interest is the author's biographical background. The main goal is to look at the unconscious elements of a literary work with the framework of the writer's background.

In doing the critiques, psychological criticism will serve as one of the approaches that can transpire in the critiques of Grade 10 world literature students. This literary method entails a psychological examination of the author's motives and work. This critique is predicated on the idea that the author's physiological state is unknowingly mirrored in the work's characters, symbolism, location, and language. For example, in the story “Alice in Wonderland”, in psychoanalyzing Alice, being the child and her identity were profoundly expressed. On the other perspective, certain occurrences, such as Alice's entry into the rabbit hole, the keys and locks, and the small door, are colorful representations of the act of sex, which Goldschmidt sees as evidence of the presence of excess aberrant emotion (Millikan, 2011).

The deconstructive critique was founded on the impression that substances had connotations, for they had been well-defined by linguistics. Deconstructionism employed the notion of a binary program; wherein a single item was allotted a distinct standing, such as good vs. evil, loving vs. hatred, white vs. black, and masculine vs. feminine. However, deconstruction theory focuses on how a text's language might demand a single dual, but there is evidence that it favors others, although not always the honored binary. Theorists who use these terms regard works as having “dismantled” themselves.

In doing the critiques, Grade 10 world literature students can utilize this approach in their quest to review the story “The Necklace”. This aims to understand a written or intellectual piece by bringing its dysregulated message to the foreground. For example, in the analysis of the story “Heart of darkness” by Joseph Conrad, the binary antagonism and prioritizing of white males vs. natives is what deconstructionists believe in. And the clear difference between Marlow and his African helpers is that he is a white European man. Marlow has a lot of unfavorable judgments about his aides, and when they do have wonderful qualities, he nearly doesn't believe them since he doesn't see how they're so terrific (Meagan, 2017).

Meanwhile, to answer research question two, this study was also framed from the Functions of Literary Criticism of Martise (2022). Students can better understand how influential art can involve self-expression if it serves a larger goal beyond the creator, such as to inform, evoke empathy, inspire, or simply amuse. It was stated that the knowledge of the literary approach to criticism helps the student writers in the following ways:

(1) Approaches to literary criticism help writers in understanding meaning. It investigates the author's motivation for writing to understand what the author was saying beyond what was immediately evident. Students can better understand the material, appreciate the work, and create opinions on literature in this way. To contextualize, the researcher will extract statements from the critiques of the students who show impressive work of analysis and show that they genuinely understand the meaning, such as story's main point. It includes how constructive their critiques are, the intended message and how the students draw significance or relevance out of a story when it understands more profound implications.

(2) Approaches to literary criticism help writers establish philosophy. The readers built their perceptions of him at this point on a philosophical foundation. It took the stance that criticism should have a moral underpinning and convey constructive values and perspectives to the readers. To contextualize, the researcher will extract statements from the students' analyses stating their philosophy or ethical principles regarding the story “The Necklace.” In critiquing, students will engage their emotions and feelings towards the story. It helps them grow empathy and moral imagination and judge the value of literature based on moral lessons and ethical teachings.

(3) Approaches to literary criticism help writers discover history. Learners can learn a lot about a certain period and its society by analyzing works of literature and social perspectives in literature from that time. To contextualize, the students' analyses will be extracted. These pertain to the statements connected to history and are reflected in the critiques. In the analysis, students might include how the author's history affects the composition of the story.

www.ijrp.org

(4) Approaches to literary criticism help students develop their writing skills. It includes all the information and skills necessary to communicate ideas through the written word. It is the capacity to express thoughts in writing with structure and clarity.

Students will have a deeper understanding of literature due to of literary criticism, improving their ability to write critically and constructively. To contextualize, the researcher will extract statements from the students' critiques showing an impressive writing technique. This includes the technicalities (including grammar, punctuations, and spelling), the outlining of sentences, and the ideas being communicated. Every writer should be familiar with literary criticism to enhance his direct and indirect communication.

Moreover, this study was also seen through on Foucault's Discourse Theory (1969). Discourse theory is interested in how people express themselves, frequently through language. It emphasizes the connection between these expressions and human knowledge. The common idea is that what people write or say draws on a body of generally recognized knowledge in a community while also returning to it to help shape or strengthen it. In other words, discourse theory is interested in issues relating to institutional hierarchies and power dynamics. Such hierarchies, according to discourse theory, result in dominance and resistance (Schneider, 2013).

The researcher utilized the discourse theory in identifying the approaches to literary criticism present in the critiques of Grade 10 world literature students. It has highlighted how the human expression is connected to human knowledge. Hence, the way students express their knowledge upon critiquing a specific literary selection will be analyzed, especially the language used in their critiques.

METHODOLOGY

This chapter discusses the methods and techniques that were utilized in collecting all the data needed for the study. The chapter covered the research design, research materials, role of the researcher, data collection procedure, data sources, data analysis, trustworthiness of the study, and ethical considerations.

Research Design

This study is qualitative corpora-based research employing discourse analysis as its approach. A Qualitative design was a method of characterizing the experiences of the participants and emotional states in an orderly way. It has been stated that, through data collection, qualitative research offers a detailed and profound summary of occurrences and offers abundant explanations utilizing a versatile research process. The approach provides qualitative evidence, which is obtained in the form of non-numerical data (Naderifar et al., 2017).

Qualitative research was utilized as a kind of research that examines the information communicated through language and interpretations reflected in the critiques of Grade 10 world literature students. It was used to provide in-depth insights into a problem and to record emotive content about views, values, sentiments, and motives that are not expressed in statistical information, which drives students to critique. Furthermore, this design was appropriate for use as it helps in the understanding of human situations and difficulties, such as those faced by students in interpreting literary texts. Finally, this study did not include correlational or experimental methods to quantify variables or evaluate multiple treatments.

Moreover, In-depth studies of linguistic phenomena can be pursued using the qualitative corpus analysis methodology, which was developed in real-world, communicative circumstances recorded as language corpora and made accessible for accessibility, recovery, and examination. Researchers who employ qualitative corpus analysis as the foundation for their research take an explorative, interpretive paradigm to the exploratory work of how the connotations and functional areas of language expressions found in the corpus communicate with multiple environmental character traits of language in use for interaction. All corpus linguists agree that it is crucial to base linguistic research on "real data," or authentic occurrences of writing or orally, rather than artificial or "made-up" data (Hasko, 2012).

In this study, qualitative corpus analysis was utilized to thoroughly investigate the language used by the Grade 10 World literature students. This was to explore how the functions and meaning of students' interpretation interact with the language used in the critiques. It adhered that the corpora being collected were authentic and were real data coming from different perspectives and interpretations of the students. This encompassed the gathering and evaluation of a variety of literary documents as a data source for characterizing the makeup, organization, and use of languages. The researcher collected and analyzed non-numerical data, which were the critiques of students to understand concepts, opinions, or experiences. Essentially, this involved the process of finding, analyzing, and interpreting trends and patterns in data to identify how well these themes and concepts contributed to the solution of the current research issues.

Furthermore, this research primarily emphasized on evaluating the critiques of Grade 10 World Literature students using discourse analysis. It would also thoroughly look at the approaches to literary criticisms being used by the students upon interpreting the story. The students interpreted and analyzed the story reflected in the Self-Learning Module of Grade 10. It was of paramount importance in developing this research work as qualitative research.

Furthermore, discourse analysis is a method of investigation into the social context of speaking or writing. Its purpose is to understand better how communication is used in day-to-day interactions. The processes as well as role of various form of communication, based on culture standards and norms in information exchange, the interaction of value systems, belief systems, and assertions, and the connection among linguistic use including sociocultural, diplomatic, and historical context are all topics to consider when conducting discourse analysis (Luo, 2019).

The researcher used discourse analysis to determine the students' interpretations upon analyzing certain literary selections grounded on the specifics of the piece and the circumstantial information. Further, it was used to analyze the critiques of Grade 10 world literature students and used these critiques to find out the approaches to literary criticisms being utilized by the students.

Research Materials

The corpora of this study were the critiques of Grade 10 world literature students in analyzing and interpreting the story of Guy de Maupassant, "The Necklace." The story is reflected in English 10 module 7 in quarter 3. The critiques were collected in one of the secondary schools in the Division of Davao Del Norte, School Year 2021-2022.

The researcher decided to use the story of Guy de Maupassant, "The Necklace," as the corpora of this study for the reason that this existed in the Self-learning Modules prescribed by the Department of education. The researcher thought this was crucial, especially since the researcher was a DepEd teacher teaching English and to give credibility to the specified literary selection. Considering that several stories could be selected from English-10 book as the corpora of this study, however, "The Necklace"

qualified with the criteria set by the researcher. The criteria included: the story should be subjected to literary criticism, and the story has a broader scope of interpretation where various approaches to literary criticism can transpire.

Further, Clarke and Braun (2013) mentioned that a good number of corpora-based analyses is 10-100. With this, the researcher used 51 corpora from the critiques of Grade 10 world literature students in one of the secondary schools in the Division of Davao del Norte, making the research materials sufficient to cater to the needed data. To objectively come up with the corpora, a thorough and objective reading and examination of the discourse analysis will be the critiques of students. From the critiques, approaches to literary criticisms will be extracted. These will be then subjected to analysis, interpretation, and classification based on the literary theory and schools of criticism (Dobie, 2011).

The inclusion criteria in finding the participants as the writers of the critique include: they must be female or male; they must be aged 15 to 17 years old; and, they must be enrolled as a Grade 10 student in one of the public secondary schools in Davao del Norte. Moreover, the participants were informed that they could withdraw as participants if they were uncomfortable that their critiques, especially their sentence constructions, would be read by someone else aside from his/her subject teacher.

However, before accessing these corpora, the Grade 10 world literature students who were the writers of the critiques were oriented virtually on the purpose and the goal of this study and the reasons why their written critiques were the corpora of this study. Participants' privacy, anonymity, and confidentiality were observed as to the safety of the research participants. To guarantee the writers that the critiques and the data gathered for this research will be treated with utmost confidentiality, a coding system was used to ensure the confidentiality of the writers' identities. Also, for the safety of the researcher, the critiques that were collected would be exposed to the sun for at least 2 hours and shall be subjected to disinfection. Finally, the purpose of these materials was to classify and interpret the approaches to literary criticisms found in the critiques.

Data Analysis

Written discourse is considered to be an imperative aspect that needs to be analyzed to find coherence and patterns in language (Alsaawi, 2016). In this research, the content of the critiques of Grade 10 world literature students on the story "The Necklace" by Guy de Maupassant was used in order to identify the approaches to literary criticisms found in the output. With this, discourse analysis was essential as it primarily emphasized the study of language.

I collected the critiques of Grade 10 world literature students of one of the secondary schools in Davao del Norte. Each critique was carefully evaluated and examined for analysis of content. The main emphasis of this discourse analysis on the content of the critiques was to scrutinize and identify the approaches to literary criticisms being found.

To answer research question 1, "*What are the approaches to literary criticisms used by the Grade-10 World Literature students in analyzing the story "The Necklace" by Guy de Maupassant?*" I used the literary theory and schools of criticism (Dobie, 2011) as the foundation theory of this research analysis. This theory was used to identify the approaches to literary criticisms identified in the critiques of the students to the literary selection.

Moreover, to answer research question 2, "*How do these approaches to literary criticism influence the way students write their critiques?*" I used the functions of literary criticism of Martise (2022). The researcher provided enough relevant description and explanation to determine how those approaches to literary criticism influenced how students interpret and write critiques based on the literary selection.

As this paper sought to find out the approaches to literary criticisms present in the content of critiques, it would not sacrifice the safety and privacy of those who wrote the critiques. With this, a coding system was used to categorize each approach to literary criticism content found in the critiques, particularly the English Self-Learning Modules 7 in quarter 3. This coding system was observed for the whole duration of the conduct of the study.

The results of the data gathered were subjected to evaluation and checking by an expert in the field of language use, specifically in the approaches to literary criticism, or an expert debriefer to come up with suggestions and comments that may be incorporated into the research work for improvements.

Trustworthiness of the Study

Upon the conduct of the study, it is important to focus on the emphasis of trustworthiness because this takes assurance of the study. Trustworthiness denotes the level of sureness in data/information, clarification, and approaches utilized to guarantee the superiority of a research study (Pilot & Beck, 2014). Meanwhile, the trustworthiness of the study is based on Shenton's Strategies for ensuring trustworthiness in qualitative research projects. Guba (1981), as cited by Shenton (2004), proposes four criteria that he believed must be measured by qualitative researchers in quest of a reliable, dependable research study. By talking comparable questions, Guba's constructs resemble the standards imparted by the investigator: credibility (in preference to internal validity); dependability (in preference to reliability); confirmability (in preference to objectivity); and transferability (in preference to external validity/generalizability).

Credibility, internal validity is one of the primary criteria focused on by the investigator, who attempts to validate that their investigation measures or tests what is truly intended. The notion of credibility is how consistent the results are with reality. One of the most significant components in building trustworthiness, according to Lincoln and Guba (1985), is ensuring credibility. The adoption of well-established research methods, expert debriefer, description of background, qualifications, competence, and experience of the researcher, and examination of previous research to frame findings are the succeeding requirements that then investigator will make to encourage sureness that he will have precisely documented the study under analysis.

The adoption of well-established research methods. Yin (2009) recognizes the significance of implementing appropriate operative actions to the topics under consideration. Consequently, the exact practices utilized, like the line of inquiry followed in data/information collection sessions and data/information analysis procedures, must be adopted from those successfully utilized in prior comparable projects.

As used in this study, since the study utilized discourse analysis as its approach, the researcher adopted deep-rooted research methods relevant to the study because an effective and well-conducted research method creates a firm foundation for advancing knowledge in the context of analyzing the critiques of students. By integrating findings and perspectives that have been successfully

posed from many empirical findings, the data collection and analysis were orchestrated, and the research questions of this study were addressed and answered.

Expert debriefer. Through discourse, the investigator's perspective may be broadened as others bring their own experiences and perspectives to bear. The researcher utilized these joint conferences to deliberate other solutions, and those in a supervisory position responsible for the work could point out flaws in the proposed strategy. Also, the conversations function as a proving ground for the researcher's growing ideas and judgments, and asking questions from others may help the researcher see their own preconceptions and inclinations (Shenton, 2004).

As used in the study, the researcher asked for assistance from an expert debriefer. To do this, a request letter was sent to an expert debriefer requesting her to be the one to assess the accuracy of the researcher's analysis after all the data had been gathered and interpreted. Considerably, the researcher chose an expert debriefer who was competent in his field, particularly on the aspect of discourse analysis. This was to ensure the validity and reliability of the results after the researcher had analyzed the critiques of Grade 10 world literature students on the story "The Necklace," of which the analyses were free from alterations and biases.

Description of background, qualifications, competence, and experience of the researcher. According to Patton (1990), the researcher's credibility was particularly crucial in the qualitative investigation since the researcher will be the primary data gathering and analysis instrument. Any permissions granted to the scheme by people with admission to the group and each participant must be documented.

To affirm these, the researcher had already completed the Academic Requirements required of the course, which is passing the subject, research methodology, which speaks for qualifications in conducting this study. Moreover, the researcher was once a resource speaker on qualitative research, had undergone several seminars on research, and was the research coordinator of his affiliated school, which displayed his competence and experience in doing research. Essentially, the researcher had also undergone data gathering and data analysis way back in his baccalaureate degree. Hence, the researcher speaks for credibility in conducting this study.

Furthermore, the method employed in this study was qualitative research utilizing discourse analysis as its approach. Qualitative research was used to provide non-numerical information and describe people's experiences and feelings. Meanwhile, discourse analysis was utilized to interpret and discover the literary criticisms found in the critiques of students. This was a method of research for examining spoken or written language in connection to a social setting.

Examination of previous research to frame findings. According to Silverman, a significant criterion for assessing qualitative research is the researcher's capacity to tie their results to the prevailing knowledge base. In this regard, findings from past studies conducted by the same or a similar organization and addressing similar concerns might be useful. To do this, the researcher assessed the previous studies relative to the focus of this study. Further, the researcher examined the study if the result was in congruence with those of past studies.

Dependability, according to Cohen and Crabtree (2008), refers to the consistency of findings and their repeatability. The study's methodology should be detailed in order to tackle the problems of dependability more explicitly, enabling a subsequent researcher to repeat the work, if not necessarily with the same results. Therefore, the study's design may be referred to as a "prototype model." The reader could also judge the extent to which correct research practices have been followed as a result of this in-depth coverage (Shenton, 2004). Further, an archival log will be utilized in this study. Finding and obtaining evidence from historical records is what this method entails. These documents may be kept in teacher compendiums or collecting organizations.

Adhering to this, the researcher asked permission from the advisers and English subject teachers of grade 10 students to allow the researcher to extract their critiques as subjects for data analysis and interpretation. Considering that the students, through their parents, submitted their output after having critiques on the story "The Necklace," which was reflected in the Self-Learning module, it will be collected by their respective advisers and then distributed to their respective subject teachers. The advisers, as well as the English subject teacher, were oriented as to the purpose and the process of interpreting and analyzing the critiques of Grade 10 students.

Confirmability denotes the level of neutrality to which the findings are objective and free from the researcher's bias, as emphasized by Cohen and Crabtree (2008). Furthermore, admissions of research beliefs and assumptions (acknowledging the value of practice and multiple realities exist in any study), recognition of the limitation of the study (that the researcher is fully aware of the weakness of this qualitative study), and in-depth methodological descriptions to permit truthfulness of investigative outcomes to be examined (by learning and interpreting the social world, experiences, perspectives, and histories with its abundance in descriptions) are equally important in the pursuit of this confirmability.

To address confirmability, the researcher made sure that during the analysis of content and evaluation of corpora, the researcher applied utmost objectivity in consonance with the literary theory and the schools of criticism which was found in the book of Dobie (2011) which this study is grounded from. All personal opinions and perceptions about the gathered data were set aside and only considered the meanings and analyses of the critique's contents based on literary theory and schools of criticism (Dobie, 2011). Additionally, the researcher admitted that further research must be done to verify the results that would be presented in the study. The content of the critics' perceptions and analyses may differ from one individual to the next. This made the approaches to literary criticisms found in the critiques of this study different, from one group to another group, for the reason that there was an existing difference in beliefs and assumptions that may affect their perceptions and interpretations. This point of the research was explicitly one of the limitations of this study.

Transferability, on the other hand, is the admission to the query's "paper trail" that gives another investigator the capability to handover the deductions of this research work towards the conclusions of other groups or to replicate, as meticulously as possible, the procedure of this project according to Fenton and Mazulewics (2008). Moreover, transferability includes providing contextual information to create the setting of the study, a thick explanation of the research processes for ease of transfer from quantitative to qualitative if needed, and a thorough account of occurrence in the query to let comparison be created.

In this view, the researcher secured a series of written or electronic documents during the data analysis to ensure that this study's results could be used or utilized for other similar or related research. Also, the researcher included background information

to build the framework of this study. The results of this investigation could be of significant reference to further researchers who would like to pursue a similar study grounded in literary criticisms on critiques. Considering this, a thick description or detailed documentation of the research must be recorded before, during, and after the occurrence of the research. Lastly, a thorough and comprehensive explanation and illustration were provided for the purpose of comparing the data.

Ethical Considerations

As this research work would highlight the welfare of human beings as the utmost concern, it would adhere to the Belmont Report of 1979, as cited in Anabo (2019), which identifies the following principles: respect for persons, beneficence, and justice when dealing with the concerned individuals upon conducting this study.

In this study, since this work would primarily involve the consent of the Grade 10 students wherein their critiques were used, **respect for persons** was ensured through observing these principles from Belmont Report: voluntary participation and no coercion, utilization of informed consent, and informed assent (for minor participants), the right to withdraw, no harm to participants, the confidentiality of personal matters, data protection, appropriateness of research methodology, and full reporting of methods.

Voluntary participation and no coercion refer to the manifestation of free will by a person researching a topic in choosing whether or not to participate in the research activity, as well as the fact that people participate in the evaluation without being forced to (Lavrakas, 2008).

To adhere to this, the researcher ensured that the participants were not his students in order to avoid influence or authority that the researcher may have towards the student's grades. Instead, the participants were on the other sections wherein the researcher was not the subject teacher to ensure that participation was truly voluntary. The participants were not pressured and were given the assurance that in the process of analyzing their critiques, the researcher would take no biases and judgement on how they constructed their thoughts and interpreted the story.

The researcher was firm enough to focus only on the goal of finding out the approaches to literary criticism and knowing how these approaches benefited students in writing their critiques. Also, for any reason that the participants would feel uncomfortable about analyzing their critiques, they could opt out and withdraw their outputs. After all, the researcher's aim in this process was to uphold the participants' rights and utilize what was available following the participants' will.

Utilization of informed consent and informed assent (for minor participants) indicated that the person taking part in the examination is fully aware of what is happening. The subjects' complete consent should be obtained before the study. People must expressly agree to take part in a study that uses written consent. The researcher and participants may have agreed to trust one another by signing consent forms (Bryman & Bell, 2007).

To address this principle, the researcher ensured that the students would fully know the process when the corpora were extracted from their written works, and Informed Consent Forms were secured from them. All forms served as proof of verification of voluntary participation in allowing the researcher to utilize their critiques as the corpora. Moreover, the students who will criticize the materials were made aware that they were free to decide whether they would openly and voluntarily give permission to access their critiques or not, as their welfare and privacy was the greatest concern of this paper. The data that was gathered in this study will be safely kept in an electronic folder of the researcher's laptop that is password-protected to prevent unauthorized access to the file but the researcher himself.

In the informed consent and assent, participants were informed as to the purpose, objectives, and significance of the study to know how their critiques were analyzed and how they would benefit other persons. In addition, they were assured that their privacy and confidentiality, particularly the data that was gathered or recorded, whether online or in person, were protected. It was emphasized that they had the right to withdraw the moment they felt that their rights had been trampled. Furthermore, they were also oriented that the result of this study, through their participation, would be presented in a research forum or be published if given a chance.

The right to withdraw. The freedom to be withdrawn should safeguard research participants from knowledge irregularity, incapability to hedge, inherent doubt, and undesirable physical incursion, as well as bolstering public confidence in the research industry. Almost all national and international standards for human subject research support the freedom to refuse to participate in research (Schaefer & Wertheimer, 2010).

To address this concept, the researcher advised the participants that they had the ultimate right to withdraw from the research study at any moment they experienced inequality, disparity, or invasion at any point throughout the study. Moreover, the participants were informed that their parents or guardians were the ones to submit their critiques to the school and that their outputs were collected from their respective advisers, wherein their advisers were also informed of the purpose of the study. Further, the students were free to withdraw their critiques if, for any reasons, they felt pressure from peers considering their different level of competence, and whenever they felt that their sentence constructions were not constructive enough or the way they interpreted and analyzed the story "The Necklace". However, the students were assured that the researcher would only look at the approaches to literary criticism being present in the critiques, nothing more and nothing less.

No harm to participants. Anxiety, suffering, worry, lowered self-esteem, or an invasion of privacy might all be harmful, and they could be psychological or physical. It is imperative that participants be not harmed in any manner by the assessment process, whether intentionally or not. The research participants should not be injured in any way (Bryman and Bell, 2007).

To do this, the researcher adhered to the concept of "no damage" to participants. Considering that the participants were still minor, they were considered to be vulnerable because of the limitation of their intellectual and emotional capacities. The researcher protected the participants from exploitation, manipulation, and other undue influences. In the process of analyzing the critiques of students, the researcher did not give any comments, biases, or judgement that could possibly affect the confidence and the psychological aspect of students. The researcher did not display any non-verbal or facial expression, which could ignite negative emotion upon retrieving the critiques. Further, the researcher did not discriminate against the students' penmanship and asked politely for the clarification of words whenever the words were not readable enough. With this, the self-esteem of the students would be compromised.

Confidentiality of personal matters. At both an individual and organizational level, investigators must ensure the privacy of participants' data/information. A sufficient level of secrecy for study data must be secured, and any deceit or overstatement concerning the investigator's aims and objectives must be circumvented (Bryman and Bell, 2007).

To do so, the researcher was conscious of the threats to secrecy, discretion, and concealment offered among all types of data storage and processing, counting processor/computer and paper archives, e-mail archives, photos, audio-and-videotapes, and many other data that specifically recognizes a person.

Appropriateness of research methodology. One of the most difficult and baffling tasks for most academics is deciding on a proper study technique. The study data collection method techniques that should be employed to assist the research will be determined by the sort of inquiry (Opoku et al., 2016).

To this end, the researcher used an appropriate approach to my research project. In addition, the researcher verified that the data gathering and the methods chosen were acceptable and able to meet the study's goals. In addition, it was vital that the data gathering approach used was effective in delivering the information required to achieve the study's overall goals.

Full reporting of methods. The majority of research methods are outlined in a data sheet printed in basic dialectal that any possible study participant may understand. Meanwhile, doing scientific study has the quest for truth and fair reporting as its ultimate purpose. Whatever the conclusion, every attempt must be taken to account information in the greatest methodically correct manner possible (Marco & Larkin, 2000).

To follow this, to maintain academic reputation, the researcher had to pay close attention to data reporting correctness and authenticity, which were first and foremost a question of individual integrity. As soon as he got a chance to establish priority and ownership claims, the researcher publicly and immediately shared his results. The researcher was reminded that public reports should be concise, intelligible, and accurately reflect the study's significance. The results of this study were disseminated to the authors of the critiques via electronic mail in order for them to be aware of what were the approaches to literary criticisms found being used in their critiques. Through the results of this study, the advisers, including the English teachers, may set up a webinar or programs for the students that could provide input on how to interpret and critique a literary selection based on its context.

For **beneficence**, this includes an estimation of the possible risks or likely harm to the participants' well-being or health. Investigators are expected to establish procedures that optimize the benefits and reduce the probability of study intervention. (Kagarise et al., 2001).

In this study, the researcher maximized the benefits that the Grade 10 students experienced. The benefits included the equitable compensation to be received by the research participants and the utmost care and security they felt by ensuring their identity's confidentiality besides their critiques. In another way, the researcher minimized the risk incurred on the part of the students by properly deciding on the ways and means in which the data that will be gathered from them, such as the choice of time and venue, as well as the platform used when critiquing. Moreover, the researcher ensured that the research participants were out of danger as their critiques were treated with utmost care and protection.

Furthermore, the researcher ensured that the critical thinking development of students was emphasized. The result of this study was dominantly beneficial to the students since they were the end-product of the teaching-learning provided by the teachers. As the result was collated, the teacher was informed as to the output. With this, the teachers were expected to strengthen and optimize the reading of literature and involve students in a more radical situation where students will need to critic and interpret literary works. Eventually, the critical thinking process of the students was activated and elevated.

Consequently, the results of this humble work were helpful in propagating knowledge and awareness about the significance of doing critiques in some of the literary works to all its immediate audiences and concerned agencies. For the dissemination of study results, this study was presented at any research forum and/or will be published in a journal or used for any other legitimate purposes but in a manner where the personal identity of the participants was not revealed. The researcher was open to research presentations in local, national, and even international research if given a chance.

For **justice**, this encourages fair care for everyone and a fair sharing of the study's costs and benefits. It also allows the researcher to ensure that the prospective subject pool is ideal for study and that volunteer recruiting is equal and unbiased (Smith, 2006).

To ensure justice, participants' rights were protected, and the findings of this study were presented to the participants. Participants were treated justly from the selection until the completion of the study. Only those participants who possess the inclusion criteria were qualified to be the research participant. However, there won't be any eligible volunteers that were turned away from this research due to gender, sex, socio-economic background, and ethnicity.

The National Ethical Guidelines (2017) ensure that internet research should be restricted to topics with less danger. Additionally, there must be a reason for collecting data online. During the conduct of the study, there was an orientation virtually to the students that they were selected as the research participant following the criteria. Also, the teaching of the approaches to literary criticism happened virtually. With this, the researcher guaranteed to involve minimal risk or as much as possible avoid risk towards the participants. The participants were informed that they could use pseudonyms and they could turn off their cam. For any reason that they have questions, they could turn on their mic or just type on the message section. This is to secure anonymity and confidentiality. The participants also have the right to withdraw during the orientation and/or the discussion.

Furthermore, the researcher also provided just compensation and adequacy of facilities to the research participants. Since the orientation and the teaching of approaches to literary criticisms were conducted virtually, the researcher provided the participants with their internet connection that was used during the virtual conference by giving them load or mobile data. Also, the research participants were asked as about their convenience regarding the choice of time and location in the conduct of the study.

Qualification of both the researcher and thesis adviser. The researcher was the person who was directly in control of and responsible for the study. The knowledge that the investigator is certified lessens the moral frustration with the use of human subjects in the study. With this, the researcher is confident yet humble to have followed the qualifications set by the National Ethical Guidelines (2017). Such qualifications include that Researchers who work with human subjects must possess moral rectitude, scientific proficiency, social consciousness, cultural awareness, attentiveness, and readiness for safety-related difficulties. The

researcher must be qualified to carry out the suggested study and have the necessary tools and resources. The researcher must be familiar with the research literature.

To affirm, the researcher had already completed the Academic Requirements required of the course under which is passing the subject, research methodology, which speaks for qualifications in conducting this study. Moreover, the researcher, once a resource speaker on qualitative research, had undergone seminars on research and gender and development (GAD), and a research coordinator of his affiliated school displayed his competence and experience in doing research. Essentially, the researcher had also undergone data gathering and data analysis way back in his baccalaureate degree. Hence, the researcher speaks for credibility in conducting this study. Above all these, the researcher commits to moral courage adhering to conventionally accepted standards of conduct and upholding what is right and wrong in the conduct of this study.

Moreover, the thesis adviser of the researcher had completed his Doctorate major in applied linguistics. He is a thesis adviser, a data analyst, an editor, and a technical panel of a particular college institution. These display his qualifications in the conduct of the study, especially in guiding his research advisor in this research endeavor.

Bryman and Bell (2007) cite the following ten principles as being the most significant when it comes to thesis ethics: (1) participants of the study should not be harmed in either manner; (2) respect for research participants' dignity must be given preference; (3) consent form must be acquired from them preceding the survey; (4) research participants' confidentiality should be protected; (5) The study information should be stored at a high degree of security (6) It is necessary to protect the identity of those who are involved in the study as well as those who are not; (7) Any misrepresentation or distortion of the research's aims and priorities should be prevented; (8) Any and all allegiances, available resources, and potential conflicts of interest must be disclosed; (9) Any research-related communication must be done in a transparent and honest manner; (10) False information, and also a distorted representation of main data conclusions, should be prevented.

Bryman and Bell's principles would be the guiding principles of this research endeavor. The researcher ensured that in the conduct of this study, the research participants were protected, and there was no physical, emotional, or psychological harm to them. Along the process, their identity, as well as their critiques, remained unexposed- abiding by privacy and confidentiality- even after the conduct of the study. All relevant information and copies that might put the students' identity in jeopardy were burned and completely destroyed to avoid a breach of confidentiality.

The Data Privacy Act of 2012, also known as Republic Act No. 10173, is the foundation for these policies. According to the National Privacy Commission (2012), the State's policy is to preserve basic human privacy rights, communication, and information freedom in order to promote innovation and development. The State recognizes the crucial contribution that communication and information technologies make to the development of a nation and accepts that it has an inherent obligation to protect the privacy of individuals using private sector data and telecommunications infrastructure.

To address the Data Privacy Act of 2012 in this study, the researcher hides the identity of each participant by using discrete coding that does not give a hint about their true identity. During the teaching of all the approaches to literary criticisms, the researcher encouraged the participant not to share the link. The researcher and participant used headphones to ensure that the conversation was private and that other people could not hear the conversation. The participants were assured that all the information was treated with utmost concealment. Data, documents, transcriptions, and audio records were kept in a secure place that only the researcher could access.

In line with this end, the researcher highly conformed to the underpinning criteria based on Shenton's Strategies in ensuring the trustworthiness of the study, which are credibility, dependability, confirmability, and transferability. Furthermore, the researcher also adhered to the principles under the 1979 Belmont Report to its highest ethical standard. The researcher addressed the principles of respect for persons, beneficence, and justice by employing the concrete measures stated on each principle under the ethical considerations.

RESULTS

This chapter shows the result of the analysis of the approaches to literary criticism found in the critiques of the Grade 10 World literature students. The analysis is based on the literary theory and schools of criticism found in the book of Dobie (2011), which includes: Reader-response criticism, Marxist criticism, formalist criticism, feminist criticism, Psychological Criticism, and Deconstructive criticism. Further, in this chapter, different sample statements are also extracted from the critiques.

Literary Criticism

Comparing, analyzing, interpreting, and rating literary works are known as literary criticism. By summarizing, evaluating, and analyzing literary criticism, readers can gain a deeper knowledge of an author's work. Literary criticism gives readers fresh perspectives on an author's work, much like literary theory, which offers a more comprehensive philosophical foundation for how to examine literature (Gaiman, 2022).

As a tool in literary studies, critiques are essential while performing literary inquiry or study. When we analyze a piece of literature, we concentrate on a certain element or facet of it. The reader focuses on a single aspect of the work of literature that interests him or her and utilize a specific literary approach such as Reader-Response Criticism, Marxist Criticism, Formalist Criticism, Feminist Criticism, Psychological Criticism, and Deconstructive Criticism in analyzing a story. This is due to the fact that certain professionals have provided distinct literary judgments based on his focus research (Khairi, 2017).

After thorough analyses on the critiques of the students analyzing the story of Guy de Maupassant's "The Necklace", several literary approaches that transpired. This involved Reader-Response Criticism, Marxist Criticism, Formalist Criticism, Feminist Criticism, Psychological Criticism, and Deconstructive Criticism. Sample statements from the critiques were extracted in order to give support to how the students use a specific approach to literary criticism in analyzing the story.

The table below shows sample statements from the critiques of the students, which contained several approaches to literary criticisms that they had used to analyze the story.

Reader-Response Criticism as an Approach to Literary Criticism Found from the Critiques of Grade 10 World Literature Students

The main subjects of this kind of literary criticism are the readers and how they interpret the literary work. In this method, the reader actively participates in the texts rather than simply receiving what they have to say. The reader can then connect the material to personal experiences to bridge the gaps left by the text by using the text as a catalyst to trigger memories and thoughts in themselves. This theory contends that each reader constructs his as well as her own interpretation thru a transaction with both the text based on individual associations, rejecting the notion that each literary work has a single, set meaning.

A Catalyst to Spur Memories, Experiences and Thoughts

One of the characteristics of reader-response criticism is that it triggers the reader's personal experiences as he reads the story. Upon delving into the details of the texts, the reader engages himself, and the texts would spur the memories of the reader. This is then how the reader connects to the texts by incorporating his background information and relating to it.

"Spends endless hours imagining a more extravagant existence" - The reason I can identify to this phrase is that, like the speaker, I often find myself daydreaming of living a lavish lifestyle. And I feel like I can relate to Mathilde in some way because I've always had the desire to live a life that's lavish and excessive. Even though I am contented with what I have right now, there are moment when I can't help but fantasize about going out to a nice restaurant for dinner, driving my own car, having whatever I want, and living my life to the fullest."

- Critique 1

This statement exemplified how the students make sense of the text based on her interpretation as the word identify is used here. This includes the transaction between the reader and the texts, which does not reject the importance of the texts in favor to the reader. Moreover, the remarks extracted from a student's critique subjectively point to her personal experience with the novel. Mathilde Loisel, the story's protagonist, regularly fantasizes about her fantasies. The student, like Mathilde, can relate to the main character, who fantasizes of living a lavish lifestyle.

"They dismiss their servant and move into an even smaller apartment". I can relate to the quotations because even though we don't have server, we used to live in a subdivision in Imus, Cavite, and had a beautiful and kind of a big house. We lived there because my father worked there, but one day my father and his manager had a fight, and my father decided to leave his job because he didn't want to exposed to his manager, so we had to sell our house. So, we have to move into a squatter area in Las Piñas that is very crowded and has a lot of people, and our house in Las Piñas, which we simply rented, is very small, so I guess I can relate to quotations in that manner."

- Critique 2

"They dismiss their servant and move into an even smaller apartment" I can relate to the quotations because even though we don't have a server, we used to live in a subdivision in Imus, Cavite, and had a beautiful and kind of big house. We lived there because my father worked there, but one day my father and his manager had a fight, and my father decided to leave his job because he didn't want to expose his manager, so we had to sell our house. So, we have to move into a squatter area in Las Piñas that is very crowded and has a lot of people, and our house in Las Piñas, which we rented, is very small, so I guess I can relate to the quotations in that manner."

- Critique 2

The student mentioned specifically in her review that the reader-response criticism approach will be utilized to assess the work. The student's personal experience is included in the statements, and she vividly described their position in relation to the literature she quoted. The readers are no longer inactive receivers of what the book communicates but somewhat took an active role in it. The writing then acts as a trigger for the reader's memories and thoughts, allowing her to connect the text to personal experiences and bridge the gaps left by the writing.

"I, myself, have experienced it. I almost didn't go to an 18th birthday celebration because I didn't have any trendy clothes to wear. But I realized that nothing on the invitation card said that guests were required to wear trendy clothes. All I have to do is show up to the celebrant and make her happy."

- Critique 3

The student employed reader-response criticism as a method of critiquing literary works. Her personal experience from the story was also linked. The student elaborates on her experience attending a birthday party without any clothes, just like Mathilde did at a formal affair.

A Stimulant of Feelings, Emotions and Opinions

Rejecting the idea that there is a single, fixed meaning inherent in every literary work, readerresponse criticism holds that the individual creates his or her own meaning through a transaction with the texts based on personal feelings and emotions. This means to say that the reader will have a significant role in constructing textual meaning by associating his or her sentiments relating to the story.

"For me, what stood out the most was my annoyance to Mathilde's character. I was frustrated with her greed for richness. I hated how she's never contented with their way of living."

- Critique 4

The student's review revealed her irritation with Mathilde's behavior. The student expresses her feelings in response to the protagonist's actions in the novel. These are some of the characteristics of reader-response critique, in which the student was emotionally invested in the texts and expressed relevant sentiments and ideas about them.

"I have a like-hate feeling about this story. Despite all the pretentious display of how men view women in this story from the past, it also brings a lesson on how you should be contented with your life instead of spending it trying to impress other people that do not matter to you. It's a good thing that this story was shared so that people would be aware to what they are missing and what they should have been paying attention to instead of greed, after all, a lesson learned be a lesson shared."

- Critique 5

This story gives me a love-hate feeling, almost. The message in this historical tale is that you should be pleased with your life rather than wasting it trying to impress people who don't matter to you, despite all the pretentious displays of how men see women in it. A lesson learnt should always be shared, thus it's excellent that this tale was told so that people might realize what they are missing and what they should have been focusing on instead of greed.

"This story has a great plot twist and it gives us readers a very important lesson. In life, we have to appreciate the people who try to make us happy just like what Monsieur Loisel did to her wife, Mathilde. The problem is Mathilde was too ambitious that she forgot to appreciate what his husband did to give her a good life. In this story, I learned that we have to be grateful and appreciate every little thing that we have right now, especially those people who stays with us through thick and thin."

- Critique 6

The student played a significant role in the progress of meaning through the critique by expressing his point of view, learning, and sentiments through the texts. The student effectively described how the narrative may teach individuals valuable life lessons and how one person can influence and change the opinions of others. Following the negotiation of meaning from the texts, these are some fundamentals of reader response criticism: responding to the story, expressing thoughts and ideas, and learning lessons from the story.

"Karma was following her at the end... she clearly displayed her materialistic side, as she only wanted to have what she didn't have. Her karma began when the necklace she borrowed went missing, and they felt obligated to replace it out of guilt. In the end, she lived worse than before."

- Critique 7

One of the features of reader-response criticism is that the student critiqued the texts based on her thoughts and ideas about the character's behavior. The interplay between the student and the meaning of the book was well-represented by the student. On the topic of the student's absolute liberty to analyze as she desires, this seeming accord offers no unity.

Taking an Active Role by Knowing the Purpose and Meaning of the Story

In critique, the student became active in negotiating with the texts and not just being a passive receiver of what the texts says. The reader response criticism assumes that the reader plays a significant role in the generation of meaning. A text is only meaningful when a reader assigns meaning to it and is able to provide the purpose of the story.

"The author purpose for writing The Necklace was to show things happens for a reason. Mathilde did not know her own worth or valued and ending up doing foolish things to feel satisfied... and the author want us to know that we should be what we are. False pride is the cause of sufferings. The loss of a false necklace by Mrs. Loisel was not a big loss. Things could have been settled right if she had confessed the loss of the necklace to the owner, Madame Forestrier."

- Critique 8

"The author's purpose for writing The Necklace was to show things happen for a reason. Mathilde did not know her worth or value and ended up doing foolish things to feel satisfied... and the author wants us to know that we should be what we are. False pride is the cause of suffering. The loss of a false necklace by Mrs. Loisel was not a big loss. Things could have been settled right if she had confessed the loss of the necklace to the owner, Madame Forestrier."

- Critique 8

Wolfgang Iser's theories of reader response pointed out here that reading is an active and creative process. It is reading which brings the text to life and unfolds its inherently dynamic character. If the author were somehow to present a story completely, the reader's imagination would have nothing to do; it is because the text has unwritten implications or gaps that the reader can be active and creative, working things out for himself. By building textual meaning, the student identifies her significant function as a reader through the lens of a reader-response critique. By connecting to the author's intent and discovering the motives behind the work, she has supplied the author's purpose, which is one of the aspects of reader-response criticism.

"Despite all the pretentious display of how men view women in this story from the past, it also brings a lesson on how you should be contented with your life instead of spending it trying to impress other people that do not matter to you. It's a good thing that this story was shared so that people could be aware of what they are missing and what they should have been paying attention to instead of greed, after all, a lesson learned to be a lesson shared."

www.ijrp.org

- Critique 9

After stressing the significance of the story's meaning and its lesson, the student started reading more frequently. The student continued by saying that one should be content in dealing with life and refrain from trying to please everyone. She also emphasized the story's social relevance and how many lessons could be drawn from it.

"At first, while reading the title, it made me think that this story is somewhat boring since the title is too common that I thought it'll be a waste of time to read. When I started to read almost half of the story, I didn't expect that I would be eager to read more of it because every event and situation are truly interesting that will make you wonder what will happen next. After I finished reading it, I realized that this story was worth to be read because aside from the behaviors portrayed by the characters which you can relate to, you can learn a lot of things that might be helpful for your life someday."

- Critique 10

The extracted statements revealed the student's conclusions after reading the books. The student made an initial judgment on the story based on the title before realizing the need to read it carefully. According to her, if you carefully read the inscriptions and delve into their significance, you will see that several factors are at play that surely raise pertinent questions. This is how the students can become active readers rather than passive consumers of texts when meaning is also being negotiated.

"Additionally, the author portrays a good moral lesson in the story which he indicated that too much desire on wealth and status could affect individual's perspective towards his/her current situation and would lead to dissatisfaction upon living. Also, appearance could deceive a human's eye and can conceal an ugly personality or character."

- Critique 11

This example sentence from the student's critique highlighted the moral lessons that may be drawn from the narrative. The student underlined that one's current circumstances could be significantly impacted by one's wealth and status. He also mentioned how someone's outward appearance may mislead them. While a result, the student took an active role in debating the author's meaning and purpose as they were reading.

Marxist Criticism as an Approach to Literary Criticism Found from the Critiques of Grade 10 World Literature Students

The base-superstructure model in the Marxist approach is a cornerstone of Marx's materialist philosophy which claims that social relations determine consciousness. It explains why Mathilde decided to marry a minor official in the Ministry of Education and her skepticism about attending the party. At the beginning of the story, readers are introduced to the protagonist's economic proposition that she had no dowry, no expectations, and no means of becoming known understood, loved, or wed by a man of wealth and distinction. So, she let herself be married to a minor official in the ministry of Education.

The Presence of Conflict of Economic and Social Stratification

Economic and social stratification was a major source of conflict in society at the period. A Marxist analysis of work focuses on how the dominant social groups operate in ways that can be interpreted as oppressing the underclass while furthering their own agendas. In other words, the critiques of the students demonstrated that one has the luxuries while the other one has limited resources.

"Marxism critique is another literary criticism style we can use in the text. The plot of the story revolves around the social and economic status of the protagonist. We can immediately see the conflict between economic and social stratification in the text: 'Mathilde Loisel is pretty and charming but feels she has been born into a family of unfavorable economic status.'"

- Critique 12

The student used Marxist Criticism to analyze the novel by focusing on the plot, which included Mathilde's social and economic circumstances. The student went on to explain that the text contained a conflict between economic and social stratification, citing texts to support his claim. The student investigated the story by observing the communal and material setting in which it is written. Similarly, the student sees the poem as a reflection of contemporary social divisions.

"The story can be analyzed using Marxism because the primary characters have been born in a family of unfavorable economic status, one is wealthy and one is in poverty. 'Through her tears, she tells him that she has nothing to wear and he ought to give the invitation to one of his friends whose wife can afford better clothing', this text has an inequality of opportunities because one has the proper clothes to wear to a formal party and one has not. If she doesn't have the right clothes to wear to a formal party then she hasn't had a chance to attend the event."

- Critique 13

Owing to the classless society under Marxian Class Theory, this posits that no one is born into a social class. With this, distinctions of wealth, income, education, and social network are determined only by individual experience and achievement in society. So, Mathilde, despite being born in the lower spectrum of a hierarchical society, still receives an invite or is invited to the party as stated in critique #13. However, Mathilde, being born in such a poor state, does not see herself attending the party as she feels unsuitable to be mingling with high society. Using Marxian Class Theory, the obvious class conflict in the quoted line is that Mathilde has no proper clothes to wear for that occasion. While her friends, who are part of the upper echelon of society, certainly have more money to spare to buy appropriate clothes for the social gathering. However, it became obvious towards the end of the

story that Mathilde, because of her desire to look good in the eyes of people, suffered a tragic fate of being at the very bottom of the social hierarchy after she lost the necklace.

"The story tells about a woman who belongs to a family of an unfavorable economic status. There are no equal opportunities for her. It is not easy for her to have luxurious things because of poverty."

- Critique 21

The student's critiques revealed that the story's characters were in a precarious financial situation. Additionally, it was stated that neither figure had the same level of freedom, with one living in luxury and the other in poverty.

"Like what is stated in the story – 'she tells him that she has nothing to wear and he ought to give the invitation to one of his friends whose wife can afford better clothing' – clearly, the story signifies the unequal opportunities in the society which was one of the major sources of conflict."

- Critique 4

The example statement taken from the student's critiques also showed the existence of social stratification where there are unequal opportunities, which frequently leads to conflict in society.

Looking at the Social and Material Conditions in which they were Constructed

Here, the students identify the material conditions in which the characters were portrayed. They mentioned the presence of inequalities present in the story by pointing out that one has the privilege to buy anything she wants. In contrast, the other one has the disadvantage of owning luxurious things. It only proves that there were two angles in life in arrears from the story that there are few conditions in life that satisfy the material needs such as buying the dress and the jewelry in order to attend an occasion.

"In the story, we can see that middle-class people have limited access to everything while Madame Forestier has unlimited access to everything."

- Critique 14

The student's critique discovered her analysis highlighting the social and material factors. The student described the characters' social and economic situations by saying that one has scarcity and the other has the opportunity.

"Through her tears, she tells him that she has nothing to wear and he ought to give the invitation to one of his friends whose wife can afford better clothing' This quote from the story wherein his friend has the privileged to buy anything and can go to the formal party while Mathilde has limited resources and was hesitant to go to a formal party."

- Critique 10

These extracted remarks were similar to other extracted statements from other students who used Marxist Criticism to study the text. This was accomplished by emphasizing that Mathilde does not have the financial means to purchase elegant things, whereas her friend does.

"This text has an inequality of opportunities because one has the proper clothes to wear to a formal party and one has not."

- Critique 15

The student studies the text through the lens of Marxist criticism, looking at how the governing elite of humanity could be claimed to achieve something while the middle class may be said to be unable to gain something in some shape or form.

Fighting for a Stand in the Government Against Capitalism

During the critique, the students mentioned salient points highlighting the role of the worker in capitalism and making a stand in the government. They examined the effect of capitalism on labor, productivity, and economic development and argued for a worker revolution to overturn capitalism in favor of communism. They added that there was a certain group of people who wanted to make a stand on the government to see their current situation and to make amendments for the betterment of Filipino workers.

"This situation in the story can be compared in our society today. Many people are trying to have their stand for the government to help them improve their lives. Limited resources and privileges affect many people who live on the middle and lower class in our country because some people here are allowing their greediness to show than to protect their dignity."

- Critique 16

The quotes taken from the student's analysis effectively illustrate how the story might be applied to the current status of privileges in society. The student said that a lot of people have been voicing their opinions and wanted others to hear them in order to bring about positive change. Additionally, the student focused on the needs of lower- and middle-class people and their lives. A Marxist would strive for a position in the government in this way.

"In the story, we can understand that there's a lot of people who work hard, but they are abused and their rights as part of the labor force in the economy has been deprived. Capitalism is the problem of workers wherein they work hard yet are not paid right. Capitalism controls the economy and the reason some people starve and suffers because of poverty."

- Critique 17

The students' critique revealed a picture of how workers' rights were being violated. The student looked into what was causing the workers' pains and came to the conclusion that capitalism was to blame. A political system known as capitalism places private proprietors, acting for financial gain, in charge of a nation's trade and industry. Despite their laborious efforts on the job, the

student had mentioned that those employees were not receiving the proper compensation. Marxists behave in this way. They demand government assistance as well as equal pay for equal work.

"The story, 'The Necklace' by Guy de Maupassant, can be analyzed using Marxist criticism. The male protagonist has a low income even though he's working hard, he only earns money enough to buy only the essential things. Because of this, his wife felt the burden of their poverty and thinks they're worthless. Even if you work hard as a laborer, if your income is being controlled by the person who's at the top of the pyramid of capitalism, your wages will be reduced."

- Critique 18

Here, the student is trying to explain social classes, the proletariat, also known as the wage laborers who have no means of producing their own wealth and would opt to offer their services to people under the umbrella of the bourgeoisie (petite bourgeoisie). The protagonist's standing in society is being a peasant. Peasant is at the very bottom of the socio-economic landscape, which they experience after years of paying the accumulated interests of their debts. The male protagonist was found to be working extremely hard yet unable to fulfill his wants and desires. The student pointed out that the male protagonist just had enough money to purchase the necessities. The student further emphasized that capitalism, which regulated the worker's wages and set them at the minimum in spite of the hard labor being put in, was the cause of this predicament.

Formalist Criticism as an Approach to Literary Criticism Found from the Critiques of Grade 10 World Literature Students

Formalists generally use symbolism and language to glean meaning from a literary work. The defamiliarization idea underpins the formalist method. Defamiliarization uses words and symbols to make well-known phrases and objects appear strange, offering readers a new perspective on well-known textual symbols. Knowing the cultural or historical context in which the work was done is more significant than understanding the text when assessing the book.

Evaluation of the Structure of the Texts Through the Finding of the Symbolism

In recognizing the structure of the texts, the students found some symbolism. These were helpful in allowing them to determine how the writer expressed the complex ideas while giving them a visual, sensory experience. While analyzing the texts, the students were not influenced by the author's personal background. Instead, they focus on the texts, such as determining some symbols in the story.

"The story could be analyzed through formalist criticism which relies on symbolisms and languages. The first symbolism that can be found on the story was the invitation card that Mathilde's husband brought home from the Ministry. It symbolizes hope and opportunity; hope for him and his wife to be thrilled with the chance to attend an event of this and an opportunity to gather along with the high class."

- Critique 19

"The story could be analyzed through formalist criticism which relies on symbolism and language. The first symbolism that can be found in the story was the invitation card that Mathilde's husband brought home from the Ministry. It symbolizes hope and opportunity; hope for him and his wife to be thrilled with the chance to attend an event of this and an opportunity to gather along with the high class"

- Critique 19

The student chooses formalist critique, which is demonstrated by objectively pointing out the symbolism in the story, 'The Necklace'. The student stated that the invitation card presented in the same story, represents hope and the ability to be with certain people. This is one of the hallmarks of the formalist approach, which emphasizes the objective, literal interpretation, and style of the texts while knowing some symbols found in the text from the story.

"The necklace itself also symbolizes that the idea of looks can be deceiving... From her perspectives, an expensive-looking necklace is the embodiment of social status and class."

- Critique 20

The student's analysis, which is a manifestation of formalist criticism, aims to approach the story as its own independent component, free of its setting or even the author. Instead, the student concentrated on the text's structure, such as determining symbolism. The Necklace, which was highlighted by the student, was discovered in the critique. The necklace, according to the student, represents dishonesty.

"Besides, the loss of the necklace during the ball symbolizes the life she could never attain."

- Critique 15

The narrative is being critiqued utilizing formalist criticism, which highlights the story's symbolism. Therefore, the loss of the Necklace symbolizes an unattainable ideal life as portrayed by the student in the story, The Necklace.

"It reveals that the necklace in the story stands for something other than just a piece of jewelry. While the necklace is beautiful, it is ultimately worthless. The necklace stands for the main character, Mathilde."

- Critique 21

As the student delineated from the story applying formalist criticism, which reflects the symbolism and language, it reveals that the necklace represents something other than just a piece of jewelry, beautiful yet worthless. The student also added that it stands for the main character, Mathilde.

"Necklace is symbolizes the material things in life that doesn't exist. Always remember that being true to yourself is something that we must do. You must enjoy your life to the fullest and be contented what you have because there's nothing wrong with that."

- Critique 22

"A necklace symbolizes the material things in life that don't exist. Always remember that being true to yourself is something that you must do. You must enjoy your life to the fullest and be contented with what you have because there's nothing wrong with that."

- Critique 22

A formalist approach is indicated by the student's use of symbolism in the story. The Necklace, according to the pupil, represents material things in life that don't exist. Also, as the student pointed out, it is critical to be genuine to ourselves, and there is nothing wrong with living life to the fullest and being content with what you have.

"Another symbolism in the story is the mirror. It reveals Mathilde's vanity and how vital her appearance is to her"

- Critique 23

The student used formalist analysis to criticize the story that magnifies the symbolisms, illustrating another symbol in the story, The Necklace, which is the mirror, which reflects the main character's vanity and vital look.

"Also, the coat that Mathilde has to put on to leave the party symbolizes her current life and social status. She's extremely ashamed of it, especially in comparison to her beautiful new dress and the necklace. Thus, the coat symbolizes that she has to leave and return to her life, and Mathilde hates it."

- Critique 24

The student used formalist criticism, presenting another symbolism in the form of the coat, which depicts the main character's current life and social status, as can be seen from the analysis. According to the student, it also represents the necessity to leave and return to one's life.

Dealing with the Style of Literary Texts such as the Usage of Figurative Languages

The use of figurative language enables the students to identify how the ideas were embodied in the language. In this case, the students were not affected by the feelings, emotions, and personal experiences of the author and the way he describes a thing. Instead, the students were independent and free in identifying the literary devices they thought were significant in describing a thing way beyond its literal meaning.

"Moreover, there are also figurative languages that can be found in the story... Loisels spend years of paying for what turns out to be a worthless necklace is an irony."

- Critique 9

The story's use of figurative language shows formal critique, as the student illustrates an ironic sentence in which Loisel spends years paying for jewelry that turns out to be useless.

"Also, she tried to appear richer, she became poorer which demonstrates a paradox type of language."

- Critique 16

According to the critique, the student used a formalist approach in the form of figurative language, indicating paradoxical language in the sentence "she tried to appear richer, she became poorer."

"And as 'she utters a cry of joy' when Mathilde didn't know what to do then she abandoned herself to despair indicates that the phrase is an oxymoron."

- Critique 25

Using formalist criticism, the student created a figurative language oxymoron in the phrase "she utters a cry of joy," exposing the story's symbolism and language.

Emphasizes the Objective and Literal Interpretation of the Theme

One of the critical elements in formalist criticism was determining the story's theme. In dealing with the texts not influenced by the author's historical background, the students could extract the story's theme. They emphasized that the story's themes include being contented, living on one's means, and not being too greedy.

"The main themes in the story of 'The Necklace' are greed, appearance, beauty, vanity, and deceptive."

- Critique 26

The sentence that was taken out of the story illustrated the themes of greed, pretense, beauty, vanity, and deceit. These were the student's interpretations of the story's themes; they were unaffected by the author's personal experience and were solely concerned with how the texts were presented. Formalists deal with the texts on a page in this way, ignoring the application of outside elements like the author's influences and pertinent social and historical data.

"The theme of the story is greed. This short story teaches us not being greedy in life as Mathilde has been. Mathilde's greed for a better life leads her husband to get the ticket for an event where

Mathilde purchases a dress they cannot afford and borrows a necklace she believes to be worth thousands."

- Critique 27

This paraphrased comment reflects the student's interpretation of the story's themes. The student makes an effort to distance herself from the text's setting, time era, or the author's past. While reading the text, the student made a clear reference to the story's topic, which is what formalist criticism emphasizes by focusing on the interpretation of the theme without taking into account outside influences.

"The story tells us that we should be contented and happy for who we are and what we have."

- Critique 28

The student's objective and literal understanding of the themes—to be joyful and content—was discovered via his critique. By pointing out the story's subject in an objective manner, the student displayed the formalist trait.

"The theme of the story is that don't be shy with your situation in life. All you need to do is to be contented on what you have."

- Critique 29

The pupil gives the story's intended message, which was to be satisfied, a lot of thought. Finding the topic is one of the formalist criticism's elements, and this is one of them.

"The theme of the story is that, not everything in life is important sometimes we need to know the value / appreciate the things we have."

- Critique 30

The student ignored any reference to any extraneous factors, such as the author's personal life or historical context. Instead, he empirically articulated the underlying message of the scriptures, which was to value and cherish what we already had.

Feminist Criticism as an Approach to Literary Criticism Found from the Critiques of Grade 10 World Literature Students

Feminist Criticism

The goal of feminist critique is to examine them from a different angle and identify the contributions made by women to the world of history. It illustrates how women feel imprisoned by restrictions on opportunities, behaviors, and language. Additionally, this refers to the way in which literature supports or challenges the political, social, economic, and mental oppression of women. The feminist objectives of defining, creating, and protecting equality, governmental, financial, and societal rights for women are also supported by how women combat gender norms and performative behaviors.

Women's Experiences of Gender Subordination and the Underlying Causes of Gender Oppression

The statements below show women's experiences and how a male writer portrays a woman. Guy de Maupassant is a 19th-century writer who depicts human lives in a disillusioned and pessimistic state in his many short stories. His short story *The Necklace* is no exemption as his portrayal of women are worldly, unsatisfied, and beleaguered human beings. Showalter posited two categories of feminist criticism: woman as a reader, which she calls Feminist Critique, and woman as a writer she calls Gynocriticism. Feminist Critiques are consumers of male-produced literature, and this aspect of feminist criticism is concerned with looking at female stereotypes in male-oriented writings; examples are critiques # 31, 6, 13, 32, 33, and 34. On the other hand, Gynocriticism attempts to construct a female framework and focus on female subjectivity, language, and career example is critique 35.

"She was married off to a lowly clerk in the Ministry of Education, who can afford to provide her only with a modest though not uncomfortable lifestyle. Mathilde feels the burden of her poverty intensely' There were situations showing gender stereotypes and inequality between men and women. This situation is a complete example of how unfair it is back then. Before, women aren't allowed to take jobs. They were viewed as a liability. They were always underestimated, maltreated, and deprived of their privileges and rights."

- Critique 31

The student chose feminist criticism to analyze the story, stating the role of economic, psychological, and social oppression of women as portrayed in texts. The student emphasized that there had previously been gender issues and inequality between men and women. It examines women's practices with gender subservience and classifies the root reasons for women's domination.

"She confesses that the reason for her behavior is her lack of jewels' I can say that there is inequality in this matter. However, we can't deny that this situation usually happens nowadays. Gender discrimination and inequalities are one of the concerns many people encountered especially women. Women and girls are often less valued and have lower social status than men. They're the ones who are more likely to suffer from violence, restriction of freedom, and harassment."

- Critique 6

The student's assessment reflects worries about women's roles in society, as depicted in the story *The Necklace*, which is feminist in nature. Gender discrimination and disparities, according to the student, are one of many people's concerns, particularly for women, who are commonly undervalued and have a lower social status than men, and are more likely to encounter abuse, restrictions on their freedom and harassment.

"Feminist literary theory would agree that in the story, Mathilde's self-image, behavior and worldview are completely shaped by the expectation and attitude of the patriarchal society which she lives."

- Critique 13

The student's assessment of the story, *The Necklace*, demonstrates a feminist approach by highlighting societal issues that are sometimes disregarded or misrepresented. The student highlighted how patriarchal society's expectations and attitudes influence the main character's self-image, behavior, and worldview during her lifetime.

"Mathilde feels the burden of her poverty intensely. She regrets her lot in life and spends endless hours imagining a more extravagant existence." The protagonist was portrayed as a housewife who was dependent to his husband. Mathilde, the protagonist, wanted to have a place in society so bad she became materialistic."

- Critique 32

The student's analysis of the narrative, in which the protagonist was portrayed as a housewife who was independent of her husband but craved a place in society so badly that she became greedy, exemplifies feminist criticism, which analyzes the situations or experiences of women as depicted in the story.

"Mathilde Loisel is 'pretty and charming' but feels she has been born into a family of unfavorable economic status." The story is all about the role of women in western culture back in time. In this particular work, it portrays women as being equal to each other but not to men. Women don't work, except the women who are poor like cleaning the house, and cooking food."

- Critique 33

The student's critique used feminist criticism, which was instigated mainly in response to Western traditions with inadequate women's human rights, but the feminist viewpoint takes international expressions and variances. The student stated that there is a disparity in rights between men and women, as well as a gender divide.

"It typically analyzes the plight of woman as depicted in the story."

- Critique 34

One of the elements of the student's assessment was that it indicated feminist criticism, which often evaluates the struggles of women as shown in the story.

"Moreover, the story shows that woman is assigned in heavy housework as the society always tend to assign it to the woman. But for me, either you were a man or a woman, you should always know household as well as how to work hard to earn money."

- Critique 35

Gender equality is necessary, according to the student's understanding, showing textual feminist criticism. The student demonstrated that, whether you're a man or a woman, you need to always be mindful of household responsibilities and ways to earn money.

Fight for Defining, Establishing, and Defending Equal Civil, Political, Economic, and Social Rights for Women

After carefully examining the narrative, the students were able to identify how women were portrayed in the texts as being denied equality and treated as inferiors. By establishing the privileges that should be granted to men and women, the students feel the need to express the contribution of women to society. The students also demand that chances for contemporary women be increased and strengthened in order to achieve equality in all spheres of society.

"Feminism is all about destroying society's illustration of people on their sex. Being feminist would mean breaking gender stereotypes like men should work and women cannot which is evident in the story. The role of a man and a woman varies for each person. I cannot generalize on what would oppose what I stand for, which is men and women being free to society's expectations of what they should and shouldn't be. What I do know is that man and woman should balance each other out."

- Critique 36

As can be observed from the study, the student used feminist criticism to show from the narrative that being a feminist entails combating gender stereotypes like the expectation that men work while women do not or undermining society by depicting individuals according to their sexuality. According to the student, men and women would be liberated from cultural expectations of what they should and shouldn't be.

"As a woman, economic status is not important even if your poor doesn't mean you have limited opportunity, we should use it as a motivation and as a weapon to fight inequalities. Moreover, the role of a woman is to be independent. These days I think there are equal opportunity between man and woman, because the society is already accepted the fact that woman can also do what man can do."

- Critique 37

"As a woman, economic status is not important even if you are poor doesn't mean you have limited opportunities. We should use it as a motivation and as a weapon to fight inequalities. Moreover, the role of a woman is to be independent. These days, I think there are equal opportunities between men and women because the society is already accepting the fact that women can also do what men can do."

- Critique 37

Found from the critique of the student was the belief that women should be independent. It is one of the essentials of feminist criticism, which is fighting against gender stereotypes and performative behaviors. Also, this affirms the feminism movement's objectives of defining, achieving, and preserving the rule of law and human legal, legislative, financial, and civil equality.

"Women today are different from women decades ago. Women before are the ones who are assigned to take care of their house and children whereas men are the ones to work hard for the needs of the family. Nevertheless, women and men nowadays can both do household chores and also work unlike before. We have seen a lot of women today became successful engineers, military, and police, there are plenty of equal opportunities for men and women however not all the time because it depends on the situation."

- Critique 38

"Women today are different from women decades ago. Women before were the ones who were assigned to take care of their house and child whereas men were the ones to work hard for the needs of the family. Nevertheless, women and men nowadays can both do household chores and also work unlike before. We have seen a lot of women today became successful engineers, military, and police. There are plenty of equal opportunities for men and women, however not all the time because it depends on the situation."

- Critique 38

As can be seen from the student's attitude in the story, there is a new perspective and discovery about women and their accomplishments, implying a feminist critique. As the student depicted, it shows how women now are different from women decades before, implying that today's generation has various possibilities for both men and women.

"Yes, there are equality between man and woman such as achievement of important goals in society, education, employment and income and to contribute to political, social and cultural development at all levels."

- Critique 39

Utilizing feminist criticism, the student values the idea of full communal, financial, and party-political equivalence for women by stating the presence of fairness between men and women in different aspects of society such as achievements, education, employment, income, and political, social, and cultural contribution. This way, the student elaborately views women from a new viewpoint and realizes women's influence disregarding the shapes of stereotypes and other cultural assumptions.

"As a man, the role of the woman is to get involved to a man. Both of them has responsibility to each other. A woman is a woman that's why we can't deny the fact that a woman is a superhero in her own way. Sometimes, the last man standing is a woman."

- Critique 40

According to the student's analysis of the story, men and women have roles and responsibilities. Still, women can be action heroes on their own and be the last man standing, indicating that this is a feminist criticism that allows for a different perspective on women.

"I'm not a woman, but my stand on inequalities is that women should have the freedom to do what they want, especially if they want to work to be able to buy what they want."

- Critique 41

The student is depicted in the narrative as supporting women's rights and freedoms despite the fact that he is not a woman. This portrays a feminist mentality that supports the feminist principles of giving women an advantage over males.

"The woman here, Mathilde, has a role of a full-time house wife. I'm not saying that being one is wrong, but given their situation, if there were equality, she could have gotten a job to at least lessen Monsieur Loisel's burden. For me, our gender cannot dictate what our roles are. There should be equal opportunities for every gender. Men aren't the only the only ones who can have a job. Women aren't the only ones good at housework."

- Critique 42

According to the student's analysis of the story, feminist criticism was used to support feminist aims such as creating, articulating, and defending the rule of law and human legal, governmental, financial, and rights and equality. Men and women should have equal opportunities and perform equal roles in society, according to the student.

Psychological Criticism as an Approach to Literary Criticism Found from the Critiques of Grade 10 World Literature Students

This kind of literary analysis enables the reader to assess the character's psychological condition and past, which helps them comprehend the author's intentions. The primary objective is to examine the unconscious components of a literary work in light of the author's past. It contends that a literary text is a reflection of the writer's obsessions and that literary writings, as fantasies, represent the writer's hidden subconscious wants and worries. Additionally, this examines the basic queries of how wants and desires emerge in the narrative if they are granted or not, and how this impacts the subject's growth.

A Reflection of the Unconscious Psychological States of Dreamers

In dealing with the story, the students used psychological criticism to analyze a text by identifying the things that made the characters obsessed. It includes material happiness, which involves the presence of luxurious things like dresses and jewelry. Using this approach, the students identify the reflection of the unconscious psychological state of the protagonist as a dreamer.

"As analyzed through psychological criticism, she obsesses over materialistic happiness and is constantly unsatisfied with the life she has."

- Critique 43

As can be observed from the critique, the student chose psychological criticism as a method of analyzing the text about an infatuation with an object. Dreams and obsessions are reflections of dreamers' unconscious psychological conditions. It contends that works of literature are a manifestation of the writer's inner obsessions and that they disclose the author's hidden desires and insecurities, similar to fantasies and obsession.

"Even for a short period of time, I can say that for one night the wife has achieved her desire to fit in a social class. On the other hand, the husband also fulfills his wishes for his wife because that night despite the limited resources that the husband has, he did all his best to provide the best possible night for his wife. Fulfilling the wife's desire is a fulfillment to the husband's dream."

- Critique 44

The student examines the unconscious components of literary writings that are based on the author's past via the prism of psychological critique. Character desires and wishes were discovered in the student's evaluation. Those desires, according to the student, were somehow satisfied.

"The husband clearly desires for the happiness of his wife, but his desires cannot be fulfilled because of his wife's dissatisfaction. Meanwhile, the wife has a great desire to be included in a high-class community even though they are already in the middleclass. This great desire of the wife was never fulfilled because of her pride and discontentment with their life."

- Critique 45

It asserts that a literary genre is a manifestation of the writer's obsessions and that literary writings, like fantasies and addictions, disclose the writer's hidden desires and insecurities.

Exploration on Writer's Motivations and Unintentional Meaning in Selecting this Subject

Finding the author's subversive intentions when crafting the story was one approach the students analyzed the texts. The students were able to recognize the accidental message that the author subconsciously presented in the texts by investigating the psychological condition. This relates to the author's motivation in presenting his subjects as a message to consider life's reality.

"The writer seems to have created this story because of his perspectives on the life of a couple as middleclass people. He may have experienced a life in which both husband and wife have their own desires. He portrayed the husband as a middleclass man to show how the majority of people live."

- Critique 46

Her criticism was a reflection of the student's belief that texts have unintentional significance that is exposed. The student has taken into account Guy de Maupassant's motivation for writing this particular story. The student was interested in the author's motivation for picking this topic and how his upbringing influenced his choice, as well as why the author wrote in this particular style.

"I believe the motivation of the author is to look at the realities of life, because many people nowadays are like Mathilde and Monsieur not being honest with themselves and regretting their actions."

- Critique 47

The student deduced the likely causes for the author's portrayal of Mathilde and Monsieur Loisel by analyzing the psychological state. The characters' pasts may help students see why the author made Loisels not being honest with themselves and regret their acts at the end of the story. The student investigates the reasons for the writer's choice of the protagonist and how his background had predisposed his decision.

Deconstructive Criticism as an Approach to Literary Criticism Found from the Critiques of Grade 10 World Literature Students

Deconstructive Criticism

Textual binaries like male/female, poor/rich, masculine/feminine, or natural/artificial could also be the target of deconstructive critique in order to highlight one side of the dichotomy as favored and the other as repressed. For instance, a deconstructionist critique would question why a text prioritizes light over dark, questioning the veracity of these connections.

Exposing one Aspect of the Binary as Privileged and the Other as Suppressed

One of the characteristics of Deconstructive criticism is to expose one aspect of the binary as a privilege and the other as suppressed. Another characteristic is restructuring or displacing the opposition instead of reversing it. Furthermore, deconstruction involves reading a literary piece twice, approximately ten years apart, and seeing how it has a different meaning each time. However, in analyzing the critiques of the students, exposing one aspect of the binary was among those characteristics that were present in the critiques emphasizing the poor/rich and masculine/feminine binaries.

"Throughout Guy de Maupassant's 'The Necklace', several binaries were included. In fact, the first part of the story revolves around the Loisel's couple and their contradicting personalities. For example, Monsieur Loisel 'expresses his pleasure at the small, modest supper' Mathilde Loisel prepared for him while Mathilde, on the other hand, 'dreams of an elaborate feast served on fancy China and eaten in the company of wealthy friends.' From this, we can see how opposite their views are. He's contented with what they have while she wanted more. It was also, hinted at the story that Mathilde likes being one with the crowd while Monsieur Loisel prefers somewhere solemn and

secluded. Aside from these, other aspect of binary that's present in the story is the fact that Mathilde is, if not average, then poor, while her friend, Madame Forestier, is wealthy."

- Critique 48

By honestly stating the binaries contained in the texts, the student decided to utilize deconstructive criticism. Focusing on binaries in a text, such as men/women, male/female, poor/rich, and privileged/suppressed is one of the features of deconstructive criticism. The student highlighted the conflicting personalities of the man and the woman in the assessment. She cited certain paragraphs from the story to back up the student's allegation, highlighting Monsieur and Mathilde Loisel's contradictory behavior. In addition, the student included a binary between poor and rich.

"According to the story, we can see that there's a binary, some are wealthy and some are poor."

- Critique 49

The student analyzes the texts via the lens of deconstructive critique, openly stating the dichotomy present in the story, in which some are wealthy, and others are impoverished.

"The story can be analyzed using Deconstructive criticism because it involves the close reading of texts in order to demonstrate that any given text has irrevocably contradictory meanings, rather than being unified, logical whole. The following quote from the story, "Through her tears, she tells him that she has nothing to wear and she ought to give the invitation to one of his friends whose wife can afford a better clothing." Shows that one has a privileged to buy better clothing while the other one cannot."

- Critique 50

The approach which was found from the critique of the student was deconstructive criticism. The students use this approach in analyzing the story, The Necklace. The student seeks to expose them to subvert the binary opposition she had found from the text that undergirds her dominant ways of thinking.

"It focusses on binaries in a text. And in this story, I want to expose specifically the poor/rich binary in the story as privileged and the other as suppressed..."

- Critique 51

The student has openly demonstrated how a literary book purposely correlates the rich being privileged and the poor being suppressed by manifesting deconstruction. The learner emphasizes how the creation of these opposing forces jeopardizes their equilibrium.

The above sample statements demonstrate the approaches to literary criticism used by the Grade 10 world literature students. It was further revealed that reader-response criticism, Marxist criticism, formalist criticism, feminist criticism, psychological criticism, and deconstructive criticism were found in the critiques of the students. This only shows that the students have different literary interpretations as they read and analyzed the texts.

Benefits of Approaches to Literary Criticism to Students in Writing Critiques

The main goal of literary criticism is to better our understanding of literature by interpreting it. Literature from around the world can be understood broadly through literary criticism. Students can better understand a piece of literature by reading it through the prism of literary theory, learning more about several authors' intentions, and raising the standard of writing for writers and students. It allows people to delve further into a certain section of a piece that readers consider intriguing.

Moreover, the functions of literary criticism of Martise (2022) stated students might better understand this concept by using literary analysis to show them how excellent artwork can include identity but for a wider good, such as to educate, evoke sympathy, encourage, or just to amuse. Further, it was stated that the knowledge of the literary approach to criticism helps the student writer in understand meaning, establish philosophy, discover history, and develop writing skills.

The table below shows the benefits of approaches to literary criticism to students in writing critiques.

Approaches to Literary Criticism Help Writers in Understanding Meaning

Approaches to literary criticism help writers in understanding the meaning. It involves how Following a close study of the texts, students are better able to understand the text and make judgments about literature. A student creates a thorough literary analysis that can either support or contradict another writer's interpretation of the text. Moreover, this also involves knowing and internalizing the theme and the message that the author wants to convey behind those texts.

"I have a like-hate feeling about this story. Despite all the pretentious display of how men view women in this story from the past, it also brings a lesson on how you should be contented with your life instead of spending it trying to impress other people that do not matter to you. It's a good thing that this story was shared so that people could be aware to what they are missing and what they should have been paying attention to instead of greed, after all, a lesson learned be a lesson shared."

- Critique 5

This example statement demonstrates how literary criticism aids the students in developing an understanding of the story's meaning. The student's critiques revealed the teachings of being content and avoiding greediness, which can be shared with others. The satire "The Necklace" conveys a potent message on moral principles. First and foremost, everybody should be satisfied with whichever amount they have had in life, according to this lesson.

"At first, while reading the title, it made me think that this story is somewhat boring since the title is too common that I thought it'll be a waste of time to read. When I started to read almost half of the story, I didn't expect that I would be eager to read more of it because every event and situation are truly interesting that will make you wonder what will happen next. After I finished reading it. I realized that this story was worth to be read because aside from the behaviors portrayed by the

characters which you can relate to, you can learn a lot of things that might be helpful for your life someday.”

- Critique 10

This example statement demonstrates how the student articulated her reaction to the story. During the reading process, the student stated that she was able to comprehend the meaning of the texts; that reading more of it was entertaining and may make one's thoughts wander; and that there were numerous lessons to be learned. She went on to say that by closely reading the writings, some people may be able to relate to the characters and that it is worthwhile to read where the lessons acquired may be useful in the near future.

“I think what motivated him was to look at human life itself. A lot of people nowadays didn't know how to appreciate and be content in what they have. And many people today will claim to be honest with themselves but deep down they are not”

- Critique 47

The story's critique revealed some important issues to consider, like the importance of appreciating things, being content, and being honest. These sample sentences demonstrate how the students comprehended the significance of the text by listing the lessons learned from the story.

“Women and girls are often less valued and have lower social status than men. They're the ones who are more likely to suffer from violence, restriction of freedom, and harassment.”

- Critique 6

This remark demonstrates how the student comprehends the text's meaning by examining its worth and significance to society. When delving deeper into the narrative, the student had to read between the lines and was able to interpret much beyond what the story was trying to say. As a result, the student had a deeper understanding of the work and showed enthusiasm for the writings.

“The authors aim is to show people that not everything they want is what they receive, and that you must work hard for whatever you want and desire, because everything they wanted that they got quickly or in the wrong way had consequences.”

- Critique 8

“The author aimed to show people that not everything they want is what they will receive and that they must work hard for whatever their wants and desires because whatever they desired and obtained swiftly or improperly resulted in negative outcomes.”

- Critique 8

This statement is the outcome of a student's comprehension of the content of the book, in which the students comprehended one of the messages that the author meant to express, which was to stick to your goals.

“I believe the author created this novel to teach readers the value of constructive criticism and that before making a decision that will affect your life, you must first ask yourself the truth and be honest with yourself so that you will not have anything to regret one day. I believe the motivation of the author is to look at the realities of life, because many people nowadays are like Mathilde and Monsieur, not being honest with themselves and regretting their actions.”

- Critique 47

This example statement demonstrates how the students grasp the meaning of the story by understanding the author's purpose. After delving into the context of the story, the student mentioned the lessons of the story that everyone should be honest with oneself and consider life's reality. The Necklace by Maupassant has a strong moral. It demonstrates that, in contrast to greed and envy, enjoying the world you live in is an amazing personal attribute. It's not about your social standing or wealth in life. It's all about who you are as a person.

Approaches to Literary Criticism help Students Establish Philosophy

Through writing a critique using literary criticism, students were able to build and share philosophy. This includes the search for enlightenment, the quest for moral values, and the exploration of universal elements. Likewise, this also pertains to acquiring basic knowledge about what is right and wrong and exhibiting moral decision-making by establishing standards of evidence and providing rational methods of resolving conflicts. Furthermore, this helps students grasp those moral qualities or practices that will help him live a decent life on his own and then, at the same time, help him contribute positively to his society.

“Additionally, the author portrays a good moral lesson in the story which he indicated that too much desire on wealth and status could affect on individual's perspective towards his/her current situation and would lead to dissatisfaction upon living. Also, appearance could deceive a human's eye and can conceal an ugly personality or character.”

- Critique 11

“Additionally, the author portrays a good moral lesson in the story which indicates that too much desire for wealth and status could affect an individual's perspective towards his/her current situation and will lead to dissatisfaction with living. Also, appearance could deceive a human's eye and can conceal an ugly personality or character.”

- Critique 11

The selected statements from the student criticism demonstrate some good moral lessons that may be gained from the narrative, establishing the philosophy of the materials. The student stated that a person's viewpoint might be influenced by their desire for riches and position and that human appearance can mask an unattractive nature. This just serves to reinforce the meaning of the narrative, which is that one should live within one's means in order to avoid unneeded issues, concerns, and uncertainty in life.

"The story tells us that we should be contented and happy of who we are and what we have."

- Critique 28

The extracted statements show how the student established the philosophy of the text by instilling the values he had learned, such as being content with what we have.

"It's very ironic story filled with intense. To my way of thinking, she should be happy and contented for what she has that time and should be more grateful because of the fact that she has an understanding husband. And if she was just being true to herself and knew how to understand their situation and contented with what they only had then maybe they would not have to suffered in crippling poverty."

- Critique 9

With this extracted statement, the student established the philosophy in life. The student is indoctrinated that one should live with contentment, happiness, and gratitude. She added that the story "The Necklace" talked about Mathilde, the protagonist, who longs for a better life, yet in a way that could have negative consequences – by dreaming of a life beyond one's means. With this perception, Mathilde, together with her husband, had to suffer in order to replace the necklace that was lost. Essentially, Guy de Maupassant, the author of the story, tried to question the truth about human values by telling the message that one should be content in life with whatever one have.

"But for me, either you were a man or a woman, you should always know household as well as how to work hard to earn money"

- Critique 35

The student underlined that everyone, regardless of gender, should fulfill fundamental household tasks and learn how to make money through hard work in this statement, which formed a philosophy displaying the pursuit of key facts and rules of conduct. The student has demonstrated how to live a good life as an individual while also contributing successfully to their community in this manner, establishing virtues or moral practices.

"As a man, the role of the woman is to get involved to a man. Both of them has responsibility to each other."

- Critique 40

This particular statement demonstrates the proper and just manner to live one's life. In this approach, the student assessed the texts' worth by declaring that, as husband and wife, both men and women have a responsibility to each other. This is a manifestation of building one's philosophy in which students propose sensible strategies for settling problems. This is how literary criticism assists students in developing their own philosophy.

"I'm not a woman but my stand on inequalities is that women should have the freedom to do what they want especially if they want to work to be able to buy what they want."

- Critique 41

This sample sentence illustrates the student's moral position. This is one of the fundamentals of philosophy, where the reader's interpretations are built on moral foundations such as understanding what is good and wrong and being able to voice one's opinion on a topic.

"I'm not saying that being one is wrong, but given their situation, if there were equality, she could have gotten a job to at least lessen Monsieur Loisel's burden."

- Critique 42

These statements show how the students feel about equality. This demonstrates a philosophical perspective on the essence of equality. Mathilde might have acquired a job to assist her husband pay off his debts, according to the student.

"I cannot generalize for what would oppose what I stand for, which is men and woman being free to society's expectations of what they should and shouldn't be. What I do know is that man and woman should balance each other out."

- Critique 36

This example statement shows how a student challenged society's gender role assumptions. One of the most important aspects of philosophy is freedom, which allows people to do anything they desire.

"For me, our gender cannot dictate what our roles are. There should be equal opportunities for every gender. Men aren't the only the only ones who can have a job. Women aren't the only ones good at housework."

- Critique 42

This extracted sentence objectively highlights a student's moral decision-making. Fairness, along with bravery, compassion, and other virtues, is an example of moral decision-making. It's one of the ways that literary criticism approaches may help learners build their own philosophy.

"I learned that we have to be grateful and appreciate every little thing that we have right now."

- Critique 6

This particular statement demonstrates the moral principles instilled in the pupil. This demonstrates that studying a narrative using those approaches to literary criticism might help students develop the virtues or moral habits that will enable them to live a decent life while also seeing the value of things.

"But I realized that nothing in the invitation card said that guests were required to wear trendy clothes. All I have to do is show up to the celebrant and make her happy"

- Critique 3

This sample statement demonstrates the usefulness of philosophy by demonstrating how a student resolves her confusion and makes a better decision by re-reading the invitation card and developing critical thinking leading to a better decision to attend the party despite the absence of trendy clothing.

Approaches to Literary Criticism help

Student Discover History

By assessing literary works, the students can learn about a certain history, including its culture, through literary works from that time, including sociocultural perspective. Literary criticism helps students discover history by looking back at the time when the texts were written, incorporating ideas from the texts as to its relation to history.

"The story is all about the role of women in western culture back in time"

- Critique 33

By honestly expressing the importance of women in western civilization, the reader's statement demonstrates the discovery of history. According to a feminist thinker, the narrative *The Necklace* by Guy de Maupassant is based on a patriarchal western civilization from the 19th-century. In this fashion, the student discussed and concluded that the narrative was created during a time when males ruled over women. This is how literary criticism may assist pupils in discovering and comprehending history. The learner learned about the time period and culture in this manner.

"Woman today are different from women decades ago. Women before were the ones who were assigned to take care of their house and child whereas men were the ones to work hard for the needs of the family. Nevertheless, women and men nowadays can both do household chores and also work unlike before."

- Critique 38

The students' comparison and contrast between the lives of women today and then can be seen in the excerpted quotes. This exemplifies how the pupils are introduced to and understand the historical role of women. The student also talked about the roles of men and women in the past and now, highlighting how everyone has an equal role today.

"This situation is a complete example of how unfair it is back then. Before, women aren't allowed to take jobs. They were viewed as a liability..."

- Critique 31

The discovery of history on the lives of women was found in the student's critique. The student had described how women were handled in the past and how they were considered as a liability. This is how literary criticism aids students in their historical research.

Approaches to Literary Criticism help

Students Develop Writing Skills

By utilizing literary criticism in writing critique, students were able to strengthen their writing skills through incorporating grammatical components while incorporating all the know-how and skills involved in communicating ideas through writing. Developing writing skills also involves the technicalities such as the use and display of fluency, content, conventions, syntax, and vocabulary, which all help the composition of the students. Furthermore, this also includes the way students used some literary devices in order to express figurative meaning beyond its literal forms. Every writer should be well-versed in literary criticism in order to enhance both his direct and indirect communication.

"The story of 'The Necklace' written by Guy de Maupassant portrays a woman who was dissatisfied with her middle-class status. Although, she can provide her needs, yet she is still not satisfied with it and aspires to have a higher socioeconomic status. For them, having a pompous appearance and wearing fancy clothes and accessories are one of their yearnings despite the fact that they can't afford these things since they're not wealthy and don't have enough money to spend for their selfish purposes. Mathilde's self-image and behavior in the story show that many women focus more on their appearance."

- Critique 12

These extracted statements present some good points in terms of technical writing. The student manifested fluency, content, conventions, syntax, and vocabulary in her analysis, thereby developing her writing skills. With fluency, the student was able to translate one's thoughts into written words with respect to language level and message quality by stating that the woman in the story was dissatisfied in her life owing to her economic status. With content, the student was able to provide a good beginning sentence and a clear ending, thus manifesting organization, cohesion, and accuracy by also using some transitional devices such as "although" "yet" "for them" which linked ideas and created a smooth flow of transitions. With conventions, the student presented correct spelling, proper use of punctuation, capitalization, and grammar, and legible handwriting that the researcher could easily read and analyze the written critique. With syntax, students were able to manifest a pattern of subject-verb-object. Lastly, with vocabulary, the student's composition exhibit uniqueness or maturity of the words being used, such as "pompous" instead of using the word 'arrogant' and "yearnings" instead of using the word longings.

"Women before are the ones who are assigned to take care of their house and children whereas men are the ones to work hard for the needs of the family. Nevertheless, women and men nowadays can both do household chores and also work unlike before. We have seen a lot of women today became successful engineers, military, and police which before they think that only men deserve that profession. In this generation, there are plenty of equal opportunities for men and women, however not all the time because it depends on the situation."

- Critique 38

These excerpted phrases from the student's critiques also demonstrated how the student improved his writing abilities by articulating concepts coherently and employing a comparison. The student employed cohesive elements like "Nevertheless" and "However," which aid in the integration of information across phrases in composition. Furthermore, the student made similarities between the lives of women decades before and the lives of women today.

www.ijrp.org

"The story can be analyzed using reader-response criticism... ['They dismiss their servant and move into an even smaller apartment']. I can relate to the quotations because even though we don't

have server, we used to live in a subdivision in Imus, Cavite, and had a beautiful and kind of a big house. We lived there because my father worked there, but one day my father and his manager had a fight, and my father decided to leave his job because he didn't want to be exposed to his manager, so we had to sell our house. So, we have to move into a squatter area in Las Piñas that is very crowded and has a lot of people, and our house in Las Piñas, which we simply rented, is very small, so I guess I can relate to quotations in that manner."

- Critique 2

"I can relate to the quotations because even though we don't have a server, we used to live in a subdivision in Imus, Cavite, and had a beautiful and kind of big house. We lived there because my father worked there, but one day my father and his manager had a fight, and my father decided to leave his job because he didn't want to expose to his manager, so we had to sell our house. So, we have to move into a squatter area in Las Piñas that is very crowded and has a lot of people, and our house in Las Piñas, which we rented, is very small, so I guess I can relate to the quotations in that manner."

- Critique 2

This sample statement is an example of a narrative writing. The story is delivered in narrative style. This is almost always a story about a personal event. This helped the student to strengthen his writing talents by freely expressing his narratives that were connected to the story's main character.

"And that's what I'm doing imagining for being rich, having a lot of brand-new things, gadgets, beautiful room, big house, and having a lot of money."

- Critique 44

This example statement is written in a descriptive style. Descriptive writing is a type of essay in which students are asked to describe something, such as an object, a person, or a location. The student's analysis, which she eloquently outlined in all the items she sought to gain, was discovered through the criticism. Writing descriptively helps students improve their writing abilities.

"The Necklace is a story written with the intent of the combination of greed, vanity, forbidden desire and wealth. In my opinion, the story was written to such great perfection that it captivated my interest. It was far more than I expected in a short story."

- Critique 4

This sample statement demonstrates the student's ability to adequately explain concepts through writing with clarity, structure, and accurate verb tense usage.

"All of us want to have an opulent life wherein we can be able to provide all we want."

- Critique 16

This particular statement demonstrates how a student was able to expand his vocabulary by utilizing the unfamiliar term "opulent" instead of the equivalent word "rich." In this approach, the student's writing abilities are improved while her vocabulary is expanded.

"A couple as middleclass people"

- Critique 46

This sentence demonstrates how a literary criticism method may help students improve their writing abilities by allowing them to employ figurative language. This comprises all of a student's knowledge and talents connected to expressing ideas via writing. A simile was discovered in the student's critique, where the term "couple" was directly compared to a middle-class person using the word "as." A simile is indicated by the use of "as," especially when comparing two things.

"The reason I can identify to this phrase is that, like the speaker, I often find myself daydreaming of living a lavish lifestyle"

- Critique 1

This sentence also demonstrates how using figurative language in literary criticism may help students improve their writing abilities. A simile was discovered in the student's critique, in which the student directly linked herself to the speaker (Mathilde) as someone who envisaged a rich existence. The term "like" was used to connect these two notions. A simile is defined as the use of the word "like" in the explicit comparison of two dissimilar objects.

"A woman is a woman that's why we can't deny the fact that a woman is a superhero in her own way"

- Critique 40

This statement also demonstrates how literary criticism may help students improve their writing abilities by using figurative language. An example of metaphor was discovered in the student's criticism, in which the student equated "woman" to a superhero without using the words "as" or "like" in the phrase. A metaphor is when two unlike objects are compared without using the words "as" or "like."

"An expensive-looking necklace is the embodiment of social status and class."

- Critique 20

The selected phrases also show how literary criticism may help students improve their writing abilities by using figurative language. A metaphor was discovered in the student's critique, in which the student obliquely linked "an expensive-looking jewelry" to "an embodiment of social status and status" without using the words "as" or "like." A metaphor is when two unlike objects are compared without using the words "as" or "like."

"Karma was following her at the end"

- Critique 7

www.ijrp.org

A personification was discovered through the student's critique. Personification is a figurative language wherein an idea or thing is given human attributes and/or sentiments or is discussed as if it were persons. The term "karma" in the phrase does not

refer to a person. It was linked to a human, though, since "it was following her at the end." The use of figurative language demonstrates how literary criticism may assist students to improve their writing abilities.

"Her karma began when the necklace she borrowed went missing, and they felt obligated to replace it out of guilt. In the end, she lived worse than before."

- Critique 7

An example of an apostrophe was discovered in the student's critique. Apostrophes are a figurative language device used while addressing someone (or something) who is not there or who is unable to answer in real life. The student's word "Karma" is not there, thus it is being called and spoken even if it cannot answer.

"As a woman, economic status is not important even if your poor doesn't mean you have limited opportunity, we should use it as a motivation and as a weapon to fight inequalities."

- Critique 37

A simile was discovered through a student's critique. A simile is figurative language that uses comparison terms like "like" or "as" to emphasize the similarities between two items. With the usage of "as," the phrases "economic status" are immediately connected to "a weapon to combat inequalities." One of the advantages of literary criticism is that it helps students improve their writing abilities by using figurative language, whether intentionally or subconsciously.

"Mathilde is an example of this story because she represents the woman's role in society. I know that there's a lot of Mathilde in this society full of insecurities and bitterness"

- Critique 36

The synecdoche was discovered through the student's critique. It's a figure of speech that uses a component to symbolize the complete, like the student who used Mathilde to symbolize the entire society, symbolizing those who are full of insecurity and resentment. This is how literary criticism may assist students to improve their writing abilities by using synecdoche as a figure of speech, whether intentionally or accidentally.

"False pride is the cause of sufferings."

- Critique 8

An example of an apostrophe was discovered in the student's critique. The apostrophe is a figurative language wherein a speaker discourses somebody (or something) who is not there or who is unable to answer in real life. The student's sample statement demonstrates how "false pride" is referred to as the "source of miseries," in which the student refers to false pride as someone or something that is not existent and cannot respond in reality. As a result, the student's writing abilities will improve through the use of the figure of speech.

"I've always had the desire to live a life that's lavish and excessive."

- Critique 1

This example sentence demonstrates how literary criticism may help students improve their writing abilities by employing figurative language. The usage of alliteration may be found in the student's critique. Alliteration is a rhetorical device in which the letter or sound comes at the beginning of words that are next to one another or that are closely linked. The /l/ sounds appear at the beginning of the phrases "live," "life," and "lavish" in the criticism.

"When I can't help but fantasize about going out to a nice restaurant for dinner, driving my own car, having whatever I want, and living my life to the fullest."

- Critique 1

The use of parallelism in literary criticism helps students strengthen their writing abilities, as shown in this excerpt passage. The repeating of linguistic components in a piece of literature to generate a harmonic result is known as parallelism. "Going out to a nice restaurant for dinner," "driving my own car," "having whatever I want," and "living my life to the fullest" demonstrate how the student expresses her views in a way that balances the sentence construction. Every first word in the phrases given, such as "going," "driving," "having," and "living," is a gerund — a verb that ends in "-ing" which gives balance to the text.

"They were always underestimated, maltreated, and deprived of their privileges and rights."

- Critique 31

These selected statements also demonstrate parallelism, in which the student expresses his views in a way that gives the sentence construction stability and balance. The presence of past tense of the verbs "underestimated" "maltreated" "deprived" is a parallelism seen in the critique. The students offered an ordered flow of grammatical components in this manner. As a result, students' writing skills are improved.

"A true man represents or symbolizes a good father, a strong man, and a good provider. While a good woman is a home of her family, caring and loving, soft-hearted yet strong enough for her children."

- Critique 37

Some symbols were discovered in the student's critique. Symbolism is a literary technique in which objects such as words, people, locations, symbols, or intangible things are employed to convey meanings apart from their conventional ones. The student had created a depiction of the words "man" and "woman." As can be observed from the statement, the man represents being a good provider and a father, while the woman represents the home and her great qualities as a mother. Literary criticism may help students improve their writing skills by employing symbolism.

"Through thick and thin"

- Critique 6

This example sentence demonstrates how literary criticism may help the students improve their writing abilities. An idiomatic expression was exposed via a reader review. Idiomatic phrases are a form of colloquial language when the words' intended meanings are different from the words' actual meanings. The phrase "through thick and thin" is an idiom that signifies "through many tough periods over a lengthy period of time."

The sample statements above display how literary criticisms be beneficial to the students in writing critique. Probing into the context of the critiques, it was found out that literary approaches help students by understanding meaning, which includes discovering the author's purpose, establishing philosophy, which includes the moral foundations and moral values that can be learned from the story, discovering history, which pertains to how the students unveil the historical background of the story, and developing writing skills, which includes the technicalities in writing critiques. All these coincide with the functions of literary criticism established by Martise (2022).

DISCUSSIONS

This section of the study presents the discussion of the significant terms, implications to teaching practice, concluding remarks, and recommendations to future researchers, which are significant to better understand the results of this study. Further, this chapter also presents the approaches to literary criticism that were found from the critiques of students and the ways how these approaches to literary criticism may benefit students in writing their critiques.

Approaches to Literary Criticism

By summarizing, evaluating, and analyzing a writer's work, literary criticism can help readers gain a deeper knowledge of it. Following a thorough examination of the students' critiques of Guy de Maupassant's "The Necklace," they employed a variety of literary criticism methodologies. Reader-response criticism, Marxist criticism, formalist criticism, feminist criticism, psychological criticism, and deconstructive criticism are all examples of this type of criticism. This is corroborated by the literary theory and schools of criticism of Dobie (2011). Sample statements from the critiques were extracted to show how the students analyzed the story using a certain method of literary criticism.

Reader-Response Criticism

Delving into the critiques of the students, it was found that reader-response criticism was one of the approaches to literary criticism used by the students to analyze the story. This includes how the students relate and connect to the text by incorporating their personal experiences grounding on how the characters behave, such as how Mathilde, the protagonist, dreams of a lavish life. Also, the students had various feelings and emotions about how the story revolves, like the feeling of annoyance, how the protagonist is not contented in life, and the feeling of pity and sadness as to how the couple suffered trying to impress everyone. Moreover, the students became active readers by understanding the author's purpose, which was to be contented and not live a life beyond one's means. All of these contribute to the usage of reader-response criticism, in which they play an important role in a meaning generation.

In a study that emphasized reader-response criticism, Andres (2021) highlighted how the reader perceive the text. In this method, the reader, not the writer or the work, produces interpretation. The writer is no longer beneficial after the work has been released. Reader-response criticism, at its most fundamental level, regards readers' responses to literary works as crucial to deciphering the message's meaning. A critic who employs reader-response theory may do so through a structuralist, feminist, or even psychoanalytic lens.

This is in consonance to the findings of Mailloux, (2018) which stated that in reader response criticism, reading is similar to a conversation between both the text and the reader which can only be meaningful whenever the two are engaged in it. In this sense, the reader actively participates in the text rather than just being a passive receiver of what it conveys. The reader can then connect the material to life observations to cover the gaps left by that of the text by using the text as a trigger-to-trigger memories and thoughts in themselves. This enables theorists to understand how various reactions to and readings of the same text can occur.

Marxist Criticism

The result of the study revealed that Marxist Criticism was one of the approaches to literary criticism utilized by the students highlighting social stratification, the imbalance of opportunity, and voicing out a stand in the government. The students had analyzed the texts by seeing the unequal opportunity distributed to every character. It was mentioned that unequal opportunity tends to be one of the causes of conflict in the society. Likewise, the students observed social stratification such that the protagonist has limited resources and unable to fulfill her dreams due to being in a middle-class, whereas her close friend has the full capacity to buy her needs. Furthermore, the students cited the plea of the workers - owing to the context of the male protagonist- that plenty of workers nowadays were oppressed due to the presence of capitalism in the country.

This was supported by the findings of Andres (2021) which argued that Marxist criticism focuses on the examination of how the conflict between the dominant elite (capitalist class) and the middle class (workers) impacted the things that happened in the narrative. Marxist literary analysis explores the place of literature in class conflict. Likewise, Hartley (2019) mentioned that central to Marxism is the idea that: class relations, which fed into and which were reinforced by social-cultural families of domination / discrimination, are the main cause of society's fundamental social-ecological problems, that class relations must therefore be abolished for society to begin to solve its problems, and that class relations can only be abolished by politically conscious and politically organized exploited men and women of different social groups.

To be a Marxist is to contest for general self-governing rights for all and for the democratic rights of burdened clusters like women and religious, ethnic, linguistic, and other minorities. Given the on-going occurrence on democratic civil rights from the right-wing / fascistic services, it is the fundamental duty of a Marxist to oppose this tyranny. To be a Marxist is also to fight for economic concessions on the bases of partial demands and provisional demand such as employment for all with inflation-adjusted wages. Finally, for a Marxist, the fight for democratic rights and for economic concessions must be a part of, and must not be disconnected from, the fight to overthrow capitalism and establish socialism nationally and globally (Das, 2019).

Moreover, it was parallel to the result of Allen (2017) which specified that Marxist analysis is a technique used by scholars to show how language events affect widely held beliefs about who should and shouldn't have authority in a given society, with an emphasis on socioeconomic background, materialism, and consumption. The founding figures of Marxist analysis, Karl Marx and Friedrich Engels, claimed that both men in positions of authority and those who are disadvantaged by them have a propensity to follow the values and opinions of the ruling class. In order to understand how language behaviors, occurrences, and texts contribute to the development, maintenance, or transformation of social and/or governmental repression, a Marxist analysis must first identify these contributions.

Formalist Criticism

Exploring into the result of the study, Formalist criticism was also one of the approaches to literary criticism used by the students to critique a certain literary piece emphasizing the language use and symbolism used by the author of the story. The results revealed that the students were not influenced by the history and personal background of the author, instead they were focusing on how the texts were constructed. The students had evaluated the structure of the texts by providing several symbolisms that can be extracted from the story. Furthermore, the students had to deal with the style of literary texts such as finding out the figurative language present on the texts. More so, the emphasis on the objective and literal interpretation of the themes were provided such that the students mentioned that being contented and being grateful were some of the themes in the story.

The study of Wilson (2020) confirmed this by pointing out that the empirical and precise understanding of a literary text's tone, content, and style is emphasized by the formalist method of literary analysis. Due to its straightforward and literal investigation of the written word, formalist literary analysis is frequently referred to as a systematic method to literature. Formalism is a term used in literary theory to describe critical methods that examine, analyze, or assess a text's basic elements. The historical, biographical, and cultural context of a book are less significant when using a formalistic approach. Furthermore, Andres (2021) noted that formalist critique focuses solely on the text and ignores any external factors like the writer, the actual reality, the reader, or other works of literature. Formalists contend that a text's meaning is embedded in it. All other factors are meaningless since meaning is determinant.

This was also in congruence with the findings of Isla (2017) which detailed that There are numerous methods for reviewing and understanding literature. The formalist approach to literary analysis is one of the more divisive methods. The empirical and precise understanding of a literary text's tone, content, and style is emphasized by the formalist method of literary analysis. Due to its straightforward and literal investigation of the written word, formalist literary analysis is frequently described as a systematic method to literature. Formalist critics don't talk on anything that isn't directly related to the text, such politics or history. Instead of focusing on a text's substance, the formalist critic examines its form.

In a nutshell, formalist criticism is defined as a method of literary criticism that gives readers a chance to appreciate a piece for its intrinsic worth as a work of literary art. Irony, contradiction, imagery, and metaphor are all topics that formalist critics spend plenty of time discussing. A work's environment, characters, symbolism, and viewpoint also catch their attention. Start your formalist critique by writing freely about what you've just read and begin with a symbolism, a powerful image, a specific component, a response, or an insight (Andres, 2016).

Feminist Criticism

Going into the result of the study owing from the critiques of the students was the feminist criticism. The students decided to use this approach in analyzing the story, "The Necklace" by Guy de Maupassant. The results demonstrated how the students perceived the text by looking through the lens of feministic view. Owing from the texts, the students identified the experiences of women from the past and how they were restricted when it comes to the opportunities, works, and educations. However, some students display the spirit of freedom by defining, establishing, and defending equal civil, economic, and social rights for women by displaying those women of today were equally capable to men in terms of work, management, and education.

Feminist criticism seeks to see things from a different perspective and to recognize women's contributions to literary history. This depicts how women are constrained in terms of opportunity, activities, and even words, making them feel trapped. Furthermore, this is about how literature reinforces or undermines women's economic, political, social, and psychological oppression. Furthermore, this includes how women combat gender stereotypes and performative behaviors, as well as how they support feminist aims of defining, creating, and defending women's equal civil, political, economic, and social rights.

This was in response to the study of Zambat (2017) which says that since the dawn of time, patriarchal systems have caused pain to women. Women are pitted opposed patriarchy in feminism. Feminism as a gender-based sociopolitical movement was born out of women having suffering. Women experience financial, geopolitical, cultural, legal, administrative, and social inequality in both the public and private spheres. The structure of society is directly impacted by this issue. Feminist ideology has not remained a core component of the feminism rights despite its historical advancement, conservative theory. As a result, today, we have different approaches of feminism to analyze the society by the methods of feminist theory. In this study, the concept of the theory of feminism, the trends of the women movement, historical changings and developments of feminism were analyzed. Anent to this, Andres (2021) also voiced out that feminist critique is concerned with how texts reflect women's roles in society. Typically, it evaluates how the story portrays the situation of women. In general, it attacks the construction of women in literature.

The study of Pheiffer and Myrrhøj (2019) supported this when two novels were compared, and it was found that although being written more than a century apart, they shared many similarities. Both books depict a society where women are viewed as the lesser gender and religion has a strong influence. Both of the main protagonists, who stand in for average women in their various communities, experience a sense of confinement due to their limitations on possibilities, behaviors, and even language. This led to the conclusion that they will be able to thoroughly study older works using the vocabulary, concepts, and techniques introduced with contemporary theories. We must be careful in our argumentation because otherwise we run a risk of over-attaching concepts and significance that were not intended in the first instance.

Psychological Criticism

Psychological criticism was also evident from the critiques of the students as they analyzed the story. With the results of the study, it stressed out that the author of the story unconsciously portrays the characters of the story owing from his personal experiences which lead to the motives in creating the piece. The students had evaluated the character's psychological condition and past, allowing the students to comprehend the writer's motivation. The main goal is to use the author's history to investigate the unconscious elements in a literary production. It asserts that a work of literature is a reflection of the writer's own fears and anxieties and that literary writings, like fantasies, disclose the author's secret deepest fears. This involves basic topics like how needs and wishes materialize in the text, whether they are satisfied or unfulfilled, and how it affects the character's development.

The findings of McMahon (2022) supported this by stating that literary criticism that uses a psychological analysis to examine a writer's work is known as psychological criticism. This method examines the writer of the article or a person in it

psychologically. It aids readers in comprehending both the author's and the characters' motivations. In other words, critical critique enables us to comprehend the reasons behind the author's style of writing, the ways in which his personal experiences have influenced it, and the motivations behind the actions of the people in the novel. For instance, if the protagonist of the novel is a murderer, analyzing the subject's mental condition and history may allow the readers to comprehend how and why he came to be a killer. Hasa (2016) also noted that this method of criticism can be used to examine the writer's reasons for choosing this topic as well as how his background has influenced that choice. For instance, the reader may perceive the narrative extremely diverse if they are conscious that the author was a victim of a violent crime.

It was similar to the findings of Rajan (2017) which detailed those Psychoanalytical ideas advanced by Sigmund Freud formed the basis of psychological literary criticism. Following Freud, certain neo-Freudians like Jung and Adler also contributed parts of their theories to it. When choosing psychological literary criticism, critics support a specific psychology theory and use it to analyze all of the works of all authors. In light of this, Frommian Humanistic Psychoanalysis offers a great deal of potential for application as a theory for psychological literary criticism. Fromm's philosophy is more humanistic. Fromm put more emphasis on human wants than Freud did, who valued animal instincts. In order to gain a richer and more beautiful understanding of contemporary and post-modern literature, the current study advises critics to employ Frommian Humanistic Psychoanalysis.

Moreover, Psychological criticism frequently examines human psychology, the awareness and/or subconscious as well as the formation of individuals through their behaviors (Mangione, 2020). (Mangione, 2020). This involves the essential questions of how needs and desires appear in the text, if they are satisfied or unfulfilled, and as to how it affects personality evolution.

Deconstructive Criticism

Probing the result of the study, deconstructive criticism was one of the approaches to literary criticism used by the students in analyzing the story. Deconstructive criticism can also focus on textual binaries like good/evil, light/dark, male/female, poor/rich, linear/nonlinear, old/young, masculine/feminine, or natural/artificial to reveal one side of the binary as privileged and the other as suppressed. The results revealed that certain binary was present as to the analysis of the students. This involved the poor/rich binary wherein the students had emphasized how being poor were identified as being suppressed, while the rich were demonstrated as being privileged. A deconstructionist critic, for example, could question how and why poor versus rich is given more weight in a text.

This corroborated with the propositions of Mambrol, (2016) who described Deconstruction as the process of closely examining texts to show that they include meanings that are inherently incompatible with others instead of being a coherent, logical whole. It is a type of philosophical and theological study that closely examines the vocabulary and syntax of literary and cultural texts in order to challenge the fundamental conceptual divisions, or "oppositions," in Western philosophy. Deconstruction typically challenges oppositions that are "binary" and "hierarchical," where one term in the pair is presumed to be fundamental or foundational, and the other is subordinate or derived (Britannica, 2020).

Taking into consideration, Deconstruction, a theory that sprang from post-structuralism, contends that it is difficult to define a full system since systems are constantly changing. While deconstructive criticism likewise examines patterns in texts, its goal is to show how competing forces inside the text threaten the text's stability, exposing meaning as a range of open-ended alternatives. Good/evil, light/dark, male/female, poor/rich, linear/nonlinear, old/young, masculine/feminine, or natural/artificial binaries may also be the focus of deconstructive criticism in order to reveal one component of the binary as privileged and the other as suppressed (Mangione, 2020).

For instance, a deconstructionist critic might query the validity of these linkages within—and even outside of the literary text—by asking how and why light is given greater weight than dark in a book. For instance, if a reader notices that a literary work purposefully associates light with kindness and dark with evil, the reader may start to doubt the veracity of these associations. Similar to how a deconstructionist critic would highlight how these opposing forces' creation compromises their stability (Mangione, 2020).

Benefits of Approaches to Literary Criticism to Students in Writing Critiques

In the Functions of Literary Criticism, Martise (2022) noted that analyzing literature helps students understand that effective work can involve self-expression. However, it must have an objective that extends further than the writer, that whether objective is to enlighten, evoke sympathy, motivate, or just amuse. Further, it was stated that the knowledge on the literary approach to criticism helps the student writer in understanding meaning, establish philosophy, discover history, and develop writing skills.

The basic goal of literary criticism is to better comprehend literature through interpretation. A broad comprehension of international literature is possible thanks to literary criticism. Students can most comprehend a piece of literature by analyzing thru the prism of literary theory, understand much more about intentions of various authors, and elevate the standard of writing for both writers and readers. It allows people to investigate a certain section of a text that they find particularly intriguing.

Approaches to Literary Criticism Help Students in Understanding Meaning

Delving into the critiques of the students, it was verified that the approaches to literary criticism aid the students to understand the meaning of the story. This can be seen the way they express their thoughts and provide the themes from the story. This way, the students made sense of the work and created literary judgments after giving the materials a thorough reading. Essentially, the results revealed that the critiques of the students include the discovery of the author's purpose and the meaning that the texts wanted to convey which is to be contented and be grateful on the present things. Moreover, the students identified that one should appreciate the reality in opposed to greed and jealousy. Furthermore, comprehending and internalizing the theme and message that the author wishes to express through those writings is required.

This confirmed the finding of Gaiman (2022) which revealed that by describing, analyzing, and ~~examining~~ an author's work's worth, literary criticism can deepen the reader's knowledge of it. Literary criticism provided students with fresh standpoints on a writer's output, much like literary theory, which offers a more comprehensive philosophical foundation for how to study

literature. After carefully reading the text, a critic develops a thorough literary analysis that can either support or contradict the interpretation of another reader. Literary criticism makes it possible for viewers to better comprehend the intricacy and beauty of the universe through writing.

This was also similar to the findings of Abudridha and Latiff (2020) which states that the process of literary criticism fosters and promotes critical thinking abilities and skills including recalling, regaining, and coming up with different interpretations of literary materials. Finding connections among what they understand and their backgrounds helps students learn more effectively. Additionally, Choudhary (2016) asserted that literary criticism attracts students with a variety of learning styles and promotes deliberate and careful learning. Teaching strategies for literary criticism exposes students to the functional utilization of language while also improving their proficiency in the English language. It raises cultural awareness and promotes analysis of themes, characters, and other aspects of stories.

It was then supported by Khairi (2017) which stressed that literary criticism necessitated detailed analysis to have a better understanding of specific features of works of literature. This is the case for every student having a distinct set of comforts based on his or her prior background or literary criticism attached to the piece. Because of different points of view, the reader will be able to understand things that others do not by employing a specific criticism of a work of literature. As Alhemiry said, one of the principles of criticism is to understand something accurately that is misinterpreted by others. It is self-evident that criticism supports the reader in grasping the work from a certain perspective in order to discover much about the piece of literature that others do not.

Lastly, Oates (2022) reinforced this finding by stating that literary approaches enable comprehensive knowledge of literature from around the world. Analyzing a piece through the lens of literary theory provides a new perspective for better understanding literature, different authors' intentions, and eventually elevating the literary worth for both writers and editors. Literature can also be influenced by literary studies, which can push works to take on new directions.

Approaches to Literary Criticism Help

Student Establish Philosophy

One of the benefits of the approaches to literary criticism as can be seen from the critiques of the students was the philosophy. The students are able to express and learn the moral values that the author wanted to establish. This encompasses how the students search for fundamental truths, a quest for knowledge, and ethical values. Further, this also applies to students obtaining basic philosophy about what is right and wrong, as well as demonstrating moral decision-making by creating the idea on how a person should behave and decide according to one's limitation. Additionally, this aids students in grasping those virtues or moral habits that will enable them to live a good life while also being a productive, contributing member of their community.

This reinforced the findings of Rachmawati et al. (2020) as they specified that literary approaches help build the philosophy of students. The foundation that students use to determine what is right and wrong is a philosophical viewpoint. It will affect the moral values of the students. Depending on whether philosophical opinion is adopted, a belief might be right or wrong since each side has distinct arguments for why their position is correct or incorrect.

Anent to this, the study of Matulonis (2015) revealed that the wider goal of writing is to explore philosophical concerns and impart morals. Literary criticism known as "moral criticism" evaluates the worth of literature in light of its moral and ethical messages. Moral evaluation. The reader is the one who can determine whether or not a reading is moral. Moral critique concentrates whether or not a decision genuinely considered anything which needed to be considered. For instance, a government action may be challenged on the basis that this is likely to result in a number of unfavorable outcomes.

Moreover, approaches to literary criticism are the study of philosophy since morality-related topics have been the focus of many philosophical discussions. The most accurate portrayal of society's current state and cultural makeup, including morals and ethnicity, is found in literary works. Morals can be thought of as the traditions that direct a person's sensible actions. Value could be beneficial for those who share the same moral standards, but it can also be undesirable for those who don't. The standard for judging any reaction or behavior somebody does is the moral position which has been established in their thinking (Laksmita, 2020).

Approaches to Literary Criticism Help

Student Discover History

Exploring the critiques of the students revealed the notion that the approaches to literary criticism help students discover history. This can be proved by students objectively pointing out the time context wherein the story was written. Students can learn about a period and its society through analyzing literary works and societal interpretations in literature from that period. Students can learn about history by looking back to the time when the texts were written and incorporating ideas from the literature into their understanding of history.

This was in congruence with the report of Lynch (2019) which specified that Literary theory provides a variety of perspectives for comprehending how historical context affects understanding and also the significance of grammatical and subconscious textual aspects. In addition to examining the significance of formal components of literary construction, literary theories support learners in tracing the origins and development of the many genres—narrative, dramatic, and lyric—as well as the relatively current strength of the book and the collection of short stories. Last but not least, literary theory had previously tried to clarify the extent to which a text was more the creation of a culture than a single author and, consequently, how those works benefit the development of the cultural patterns.

The report of Mambrol (2020) revealed that The field of literary theory and criticism encompasses not just theoretical concepts of literary historiography depiction, but also the other forms of critique that, frequently without acknowledgment, assume a historical context or use historical techniques on the fly. Literary criticism is typically founded on historical concepts, especially since it became formalized in the 19th century and even into the post war era.

Moreover, Leverkus, A. (2022) presented that one of Finding the text's basic or underlying content in its natural contemporary period and literal sense is one of literary criticism's main objectives. A historical critic examines how the author's personal experiences and the historical context influenced the production of a piece. A historical criticism piece makes a claim about the author or historical era based on its subject. The goal of historical criticism is to uncover what texts talk about the geographical

and socio contexts in which they were created. In this way, it examines writings in the very same way that a historian examines historical documents.

Approaches to Literary Criticism help Students Develop Writing Skills

In identifying the approaches to literary criticism, it was found that most of the critiques of the students show impressive types of work displaying how good they are when it comes to revealing the meaning behind and beyond the story as well as expressing those meanings with technicalities leading to the development of their writing skills. Students were able to improve their writing skills by adding grammatical components and using all of the information and abilities connected to conveying thoughts through the written word by using literary criticism in writing critique. Technicalities like the use and display of fluency, content, conventions, grammar, and vocabulary all contribute to the students' composition. This also includes the ways in which students used literary methods to express metaphorical meaning beyond its literal forms. It is critical for every writer to grasp literary criticism in order to improve his direct and indirect communication.

The study of Abdalrahman (2021) mentioned that in learning and teaching writing skills, grammar should be taught either consciously or unconsciously. Teaching grammar unconsciously is going to work better for the language learners because it will help them to focus on other techniques of writing, not just grammatical rules. As for learning, the same is true. Learning syntactic rules and constructions should be unconscious. This should be acquired through internalized reading. In this sense, internalization implies the unconscious acquisition of linguistic structures and rules.

Meanwhile, Ajoke and Shapii (2017) inserted that literary criticism encourages readers to obtain the four language skills, one of which is the writing skill. Likewise, Mallemari (2020) also inserted that When students are reading literature, they dive in headfirst. They delve further to discover the significance of the text's lexical terms. This may have positive benefits on language learning. As a result, grammar and linguistic guidelines can be found in literature. Without reading comprehension, learners will not be able to improve their writing. As stated earlier, reading and writing are inseparable acts. It is the instructor's duty to explain this to language learners that writing effectively depends on effective reading. In literary texts, learners should be acquainted with denotation and connotation, language goes beyond the surface meaning in literary texts. In fact, this should be explained in terms of symbols, images, imagery, and figures of speech.

Furthermore, Sajeeval (2017) conveyed that analyzing short stories can be used as a valuable tool for improving the sub-skills of writing, i.e., vocabulary development, development of ideas, grammar and logical and critical thinking. Short stories should be utilized to develop the sub-skills of writing of the learners. When reading a literary text, learners will acquire the grammatical structures, constructions, unity, and coherence unconsciously. Sometimes learners will imitate the writing style of a writer as a model for their own writing. Moreover, Leal (2015) argued that readers could use a literary text's structure, syntax, vocabulary, and other elements as a guide for their own writing. Additionally, the results of study performed by Sen Bartan (2017) lend credence to this assertion. He established the terminology, substance, structure, and context of knowledge for the post-test based on his experimental investigation. The study's findings confirmed that there is indeed a direct correlation between reading comprehension and writing ability.

Implications for Teaching Practice

Approaches to literary criticism are useful as a supplemental competency in developing critical thinking skills. The said competency assists the students in interactively engaging with the lesson and serves as a benchmark for analyses. This study successfully surfaced language teachers' experiences in intensifying the teaching of literary criticism. Moreover, the study provides an avenue for the Department of Education, the school administrators, teachers, and parents to understand how literary criticism helps students in their quest for literary development and critical thinking.

This study has been brought to life to deeply understand the way students analyze a literary text and also make this endeavor one of the ways to teach them literary criticism. The result shows that the students, who were tasked to do critique, had manifested different perspectives as they utilized different approaches to literary criticism to analyze a literary selection. It has been proposed that literary criticisms help foster critical thinking. Critical thinking was not just learning but also a skill for life. It encourages curiosity and enhances creativity. At the same time, it reinforces problem-solving ability that whenever students encounter a problem, they will be able to break down ideas and solve the existing problem. Hence, it is essential to make each student a critical thinker, not easily be swayed by false information, and be an individual who thinks before responding.

Essentially, language teachers should emphasize the teaching of literary criticism and involve students in critiques more often, given that it helps foster critical thinking while also assisting students in understanding meaning, establishing philosophy, discovering history, and developing writing skills. In order to make significant development, there should also be consistency in carrying out such actions.

However, it was discovered during the researcher's analysis that there were only a few grammatical mistakes and a small number of misspelled words. Although the grammaticality of the sentences was not the main emphasis of this study, it is still important to assist the students and teach them the correct approach to creating sentences before allowing them to do critique in order to produce high-quality work. In this manner, the students had the chance to get corrective feedback while still getting the most out of literary criticism.

Furthermore, school administrators should encourage language teachers to participate in a focused training session on literary criticism delivered by a professional. By doing so, educators may adopt fresh strategies for imparting knowledge that would improve both their own and their students' literary competence. This may eventually assist students in developing literary appreciation skills, so they may demonstrate a greater level of reading comprehension. This will then assist students in better appreciating the human emotions, insights, themes, ideas, and key human experiences communicated in different literary writings.

In the same manner, DepEd Officials should revisit the curriculum in congruence with the teaching of literary criticism knowing how this could ultimately help students' critical thinking. This way, it may contribute to the framework for action for the implementation of UNESCO's Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. One of its agenda is to ensure that all individuals acquire a solid foundation of knowledge

and develop high-level cognitive and non-cognitive/transferable skills such as critical thinking. Likewise, it will support the recently launched Basic Education Development Plan 2030 (BEDP 2030) of DEPED Philippines, which is set to provide a strategic roadmap to improve the delivery and quality of basic education. One of its goals is to embed the 21st-century skills of problem-solving, information literacy, and critical thinking within all subjects. Addressing 21st-century skills is a major component of the reskilling/upskilling of teachers in Sulong Edukalidad, which was formulated in December 2019 to address the poor student performances in PISA 2018.

With these considerations, the researcher plans to have a conversation with the advisers, language teachers, and the school principal of the participants. The results of the study will be communicated to them to bring light on the importance of teaching literary criticism to students and the ways in which the school principal may intensify and provide training/workshops to language teachers. The researcher, together with the planning team, will look for a chance to craft a project to be included in the School Improvement Plan (SIP) and eventually make an activity design to realize a training that would include language teachers and students related to the teaching of literary criticisms. All these will contribute to the development of the critical thinking of students and realize UNESCO's SDG 4 and DEPED's BEDP 2030.

Recommendations for Further Research

Undoubtedly, it has been viewed that this research was effective in achieving its main objective, which is to identify the approaches to literary criticism found from the critiques of the Grade 10 World Literature Students, and the way these literary approaches may benefit students in writing critiques as they analyzed the story, "The Necklace" by Guy de Maupassant. It is shown by the fact that the existing approaches and the benefits derived from this journey were able to sufficiently provide information and explanation on the focus of the study.

Regardless, it should be noted that this research paper is not the conclusion of the totality of research attributed to investigating the said topic of inquiry. This means that the researcher humbly acknowledged the fact that the findings of this study are just descriptions and could not be considered generalizations. This is because the researcher only utilized the selected grade 10 students with their analyses of the story. Therefore, the researcher supposed that there are still uncharted avenues and opportunities for further studies.

It is suggested that a larger research study be conducted with a larger number of participants and should include a wide range of educational settings to obtain more substantive answers to the questions presented in this study and perform a further process such as letting students make a critique on a literary selection. Considering that the approaches to literary criticism foster critical thinking and may benefit students, especially in their writing skills, it is further suggested that more research be done on the utilization of approaches to literary criticism to analyze a certain literary selection.

To add, it would also be interesting to discover and explore how and why students used a certain approach of literary criticism to critique a literary selection and how this approach may benefit them in an oral expression of language since this study is about the critique in written form. Discourse analysis also includes spoken words/utterances, and making them speak out could also expound our knowledge of how literary criticism can be utilized and can benefit them.

Likewise, further research about the stylistic features found from the critiques of students could be applied and determine the phonological level, graphological level, lexical level, and semantic level. In the same vein, other researchers could apply correction symbols to the critiques of the students, which serve as an indication of corrective feedback towards the writing performance of students. Then, those critiques with correction symbols will be given back to the students and would serve as a guide and enlightenment for students' awareness of the common errors and eventually and consciously/unconsciously learn the second language.

Finally, aspiring researchers are encouraged to use similar approaches and strategies or perhaps try new approaches to validate or disprove the findings of this research study. Future researchers may also replicate or re-conduct the study at different research sites in order to triangulate and provide more dependable and reputable research results or outcomes.

Concluding Remarks

It is thought that examining literary texts helps foster critical thinking because literary criticism and critical thinking are related. Based on the study's findings, it was underlined that learners of written works frequently attempt to comprehend something outside of the text and have a propensity to predict prospective future progress by employing those methods of literary criticism. After reading a literary work, students can encourage the critical and analytical thinking needed for their writing.

From the study results, the researcher found several approaches to literary criticism from the students' critiques as they analyzed a literary selection. These include reader-response criticism, Marxist criticism, formalist criticism, feminist criticism, psychological criticism, and deconstructive criticism. All of these give benefits to students as these approaches help them to understand the meaning of the texts, establish philosophy, discover history, and develop their writing skills. Considering this situation, higher authorities from the Department of Education must consider intensifying the use of approaches to literary criticism in order to produce more critical thinker citizens.

The researcher chose to investigate the approaches to literary criticism through this study because the researcher had observed that most of the students lacked the skills in analyzing a literary selection wherein those classical reading sources are no longer in the bank of interest among them. They were more engaged with the proliferation of E-book materials or Wattpad or involved more in social media platforms, neglecting the value of literary works.

As a result, having this research helped the researcher to better understand the way students used the approaches to literary criticism as their bases in analyzing a literary selection reflected in their critiques. To gather the critiques, the researcher first teaches and elaborates the approaches to literary criticism for the students to have input before analyzing a text. They are given the luxury to select more than one approach to critique a text. The task was to encourage them to freely express their analyses with the foundation of those literary approaches. The researcher is fortunate and grateful that they cooperated fully and honestly in sharing their analyses.

www.ijrp.org

During the course of the study, the researcher had a first-hand understanding of what it is like to be a researcher. With the help of his adviser, the researcher took all of the required steps to ensure that this research was a success. It was a tough and

exhausting endeavor because it took time, patience, and determination to acquire quality and relevant data to support this research. However, this venture allowed him to learn about how literary approaches were being utilized and how these can be of benefit to the students.

To involve students in an analysis involving the approaches to literary criticism, certain assistance must be given in order to receive quality critique from them. It is very crucial to genuinely engage students to write critique so they can sharpen their literary skills. As a language teacher, the researcher can attest to the importance of creativity, adherence, and resourcefulness in completing this work. The researcher must also act whenever he discovers the most effective ways to complete this duty, ensuring not just his knowledge and talents but also the well-being of those around him. Indeed, approaches to literary criticism help students in a way that could increase their literary skills and the way they write their critiques.

References

- Abdalrahman, K. K. (2021). Teaching and learning writing skills through literature. *Canadian Journal of Language and Literature Studies*, 1(2), 1-10.
- Abudridha, Q. A., & Latiff, A. A. H. (2020). Assessing Iraqi university readers' critical thinking development through the use reader response strategy in the instruction of Shakespeare's literary text. *Humanities and Social Sciences Reviews*, 8(2), 123-133.
- Ajoke, A., & Shapii, A. (2017). Problem and prospect of using literature to teach writing in English as a second language. *International Journal of Humanities and Social Science Invention*, 6(2), 53-57.
- Allen, M. (2017). *The sage encyclopedia of communication research methods* (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781483381411
- Alsaawi, A. (2016). Written discourse analysis and its application in English language teaching. *Arab World English Journal (AWEJ)* Volume, 7.
- Anabo, I. F., Elexpuru-Albizuri, I., & Villardón-Gallego, L. (2019). Revisiting the Belmont Report's ethical principles in internet-mediated research: Perspectives from disciplinary associations in the social sciences. *Ethics and Information Technology*, 21(2), 137-149.
- Andres, S. (2016). Formalist Criticism. <https://salirickandres.altervista.org/formalist-criticism/>
- Andres, S. (2021). Approaches To Literary Criticism. Approaches to Literary Criticism will detail the various approaches to literar (salirickandres.altervista.org)
- Arum, P. (2014). A discourse analysis on dialogues in novels and its implication to improve students' reading comprehension.
- Asadov, A. (2021). The role of world literature in the formation of students' planetary thinking. *Laplace em Revista*, 7(3C), 360-368.
- Aziz, S. (2015). Multiculturalism in Chinua Achebe's novels *Things Fall Apart* and *No Longer at Ease*. *Journal of Literature, Languages and Linguistics* www.iiste.org ISSN 2422-8435 An International Peer-reviewed Journal Vol.13, 2015
- Bradvice, N. (2019). Is Multiculturalism a Postcolonial Concept?. https://www.academia.edu/39631592/Is_Multiculturalism_a_Postcolonial_Concept
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. sage.
- Britannica, The Editors of Encyclopaedia. "deconstruction". *Encyclopedia Britannica*, 20 Oct. 2020, <https://www.britannica.com/topic/deconstruction>. Accessed 14 April 2022.
- Bryman, A. & Bell, E. (2007) "Business Research Methods", 2nd edition. Oxford University Press.
- Chalkiadaki, A. (2018). A systematic literature review of 21st Century Skills and competencies in primary education. *International Journal of Instruction*, 11(3), 1–16. Retrieved from http://www.e-iji.net/dosyalar/iji_2018_3_1.pdf
- Choudhary, S. (2016). A literary approach to teaching English language in a multicultural classroom. *Higher Learning Research Communications*, 6(4).
- Christensen, T. (2021). What Is Reader Response Criticism?. What Is Reader Response Criticism? (with picture) (infobloom.com)
- CliffsNotes (2022). What is New Historicism? <https://www.cliffsnotes.com/cliffsnotes/subjects/literature/what-is-new-historicism>
- Coe, A. (2016). Differences Between Primary and Secondary Sources. Differences Between Primary and Secondary Sources | University of Phoenix Research Hub
- Cohen, D. J., & Crabtree, B. F. (2008). Evaluative criteria for qualitative research in health care: controversies and recommendations. *The Annals of Family Medicine*, 6(4), 331-339.
- Corbin, J., & Strauss, A. (2015). *Basics of Qualitative Research*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Das, J. J. (2019). Mapping the marxist critique of society: or, what really is marxism? (pdf) mapping the marxist critique of society: or, what really is marxism? (researchgate.net)
- Darr, F. (2019). ECO-CRITICISM: A STUDY OF RELATIONSHIP BETWEEN LITERATURE AND ENVIRONMENT. https://www.academia.edu/38636523/ECO_CRITICISM_A_STUDY_OF_RELATIONSHIP_BETWEEN_LITERATURE_AND_ENVIRONMENT
- Dickinson (2021). Criticism: Literature, Film & Drama: Literature Criticism. URL: <https://libguides.dickinson.edu/criticism>
- Dobie, A. B. (2011). *Theory into practice: An introduction to literary criticism*. Cengage learning.
- Feldman, E.B. (1994). *Practical art criticism*. Englewood Cliffs, NJ: Prentice Hall.
- Fenton, B. and Mazulewicz, J. (2008). Trustworthiness. *Natural Leadership Instinct*. Retrieved from <http://www.omniverse.com/research/trustworthiness.htm>
- Gaiman, N. (2022). Literary Criticism Explained: 11 Critical Approaches to Literature. <https://www.masterclass.com/articles/literary-criticism#11-traditional-critical-approaches>
- Gladwin, D. (2019). Ecocriticism. <https://www.oxfordbibliographies.com/view/document/obo-9780190221911/obo-9780190221911-0014.xml>
- Gazu, K. A., & Mncwango, E. M. (2020). ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS' EXPERIENCES WITH LITERARY TEXTS AT TERTIARY EDUCATION LEVEL. *Gender & Behaviour*, 18(3), 16290-16298.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Ectj*, 29(2), 75-91.
- Hartley, D. (2019). Marxist Literary Criticism: An Introductory Reading Guide. (PDF) Marxist Literary Criticism: An Introductory Reading Guide | Daniel Hartley - Academia.edu
- Hasa (2016). What is Psychological Criticism in Literature. <https://pediaa.com/what-is-psychological-criticism-in-literature/>
- Hasko, V. (2012). Qualitative corpus analysis. *The encyclopedia of applied linguistics*.
- Herzog B (2016a) Discourse analysis as immanent critique: Possibilities and limits of normative critique in empirical discourse studies. *Discourse & Society*; 27 (3): 278–292.
- Herzog B (2016b) Discourse Analysis as Social Critique. *Discursive and Non-Discursive Realities in Critical Social Research*. Palgrave Macmillan: London.
- Houda, B. (2022). Reading Literature to Enhance EFL Students' Critical Thinking. *The journal of El-Ryssala for studies and research in humanities*. Volume : 07 / N° : 01/ février 2022. pp 375-382. PISSN : 2543-3938 - EISSN : 2602-7771
- Isla, N. R. (2017). Reviving Haiga: Interpreting and Painting the Haiku of Matsuo Bashō.
- Joynes, C., Rossignoli, S., & Amonoo-Kuofi, E. F. (2019). 21st Century Skills: evidence of issues in definition, demand and delivery for development contexts.
- Kagarise, M., & Sheldon, G. (2001). Informed Consent and the Protection of Human Research Subjects: Historical Perspectives and Guide to Current United States Regulations. <https://doi.org/10.1016/B978-012655330-7/50008-3>
- Kapanadze, D. Ü. AN INNOVATIVE APPROACH IN LANGUAGE TEACHING: USING DISCOURSE ANALYSIS METHOD IN LANGUAGE AND LITERATURE COURSES TO IMPROVE COMPREHENSION SKILLS. Kates, J. (2017). Deconstruction. obo in *Literary and Critical Theory*. doi: 10.1093/obo/9780190221911-0010
- Kattan, R. B. (2017, December). Powered by education, East Asia is getting ready for the Fourth Industrial Revolution [Education for Global Development blog]. Retrieved from <http://blogs.worldbank.org/education/education-east-asia-fourth-industrial-revolution>
- Kaya, Z., Kaya, S. F., Sagun, A., & Koç, K. S. (2019). The Analysis of Risk Behaviour Tendencies of Teenagers According to the Use of Wattpad and Some Socio-Demographic Variables. *International Journal of Progressive Education*, 15(6), 1-16. www.ijrp.org
- Kenaleman, L. M. (2013). Things fall apart: An analysis of pre and post-colonial Igbo society.
- Kim, M. (2016). A North Korean defector's journey through the identity-transformation process. *Journal of Language, Identity & Education*, 15(1), 3-16.
- Khairi, A. (2017). The importance of literary criticism in literary studies. *The importance of literary criticism in literary studies* | ndl institute (geges-ndl.com)

- Kohzadi, H., Azizmohammadi, F., & Samadi, F. (2014). Is there a relationship between critical thinking and critical reading of literary texts: A case study at Arak University (Iran). *International Letters of Social and Humanistic Science*, 33, 63-76.
- Laksmi, D. (2020). THE MORAL PHILOSOPHICAL ANALYSIS AS REFLECTED ON DAN BROWN'S INFERNO. DOI:10.26618/exposure.v9i1.2892. Volume 9 (1) May 2020, page 26-39 Copyright ©2020, ISSN: 2252-7818 E-ISSN: 2502-3543
- Lavrakas, P. J. (2008). *Encyclopedia of survey research methods* (Vols. 1-0). Thousand Oaks, CA: Sage Publications, Inc. doi: 10.4135/9781412963947
- Leverkuhn, A. (2022). What is Historical Criticism? <https://www.languagehumanities.org/what-is-historical-criticism.htm>
- Limbu, K. (2019). Eco-critical analysis of the poem Our Earth Will Not Die by Niyi Osundare. Eco-critical analysis, the poem Our Earth Will Not Die, Niyi Osundare (bhupendralimbu.com.np)
- Lopez, L. F. (2012). *Pride and Prejudices. Historicism - Pride and Prejudice* (weebly.com)
- Longxi, Z. (2018). World Literature, Canon, and Literary Criticism. In *Tensions in World Literature* (pp. 171-190). Palgrave Macmillan, Singapore
- Luo, A. (2019). What is discourse analysis?. *Discourse Analysis | A Step-by-Step Guide with Examples* (scribbr.com)
- Lynch, M. (2019). Teaching literary analysis. Retrieved on January 31, 2020 from <https://www.theedadvocate.org/teaching-literary-analysis/>.
- Mailloux, S. (2018). *Interpretive conventions*. Cornell University Press.
- Mambrol, N. (2020). Historical Criticism. <https://literariness.org/2020/11/13/historical-criticism/>
- Mambrol, N. (2016). New Historicism's Deviation from Old Historicism. <https://literariness.org/2016/10/20/new-historicisms-deviation-from-old-historicism/>
- Mambrol, N. (2016). Deconstruction. <https://literariness.org/2016/03/22/deconstruction/#:~:text=Deconstruction%20involves%20the%20close%20reading,being%20a%20unified%20C%20logical%20whole.>
- Mambrol, (2020). Discourse analysis – Literary theory and criticism. *Discourse Analysis – Literary Theory and Criticism* (literariness.org)
- Mangione, A. E. (2020). Psychological Criticism. <https://writingcommons.org/section/research/research-methods/textual-methods/literary-criticism/psychological-criticism/>
- Marco, C. A., & Larkin, G. L. (2000). Research ethics: ethical issues of data reporting and the quest for authenticity. *Academic Emergency Medicine*, 7(6), 691-694.
- Martise, E. (2022). What are the functions of literary criticism? <https://penandthepad.com/functions-literary-criticism-6856339.html>
- Matulonis, R. (2015). Moral Philosophical criticism. <https://prezi.com/v7bjcqujgdj/moral-philosophical-criticism/>
- McCarthy, M., Christian, M., & Slade, D. (2019). Discourse analysis. In *An introduction to applied linguistics* (pp. 55-71). Routledge.
- McMahon, M. (2022). What is Psychological Criticism. <https://www.thehealthboard.com/what-is-psychological-criticism.htm>
- Meagan (2017). *Psychoanalytic Theory, Deconstructionism and Heart of Darkness*. Psychoanalytic Theory, Deconstructionism and Heart of Darkness (meaganlucas.com)
- Menon, S. J. (2018). Highland Tales in the Heart of Borneo: Postcolonial Capitalism, Multiculturalism, and Survivance. *ariel: a review of international english literature*, 49(4), 163-188.
- Mihas, P., & Odum Institute. (2019). *Learn to analyze written text using discourse analysis*. SAGE Publications, Limited.
- Millikan, L. (2011). The psychoanalytic approach. *Psychoanalytic Criticism of 'Alice'* (carleton.edu)
- Mishra, A. (2018). Deconstruction – meaning & theory in literature with examples. <https://alok-mishra.net/deconstruction-meaning-theory-literature-examples/>
- Mookherjee, M. (2016). Postcolonial multiculturalism. In *The Ashgate Research Companion to Multiculturalism* (pp. 187-206). Routledge.
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14, e67670. <https://doi.org/10.5812/sdme.67670>
- Nonhoff, M. (2017). Discourse analysis as critique. *Palgrave Communications*, 3(1), 1-11.
- Noushad, P. M. (2018). Eco-Criticism, Eco-Theory and Teaching of Literature. *Veda's Journal of English Language and Literature*, 5(4), 66-68.
- Oates, J. C. (2022). Literary Theory: Understanding 15 Types of Literary Criticism. <https://www.masterclass.com/articles/literary-theory-explained#want-to-learn-more-about-writing>
- Opoku, A., Ahmed, V., & Akotia, J. (2016). Choosing an appropriate research methodology and method. *Research methodology in the built environment: A selection of case studies*, 1, 30-43.
- Park, S. and Habjan, J. (2021). World Literature. DOI: 10.1093/OBO/9780190221911-0025
- Parojenog, R. C. (2020). Approaches in Teaching Literature Employed by Senior High School Teachers. *IOER International Multidisciplinary Research Journal*, 2(2), 52-58.
- Parvini, N. (2019). New Historicism. <https://www.oxfordbibliographies.com/view/document/obo-9780190221911/obo-9780190221911-0015.xml>. DOI: 10.1093/OBO/9780190221911-0015
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. SAGE Publications, inc.
- Pheiffer, C. V. and Myrrhøj M. S. (2019). Feminist Theory and Feminist Literary Criticism: An Analysis of Jane Eyre and The Handmaid's Tale. *Feminist Theory and Feminist Literary Criticism—An Analysis of Jane Eyre and The Handmaid's Tale*.pdf (aau.dk)
- Pitts, C. A. (2017). Internationalizing the Curriculum: Re-Thinking Pedagogical Approaches to World Literature and English Composition. *International Research and Review*, 6(2), 120-139.
- Polit, D.F. and Beck, C.T. (2014) *Essentials of Nursing Research: Appraising Evidence for Nursing Practice*. 8th Edition, Lippincott Williams & Wilkins, Philadelphia
- Qamar, F. (2016). Effectiveness of Critical Thinking Skills for English Literature Study with Reader Response Theory: Review of Literature. *Journal of Arts and Humanities*, 5(6), 37. <https://doi.org/10.18533/journal.v5i6.961>
- Quinter, E. (2016). Literary Theory: Analysis of The Necklace using Structuralist and Marxist Criticisms. *Literary Theory: Analysis of The Necklace using Structuralist and Marxist Criticisms* by erika quinter (prezi.com)
- Rachmawati, D. L., Kurnia, F. D., & Mustofa, A. (2020). The moral philosophical analysis is reflected in Dan Brown's Inferno. *Exposure: Pendidikan Bahasa Inggris*, 9(1), 26-39.
- Rajan, S. K. (2017). An approach to psychological literary criticism by means of Frommian humanistic psychoanalysis. *Influence of neo-Freudian theories in 20th century literature*. Bangalore: SFS College Publications, 37-42.
- Rogers, T. (1991). Students as literary critics: The interpretive experiences, beliefs, and processes of ninth-grade students. *Journal of Reading Behavior*, 23(4), 391-423.
- Rolleston, C. (2018, 1 June). 21st Century Skills: Upskilling for an uncertain future? [Web log post]. Retrieved from <https://www.younglives.org.uk/content/21st-century-skills-upskillinguncertain-future>
- SAGE. (2019). Learn to analyze written text using discourse analysis. <https://methods.sagepub.com/base/download/DataSetStudentGuide/written-text-discourse-analysis-united-states> June 25, 2021
- Sajeeval, U. (2017). Teaching writing skills using short stories. *Int. J. Adv. Res.* 5(2), 461-464.
- Schneider, F. (2013). Getting the hang of discourse theory. <http://www.politicseastasia.com/studying/getting-the-hang-of-discourse-theory/>
- Şen Barta, Ö. (2017). The effects of reading short stories in improving foreign language writing skills. *The Reading Matrix*, 17 (1). 59-74. Retrieved on 18 August, 2021 from https://www.researchgate.net/publication/315714627_The_Effects_of_Reading_Short_Stories_in_Improving_Foreign_Language_Writing_Skills
- Udhy, S. (2017). Teaching writing skills using short stories. *Int. J. of Adv. Res.* 5 (2), 461-464. DOI:10.21474/IJAR01/3171
- Scott, Cynthia, L. S. (2015). The futures of learning 2: What kind of learning for the 21st century? (ERF Working Paper No. 14). Paris: UNESCO Education Research and Foresight. <https://unesdoc.unesco.org/ark:/48223/pf0000242996/>
- Shah, A. M., & Aziz, A. (2017). Analysis of the Narrative Structure of the short story, The Necklace through Bremond's Model of The Logic of Narrative Possibilities. www.ijrp.org
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Smith, L. A. C. (2006). The red-dot system in medical imaging: Ethical, legal and human rights considerations. *Radiographer*, 53(3), 4-6.

- Stefanova, S., Bobkina, J., & Pérez, F. J. S. V. (2017). The effectiveness of teaching critical thinking skills through literature in EFL context: A case study in Spain. *International Journal of Applied Linguistics and English Literature*, 6(6), 252-266. <https://doi.org/10.7575/aiac.ijalel.v.6n.6p.252>
- Suarta, I. M., Suwintana, I. K., Sudhana, I. F. P., & Hariyanti, N. K. D. (2017). Employability skills required by the 21st century workplace: A literature review of labor market demand. *Advances in Social Science, Education and Humanities Research* 102, International Conference on Technology and Vocational Teachers (ICTVT 2017). Atlantis Press. Retrieved from <https://doi.org/10.2991/ictvt-17.2017.58>
- Tajeddin, Z., & Pakzadian, M. Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian. J. Second. Foreign. Lang. Educ.* 5, 10 (2020). Retrieved 2020-11-19 from: <https://doi.org/10.1186/s40862-020-00089-9>
- Thein, A. H., Guise, M., & Sloan, D. L. (2015). Examining emotional rules in the English classroom: A critical discourse analysis of one student's literary responses in two academic contexts. *Research in the Teaching of English*, 200-223.
- Turner, D. (2020). Introducing discourse analysis for qualitative research. <https://www.quirkos.com/blog/post/discourse-analysis-qualitative-research/> June 25, 2021
- Uysal, B. (2016). The Evaluation of World Literature Courses in Turkish Language Teaching Departments Based on Conceptual Field. Gazi Education Faculty, Gazi University. Retrieved 2020-11-17 from: <https://eric.ed.gov/?id=EJ1113004>
- Von Ebers, N. (2017). The importance of teaching literary analysis. *The Importance of Teaching Literary Analysis — The Chicago Academy for the Arts*
- Wang, Y. (2018). The cultural factors in postcolonial theories and applications. *Journal of Language Teaching and Research*, 9(3), 650-654. Wang, Y. (2020). "It Broadens Our Horizon": English Learners Learn Through Global Literature and Cultural Discussion. *Journal of Adolescent & Adult Literacy*, 63(4), 391–400. Retrieved 2020-11-20 from: <https://doi-org.proxy.mau.se/10.1002/jaal.965>
- Wang, Y. (2020). "It Broadens Our Horizon": English Learners Learn Through Global Literature and Cultural Discussion. *Journal of Adolescent & Adult Literacy*, 63(4), 391–400. Retrieved 2020-11-20 from: <https://doi-org.proxy.mau.se/10.1002/jaal.965>
- Wilber, J. (2018). A Feminist and Formalist Analysis of The Necklace by Guy de Maupassant: Two Approaches to Interpreting a Literary Work. A Feminist and Formalist Analysis of The Necklace by Guy de Maupassant: Two Approaches to Interpreting a Literary Work - Owlcation
- Wilson, M. (2020). What is formalism approach in literature? What is formalism approach in literature? – Restaurantnorman.com
- Yasa, N. (2020). Analyzing literary works with critical discourse analysis in higher education. ISSN: 2614-2716 (print), ISSN: 2301-4768 (online) <http://ojs.unm.ac.id/retorika>. DOI: 10.26858/retorika.v14i1.13958
- Yavuz-Konokman, G. (2020). Integration of media and critical literacy into curriculum through thinking education: From teacher training perspective. *International Online Journal of Education and Teaching (IOJET)*, 7(4). 1839-1866
- Yin, R. K. (2009). Case study research: Design and methods (Vol. 5). sage.
- Yoon, B., & Yol, Ö. (2019). Engaging English language learners with critical global literacies during the pull-out: Instructional framework. *TESOL Journal*, 11(2). Retrieved 2020-11-19 from: <https://doi-org.proxy.mau.se/10.1002/tesj.470>
- Zeino, A., & Tabiei, A. (2021). The benefits of using world literature for globalizing English in the ESL classroom.
- Zemba, M. B. (2017). An Analysis of The Concept of The Theory of Feminism And Historical Changing and Developments of Feminism.
- Zhang, H., & Yuan, R. (2022). Rethinking the Infusion Approach to Teaching Critical Thinking in Reading in Chinese Tertiary English Classes. *RELJ Journal*, 00336882221087466.