THE USE OF PERSONAL-RESPONSE APPROACH (PRA) IN POETRY ANALYSIS AMONG JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aimed to examine the personal response approach in the context of poetry analysis and sought to identify the phases the responses of the students fall and the possible influencing factors in their responses. Thirty-five (35) grade 10 students of Mary Help of Christians College took part in this study. The qualitative research design was used for this study. The data were gathered by conducting three synchronous sessions of poetry lessons applying the personal response approach. The sessions were recorded, and the students' responses to poetry analysis, both verbal and written, were transcribed as primary data.

The researcher applied the personal response approach in discussing the following poems: "I remember, I remember" by Thomas Hood; "The Road Not Taken by Robert Frost", and "Sonnet 116" by William Shakespeare, and obtained the responses of the students to the analysis questions during the poetry lessons. The responses were qualitatively analyzed using the phases of the developmental model by Thomson (1987) presented in Spirovska (2019). The responses were categorized in the phases reached: literal, empathy, analogy, reflection, evaluation, and recognition. One hundred forty-six responses were gathered from the analysis of three poetries used.

The data revealed that students were able to provide responses the analysis question of the text until the sixth phase of the developmental model of the personal response approach. using PRA creates an opportunity for the student to further understand the text by connecting their experiences, emotions, reflections, realization, and role in the reading process. With this, students improve their literary skills and reading comprehension for they understand better the given poetry. PRA in this regard, improves the pedagogy of poetry teaching by letting the students have a more personal connection to the text to understand the essence of literature, as well as to improve understanding of others.

In addition, influencing factors were identified namely linguistic knowledge, emotion and subject matter, experience, reflective ability, values and beliefs, and role awareness. These factors can be considered in order to assist students to have deeper understanding of the text.

The study recommends that the conclusions generative be investigated. To improve poetry analysis using the approach teachers are encouraged to use prompt responses that would guide students to a clearer understanding of the text. They may also consider the influencing factors identified in the current study in selecting appropriate literature for the students. For future researchers that would dwell in a similar study, it is recommended to gather both qualitative and quantitative data to compare and statistically validate the students' understanding of poetry analysis. As well as to conduct the study measuring the students' perception, attitudes, and metric scores in the implementation of the personal response approach to poetry analysis.

Keywords: personal response approach; poetry analysis; *developmental model, students' response*; influencing factors

1. Main text

Introduction

Students must master reading as a lifetime skill to become critical, engaged readers and thinkers in school and life. Rosenblatt's (1938, 1978) reader-response theory emphasizes the reader's role in deciphering a

text. Reader reaction is based on the idea that readers provide life to texts by drawing on their past knowledge and personal experiences (Larson, 2009). Although teachers may find it simpler to communicate their understanding of a literary piece directly, students benefit the most from reading texts when they are given opportunity to think critically and carefully on their own terms without being overwhelmed by the opinions of others. Reader response theory helps students become engaged, thoughtful, and critical readers.

Students in the secondary stage of development have already formed ideas on reading: either they enjoy it, or they do not (Hendrix & Griffin, 2017). Reader response not only refreshes instructors' reading teaching, but it also renews students' enthusiasm for reading since the attention is balanced between the reader and the text, rather than of merely on the text as a self-contained object. Readers are asked to interpret a text using their existing knowledge, varied viewpoints, and personal experiences. Because secondary students are not simply instructed how to think about a text but must defend their numerous readings of a text using textual evidence and support, adopting a reader response approach helps them become critical readers and thinkers.

Giving students opportunity to develop meaningful, real connections with the materials they are reading is important to reader response. There are several "instructional frameworks that focus on students' reading and individually reacting to literature," according to Graves and Dewitz (2011). Teachers become facilitators rather than lecturers when utilizing the reader-response technique, and students actively interact with readings as they turn the words into meaningful connections to their personal lives. Reader response assists secondary students in improving their reading comprehension and text engagement. Reader response approaches value students' diverse interpretations of literary works based on their unique experiences and expertise. By engaging students in meaningful tasks while reading, such techniques hold them accountable for their train of thought. More significantly, such instructional frameworks encourage students' enthusiasm in reading as well as their ability to read critically and thoroughly (Graves et al., 2011).

Some students in the secondary level tend to have difficulty in engaging to readings, thus it affects their acquisition of required competencies relating to literature. With that in mind, looking for approach that would ease such difficulty can be beneficial to improve students literary and critical thinking skills.

The current study is focused on utilizing an approach in teaching literature specifically poetry. This is to measure the effectiveness of the approach through measuring the quality of responses of the students while having meaningful interaction with the text.

Background of the Study

Sebastian (2020) claims that knowing a country's literature also entails learning about that country's culture, customs, and traditions. It also teaches students moral principles and takes a holistic approach to language learning. In relation to the Enhanced Basic Education Act of 2013, or the K-to-12 Act, according to Bringas (2015), the district administrator of the Department of Education in Baguio, students should be able to display communicative competency through a grasp of Philippine, Afro-Asian, British-American, and other countries text types and a greater appreciation for their culture. He added that the goal is to study these works as students gain an understanding of how to value themselves and others via the characters, absorb lessons from the stories' circumstances, and apply these teachings to the world.

As the K-12 language curriculum guide puts it, an effective language arts and multiliteracies curriculum "draws on literature in order to develop students' understanding of their literary heritage." In this case, a learner's knowledge of literature is critical in understanding not only the world's cultures but also his or her own interpretations of them.

Today's classrooms are filled with different students, each with their own set of viewpoints (Griffin, Martinez, & Martin, 2014). Because of the growth in diversity, educators recognize the significance of connecting students' personal experiences to the curriculum if they want to capture their students' attention and make learning relevant (Kelley, Siwatu, Tost, & Martinez, 2015). Reader response encourages student interactions with one another and with the text, and adding reader response into the curriculum, rather than

conventional teacher discourse, will result in greater reading comprehension and engagement in today's diverse classrooms.

When students read literature, they are frequently overwhelmed by their teachers' interpretations of the text. Teachers sometimes immerse students in their own analysis of a literary text simply because they are familiar with it and feel more comfortable sharing their opinions than allowing students to read it "incorrectly." However, expressing personal responses to a text before allowing others to share their own teaches students that there is only one proper interpretation of a piece of literature, which may lead to students developing an unfavorable view about reading in general (Mitchell, 1993).

Tobis and Mascuñana (2020) also found that, of all the literary pieces utilized in English language instruction, teaching poetry has long been recognized as an engaging and demanding literature genre. They go on to say that scholars who looked into the appreciation of poetry all expressed concern about the difficulties and lack of appreciation in dealing with poetry.

Nonetheless, there is continuing evidence that poetry is a useful topic, and that excluding it from high school curricula may be damaging to students and instructors in a variety of ways. Dymoke (2012) asserts that the lack of poetry in the classroom is a global issue, emphasizing that "it is critical to capture this increasingly rare bird in flight." Certainly, there are still vocal supporters of include poetry in high school classes, since scholars and educators alike believe that the genre has indisputable personal, social, and educational significance.

Therefore, this research is concerned with using an approach in teaching poetry, specifically Personal Response Approach (PRA). This can add further understanding on how to improve Literature teaching including poetry analysis This research can also contribute to better understand the challenges that students and teachers faced when attempting to have a meaningful poetry pedagogy.

For this reason, this study aims to achieve the following objectives: a) describe the use of the Personal-Response Approach in teaching poetry, b) classify the response of the students in analyzing poetry based on the six phases of the developmental model of the Personal Response Approach, and c) identify the influencing factors from the response of the students.

Data Gathering Procedure

The researcher sought permission from the Directress and school Principal of Mary Help of Christians College – Salesian Sisters Inc. Canlubang to gather the needed data through a letter of request for the study. Upon approval, the researcher conducted three synchronous sessions in teaching poetry to the students that applied PRA and elicited responses from the analysis questions as data of the study.

The instrument of the study was the application of PRA in teaching poetry through lesson plans and guide analysis questions of the poetry. The researcher was the one who conducted the lesson in poetry using PRA and solicited responses from the students during the discussion. The researcher adapted and modified lesson plans structured using PRA for this study. The lesson plans were checked and validated by the researcher's Subject Area Coordinator, Academic Coordinator, and Senior faculty. Additionally, it was also reviewed by the Subject Specialist, Technical editor, and Language Critic before the data gathering.

The researcher applied the personal response approach in discussing the following poems: "I remember, I remember" by Thomas Hood; "The Road Not Taken by Robert Frost," and "Sonnet 116" by William Shakespeare, and obtained the responses of the students to the analysis questions during the poetry lessons.

The flow of the lessons consistently started with pre-reading activities in the form of forum discussion, vocabulary building techniques, and photo analysis, respectively. These gave the students an initial idea of the concept of the poems. For the reading part, the students were presented with the text, and they were asked to reflect on the analysis questions provided. Afterward, they were grouped into breakout rooms to share their answers to the prompt/analysis questions. After their group activity, they were asked to

select a representative to present their answers in the assembly. Then there was the processing of responses, and each lesson ended with the students answering either verbal or through chat the exit card or essential question for the lesson.

Every session was recorded, and the researcher transcribed each session to have more detailed data it included the breakout session wherein the researcher asked on student to record to be transcribed after. The researcher selected verbal and written responses from the students whose answers and/or are related to their analysis of the given poems. There were 146 identified responses from the students in analyzing the three poems. Then such responses were classified according to the developmental model of PRA by Thomson (1987), namely, literal, empathy, analogy, reflection, evaluation, and recognition. After the response had been classified, the researcher investigated the influencing factors in each phase of the responses.

In order to elicit the responses of the students during the discussions, the researcher presented analysis questions that prompted the students' responses. The questions were based on the analysis questions used in various research using personal response approach in teaching literature, namely "Reader-Response Theory and Approach: Application, Values, and Significance for Students in Literature Courses" by Spirovska (2019), "Reader-response Approach Used in Chinese EFL Context: An Alternative Approach to Teach Literature" by Qian (2018), and "Reader-Response Approach to Teaching Poetry" by Sarac (2006).

The research of Spirovska (2019), Qian (2018), and Sarac (2008) were the basis of constructing the analysis question because the current study is also concerned with using Personal Response Approach. The following research utilized the said approach in either improving literary teaching or using the approach in teaching poetry specifically.

Data Analysis Procedure

For the analysis of data, the researchers carefully considered the description of each phase of response based on the developmental model of PRA. This procedure is also based on how Spirovska (2019) used the said model to analyze the responses of 22 first-year English Language students. Similarly, the present study is also based on the description of each phase of the developmental model of the personal response approach, namely literal, empathy, analogy, reflection, evaluation, and recognition. After all the responses were categorized, the researcher then analyzed each response per phase to look for factors that might influence the quality of the students' responses.

The data gathered were analyzed using the developmental model of PRA. In order to correctly categorized the analyzed responses of the students, the researcher based each response on the description provided for each phase of the developmental model of PRA.

Phase 1: Literal understanding entails comprehending the information supplied in a text. Students read at a basic understanding level without paying significant attention to details or engaging in analysis. Characters/persona are generally perceived in terms of generative ideas. For this phase, the research investigated how the students constructed their answers to the analysis question provided during the discussion. If the analysis shows surface meaning and or generative understanding of the text, it will be considered.

Phase 2: Empathy, which involves personalizing the text, linking it to student's lives, and expressing sympathy for some of the characters/persona. Characters/persona and their motivations are of greater interest to readers, who examine their actions and their effects. In this regard, the responses of the students must have an evident emotional connection to the text. It may be based on their feelings while reading the text or what emotions they have in common with the feelings expressed by the persona in the text. There are responses analyzed that show emotion but are unable to give a connection to the reader.

Phase 3: Analogy, a phase in which readers gain insight into their own lives by connecting with characters/persona and drawing parallels between their own experiences and fictional events recounted in literary texts. In this phase, the responses should show personal experiences or anecdotes that the students relate to the poem to understand the meaning better. Much of the responses from this phase shows personal

experiences of the readers.

Phase 4: Reflection this phase shows a better knowledge of other people and their motivations. Readers consider the events and behaviors in a text, evaluating the characters and the text's topic. The responses gathered under this phase show personal reflection and understanding of the motive of the persona in the text. For this phase, the responses should be able to show reflective understanding of concepts presented in the text and relate it to how other people or general concept is being perceived.

Phase 5: Evaluation is the fifth phase; this is where the readers view the entire literary text as the author's creation. This phase also compares the author's social and cultural values to those of the students. The responses gathered under this phase showed how the students understood the persona's cultural values and social beliefs and related them to their own.

Lastly, Phase 6: Recognition, is when readers are aware of the reader and author's textual functions, evaluate the relationship between those functions and investigate their own identities as readers. In this phase, responses showed how the students could express the distinction between the reader and the text. They were able to question ideologies and narratives outside the presented ideas. They were also able to identify the textual function of the author that is separate on their own.

To identify the indicating factors in the students' responses, the researcher considers the indicators provided by Spirovska (2019) in using the developmental model of Personal response approach.

Theoretical Framework

In Thog (2012), Reader Response Theory (RRT) is presented as the transaction between the text and the reader. RRT is from the questions of literary theory and critical theory (literary criticism) (Sinha, 2009), and was inspired by Rosenblatt's hypothesis on Dewey's democratic education (Connell, 2000, 2008). RRT "remains important for contemporary educators" (Connell, 2000). Though RRT has not been popular among academics for several decades, its framework is now being applied in a variety of language teaching situations. J Richards, one of its forefathers (Rosenblatt, 1978), was the first to develop RRT as a reaction to the notion of teaching reading that emphasized structure-oriented perspectives on reading text. Rosenblatt's RRT was progressively recognized for its significant impacts on the success of teaching reading as it evolved in the fields of literary criticism and critical theory. In this context, the term "response" refers to both intellectual and emotional reactions to the texts being interpreted. According to the response-based approach, readers of literature transact their ideas and life experiences via reading encounters with the works. Readers seek for self-actualization through developing interpretive talents and a store of information to make sense of the interpretation process and results while engaging and transacting with texts.

Spirovska (2019) discusses the Thomson (1987) developmental model of a personal response approach, which describes different phases of responding to a literary work. As a result of the text-reader connection, three major processes emerge: empathizing (with other people's experiences), evaluating characters, and adopting or rejecting an author's values, according to Harding (1962) in Thomson (1987). Thomson (1987) sees the developmental model as a dynamic movement of the reader's interest from "emotional closeness to reflective distance," as well as movement to a deeper understanding of social and ideological aspects of a text and development of the reader's interpretative strategies.

In teaching poetry analysis, teachers should construct reading courses that take into account learners' sensitivity to collaboration and cooperation as required in educational empowerment to form classroom community as embodied by PRA application. In this regard, it is related to the formation of Vygotsky's social-constructivist ideas. Human development is viewed as a socially mediated process in which children acquire cultural values, beliefs, and problem-solving skills through collaborative conversations with more informed members of society, according to Vygotsky's sociocultural theory. Culture-specific tools, private speech, and the Zone of Proximal Development are all notions in Vygotsky's theory.

Individuals are active participants in the development of their own knowledge, according to social

constructivism (Schreiber & Valle, 2013). Learning, according to Vygotsky, occurs primarily in social and cultural circumstances rather than entirely within the person (Schreiber & Valle, 2013). The social constructivism approach places a strong emphasis on dyads and small groups (Johnson & Bradbury, 2015). Students, for example, learn mostly through interactions with their classmates, teachers, and parents, whereas teachers promote and facilitate discourse in the classroom by utilizing the natural flow of speech. Successful teaching and learning, according to social constructivism, is primarily reliant on interpersonal contact and conversation, with the major focus on the students' interpretation of the topic.

Holzman (2008) encourages the peer-feedbacking process of learners' (readers') written answers as represented in the RRJ project. Scaffolding happens when learners exchange constructive suggestions or modifications to their works through continuing journal writing drafting. Scaffolding is a very influential method in the process of directing the stages in the reader-response approach to teaching (Rashtchi, 2019), by which the students are directed to progressively be plugged into activities of speaking ideas in more meaningful classroom engagement.

Thus, Vygotsky's social constructivist theory will be applied in the implementation of Personal response approach in teaching poetry. The teacher will facilitate the flow of interaction and responses of the students. The more spontaneous the flow of facilitation the more engaged the students will be in the analysis of the text. The assistance of the teacher in creating questions and quantity of interactions between the teacher – student, student – student, and student – text will increase the quantity of responses of the students. Additionally, it would open opportunities for the student to look into the text based on their experiences and personal interpretation that would enhance quality of response in this study.

Statement of the Problem/Objective

This study aims to apply Personal Response Approach in poetry analysis among Junior Highschool students. In relation to this, the researcher sought to answer the following questions.
1) In what phases of the Developmental Model of the Personal Response Approach do the Grade 10 students' responses to the analysis questions fall?
2) Are there influencing factors in each phase of response of the Grade 10 students in Poetry?

Research Methodology

In this study, the researcher used a descriptive technique. According to Sileyew (2019), a research design is intended to provide an acceptable structure for a study. The selection of a research approach is critical in the research design process because it affects how relevant information will be gathered; nevertheless, it contains numerous interrelated decisions.

According to McCombe (2021), the research design serves as a framework for answering the research question through empirical data. It is necessary to decide on the overall objectives and approach, the type of research design used, how one selects participants or subjects, data collection methods, the procedures that will be followed to collect data, and the data analysis strategies before working on the design. A well-thought-out study design can help guarantee that the data collected is appropriate for the type of analysis intended to conduct.

This research utilized a qualitative approach with a descriptive research methodology. It used text analysis of the verbal and written responses of the students as the primary data. Qualitative research is more comprehensive, involving a rich gathering of data from a variety of sources in order to acquire a better knowledge of individual participants, including their thoughts, perspectives, and attitudes (Nassaji, 2015). Qualitative research qualitatively collects data, and the analytic approach is predominantly qualitative as well. This usually entails going through the data inductively to find recurring themes, patterns, or concepts and then summarizing and interpreting those categories.

The participants of the study primarily consist of Grade 10 students of Mary Help of Christians College – Salesian Sisters Inc. Canlubang, Calamba City, Laguna. The participants came from one section of grade 10 with a total population of 35 students. The data were the responses of the students, both verbal and written, during the teacher's application of Personal Response Approach in teaching poetry.

Results and Discussion

1. Students' Responses to Poetry per Personal Response Approach Phase

In the analysis of the students' responses, the first poem or Poem A refers to "I remember, I remember" by Thomas Hood. The second poem, or Poem B, is the poem of Robert Frost, "The Road Not Taken." And the third poem, or Poem C, is the poem of William Shakespeare, "Sonnet 116: Let me not marriage of true minds. Each response was categorized based on the indicators of the developmental model of Personal response approach it composes of the phases such as literal, empathy, analogy, reflection, evaluation, and recognition.

1.1 Literal Phase

Analysis of the data revealed that, the student responses in both verbal and written reflect understanding of the text at the literal phase. Literal phase entails comprehending the information supplied in a text. Students read at a basic understanding level. Characters/persona are generally perceived in terms of stereotypes and only as good or bad at this point. Readers only build rudimentary mental images or anticipate future behaviors in very short terms while they read. The responses indicate the students' surface understanding of the given literary texts. This is where the responses indicate the general idea presented in the literature. The students were able to comprehend the information and perceive the general understanding based on the presentation of ideas. The following example of responses shows evidence of the literal understanding of the students.

Student 1:

"Just like anchoring on the answer is from the first two questions. One says the person is happy because as I*'ve said, they are reminiscing happy things from the persona's childhood. And on the other hand,* one says that the persona is feeling regret, because things that are happening today is not as happy as things *as what were things happening in the past."*

The response of Student 1 presented above showed how the Poem A was understood literally. The tone as indicated "is happy" and continued by stating the evidence "because as I've said, they are reminiscing happy things from the persona's childhood." The response further states that "the persona is feeling regret because things that are happening today is not as happy as things as what were things happening in the past". The students perceived the text's tone both as happy and the persona is having regrets based on the evidence presented in the text, making a generalization and stereotypical assumptions from the ideas presented. This is because Poem A is about reminiscing ones past and how such past changes the persona, as evident in the starting lines; "I remember, I remember, The house where I was born, The little window where the sun Came peeping in at morn; He never came a wink too soon, Nor brought too long a day, But now, I often wish the night Had borne my breath away!"

Student 2:

"The dominant symbolism of the text is the road, and why it is the road, because there is so much description about it. And throughout the poem that is the topic, of what *road should he take."*

When asked about the dominant symbolism of Poem B, the response above expressed the idea of how the answer was constructed in a manner of citing the general description of the text. There were no elaborate descriptions and reasoning for the response and Student 2 mainly relied on what was literally expressed and presented in the lines. The response of Student 2 is centered on the idea of the title of Poem B

which is "The Road Not Taken". Which is why the dominant symbolism is extracted from the title.

Student 3:
"We paraphrase this stanza into two lines which is love withstood the test of time, and love even in the end of the world persists."

The above response showed how Student 3 generatively paraphrases the given lines from Poem C. The lines assigned were "Love's not Time's fool, though rosy lips and cheeks, Within his bending sickle's compass come: Love alters not with his brief hours and weeks, But bears it out even to the edge of doom". The response supports how the meaning was perceived in terms of stereotypes e.g., love is forever, love-at-first sight, etc., which creates rudimentary mental images and perceptions of the text. Student 3 gave the general understanding of the meaning of the literary piece based on how they literally understood the lines. The lines given shows the idea about love, time, alters, and edge of doom which were used by Student 3 to state that "love withstood the test of time, and love even in the end of the world persists."

The students literal understanding of the poem may be explained and supported by Gonen (2018) who emphasized that students could concentrate on constructing linguistic structures in poetry to express meaning and analyzes word to portray various emotions and thoughts. In this manner, student learn how language and discourse are developed within the contexts of poems. This explains why the majority of the responses fall on the literal phase of understanding. Students tend to analyze texts based on their linguistic structures and how words are presented to create meaning. Bilbao, Donguilla, & Vasay (2016) also emphasize that students, in the literal phase, should be able to decode words, provide context for meaning, and establish word relationships. Students are also expected to recognize basic information.

1.2 Empathy Phase

For the second phase, empathy, the responses showed the link of the students' own life and expressed emotional relation and sympathy to the persona. Empathy, which entails personalizing the text, linking it to students' own life, and expressing sympathy for some of the characters/persona. Characters/persona and their motivations are of greater interest to readers, who examine not just their actions but also their effects.

Student 4:
*"For m*e the tone of the poem is like there is sadness and melancholic. Because the persona goes back to his memories of his childhood. And when I try to remember my childhood memories it feels sad because he cannot anymore do those things because he does not have that time*"*

For this instance, in Poem A Student 4 gave the following answer to the teacher's question regarding the tone of the persona. As expressed in the response, "For me the tone of the poem is like there is sadness and melancholic." It was then followed by "And when I try to remember my childhood memories it feels sad because he cannot anymore do those things because he does not have that time." Evidently, Student 4 expressed emotional connection to the text "when I try to remember my childhood memories it feels sad" the sadness of the poem was connected to the emotion of Student 4 while reading the text.

Student 5:
*"It is neve*r wrong to choose the path that we want to take because those are that path that we decided for ourselves and that would feel satisfy*ing and can feel relieved."*

The response of Student 5 showed emotional connection when they claim that the Poem B can be related to the feeling of "satisfying" and feeling of being "relieved". Student 5 made connection by stating the interpretation of the meaning in connection to their emotion "It is never wrong to choose the path that we want to take because those are that path that we decided for ourselves"

Student 6:

*"Love admits mistakes, love is being able to admit your mistakes and frai*lties. True love is not the kind of love when it changes in the face of trials and difficulties. True love is not the kind of love which is lost when t*he person gives up. In the line "it is an ever-fixed mark", I think it is meant that from the day you wer*e born there is already love. That love is evident every day. We tend to love, and that love are challenged and *sometimes gives us heart break."*

The responses above expressed the emotional connection of the readers to the texts. Student 6 was able to connect to the persona and sympathize with the emotions expressed. They could incorporate their own feelings and emotionally understand the persona's sentiments. Student 6 goes on to express that "I think it is meant that from the day you were born there is already love. That love is evident every day. We tend to love, and that love are challenged and sometimes gives us heartbreak." The emotional connection of concept of love increases the understanding of the text. Additionally, the emotional relation of the responses differs depending on the topic of the poetry. For example, for Poem A, because it is more about reminiscing the past, some emotions were anchored on melancholy, sadness, and even regret, "I try to remember my childhood memories it feels sad", as expressed by Student 4. Poem B describes the concept of choices; much of the emotions expressed are positive feelings toward one decision making and how satisfying to be contented with one's decision, as evident in the answer of Student 5, "those are that path that we decided for ourselves and that would feel satisfying and can feel relieved". Poem C expresses the idea of love, and the emotional connection of the responses revolves around the romantic, familial, and spiritual dimensions of love as perceived by the students. These emotional understanding leads to a deeper connection between the reader and the text. As expressed by Student 6, "That love is evident every day. We tend to love, and that love are challenged and sometimes gives us heart break," the of idea of loving and being hurt is what the reader have felt in reading the poem.

Emotional reaction to literature enhances the reciprocal bond between the reader and the text (Mart, 2019). Using RRT that highlights emotional connection encourages, motivates, and assists students to experience participating genuinely in the reading and meaning-building process (Inan & Boldan, 2018). The way the students connect their emotions to create a deeper understanding of the text is effective poetry analysis. Shin (2019) added that emotional capacities are necessary to facilitate aesthetic reading. Additionally, the students' responses must incorporate feelings that can be observed in the students' responses to enhance understanding (Van, 2009).

1.3 Analogy Phase

The third phase, analogy expresses that the readers can gain insight into their own lives by connecting with the persona and expressing personal anecdotes or experiences to relate to the text. This means that the students could relate their own experiences in that of the poems.

Student 7:

*"I feel like I can relate to the text because sometimes especially at night when you are a*lready in bed then you will have that moment when you think of the happenings in your life. It is very relatable because before in elementary I am really studious but in high school especially online class it is really hard to look for motivation because o*f the bulk of the tasks it really is draining. That is why the text is really relatable."*

The response above showed the way Student 7 connect their personal experiences to relate to the meaning of Poem A. Student 7 created a real-life connection to the text to gain a deeper understanding. As stated, "especially at night when you are already in bed then you will have that moment when you think of the happenings in your life," that presented personal anecdote that made the reader relate the meaning of the text to their personal experience. Such connection makes the text relatable for the readers, even if their personal experience is not exactly the same as expressed in the text. Like what Student 7 expressed, "before in elementary I am really studious but in high school especially online class it is really hard to look for motivation because of the bulk of the tasks it really is draining," which is not directly related to the Poem A,

but because the idea of reminiscing and being able to regret some of the decision in the past as expressed in Poem A, for Student 7 it is still connected, "That is why the text is really relatable".

> Student 8:
> *"I rea*lized in reading the text that all of us have many things to achieve. For example, one would want to be an architect and an engineer it will still be depending on that person on how he will decide. But some people would generally choose those who have a de*finite outcome."*

The response above answered how they could relate to the meaning of the second poem that focuses on choices. The response showed the relation of the experience and even observation of the reader to draw out the meaning of the text. As stated by Student 8, "one would want to be an architect and an engineer it will still be depending on that person on how he will decide," it gives an example of experiences that would be helpful in the further analysis of the text.

> Student 9:
> *"T*he meaning of the text does not only apply in a romantic way it can also be applied to the things we love such as dreams, hobbies. Our love for someone or something can never be really gone or erased. Just like the idea that my love for my family is true love as presented in the poem where it cannot be removed *easily and it is really like immeasurable."*

As a response to the meaning of the third poem, Student 9 gave an elaborate understanding of the text. The meaning was not only derived from the explicit presentation of ideas; instead, it was drawn out from the personal experience connected with the text. Student 9 expressed the idea of the poem in relation to family experience, "Just like the idea that my love for my family is true love as presented in the poem where it cannot be removed easily and it is really like immeasurable."

This can be explained by Boubekeur (2021), which explains that the reader-response approach considers the learners as active participants in extracting meaning from the literary work depending on their prior experience. She added that teaching literature critically allows the reader to create a sense and compare the previous experience with the written text. Rosenblatt (2005) reported that the Reader-Response Theory (RRT) relies on each student's schema. In other words, everyone constructs and interprets meaning based on prior experience. With that being said, the more students can relate their experiences with the text, the more it is helpful in the analysis.

1.4 Reflection Phase

The fourth phase is the reflection which students' responses were also found to fall under the reflection phase of personal response approach. Reflection is a phase of the Personal Response Approach that leads to a better knowledge of other people and their motivations, in which readers consider the events and behaviors in a text, evaluating the characters/persona and the literature's topic. It means that students understand the persona's motive, which leads to a better understanding of other people and evaluate the persona and the topic of the text.

> Student 10:
> *"The persona is nostalgic he looks back to his young self, appreciating the beauty of nature and the* likes. That it is simple and feels like a countryside a child curious and pure. He sets a contrast with his present self where he feels much more miserable and less joyous. It is the comparison between the age because every time that he introduces the specific part about his childhood he will write in the last line the present self and how he realizes that he *is in a worse situation than before."*

In this regard, the response above of Student 10 answered the inquiry regarding the tone of the persona in Poem A, which led to the response falling under reflection because the student understood the author's motive in the way he uses descriptive words in presenting the idea. As stated, "The persona is

nostalgic he looks back to his young self, appreciating the beauty of nature and the likes. That it is simple and feels like a countryside a child curious and pure. He sets a contrast with his present self where he feels much more miserable and less joyous," the reader understood clearly the intention of the persona. Additionally, "last line the present self and how he realizes that he is in a worse situation than before," the given line revealed Student 10 personal evaluation of the text based on the previously cited parts of Poem A specifically, "It is the comparison between the age because every time that he introduces the specific part about his childhood he will write in the last line…"

> Student 11:
> *"People have different dreams. People have different aspirations and to choose only one; and we* have a choice to choose only one and to choose wha*t's strike you in the heart. And that there's only one* choice to be made.*"*

This response revealed how the student understood other people and related it to the meaning of Poem B. As expressed by Student 11, "People have different aspirations and to choose only one; and we have a choice to choose only one and to choose what's strike you in the heart," The given response showed how Student 11 understood the idea that people have the choice in their lives and have the free will to choose "what's strike you in the heart" this led to a deeper understanding of the text as well as reasoning in other people's way of choosing. The analysis of the text's meaning in connection to the motive of the persona shows a deeper understanding of the text.

> Student 12:
> *"For me the last stanza is relevant because it shows the author's fi*rm ideology about love. In the last part he challenges the readers that if you disagree if they disagree to him meaning human has not yet *really loved before."*

In the same way, Student 12 answered the relevance of the last two stanza of Poem C. The response showed how Student 12 reflected on the meaning of the text. As stated in the response, "For me the last stanza is relevant because it shows the author's firm ideology about love," Student 12 even claimed the persona's attitude as a firm, and its motive is clear, even challenging the readers in his ideologies about love as expressed in the response "he challenges the readers that if you disagree if they disagree to him meaning human has not yet really loved before."

This can be supported by Graves et al. (2011), which claims that the personal response approach requires students to look beyond the words on a page and search for a deeper meaning, enabling students to think critically and reflect on the text. In addition, Bilbao, Donguilla, & Vasaya (2016) expressed that reading encourages readers to go beyond the writer's objective, such as applying new insights to a new circumstance and combining the author's ideas to develop new thoughts and understanding of concepts. Based on the analyzed responses of the student, the reflection phase has the second-highest number of responses, which means that students were able to reflect on the motive and intention of the persona and relate it to another concept to understand other people further.

1.5 Evaluation Phase

The fifth phase is evaluation, which entails viewing the text as the author's creation and comparing the social beliefs and cultural values of the author or persona to those of the students. In the analysis of the responses, this showed students ability to identify social beliefs and cultural values presented in the text and relate it to their own. This means that students could cite the persona's social beliefs and cultural values and compare them to their own as shown by the following excerpt from the students' responses.

Student 13:

"The meaning of the text has similarities from the happy side and the sad side so that childhood that childhood dreams are often crushed once a person grows older, because the world as a person grows older becomes more blurred it is not any more black or white, we have been our moralities are sometimes changing because of the things happening and we have more grasp on what we are and have more grasp and understanding on the face and the news and what they're things happening. So it can be seen in the poem such *as "it was childhood ignorance" meaning what was what we all thought that it was okay when we were on their childhood but once we once we grow older it is not okay anymore"*

The response of Student 13 presented how the student brings out the author's values and beliefs using his/her interpretation of the meaning, as expressed in the statement "that childhood dreams are often crushed once a person grows older." As the idea progresses, the concept of morality, societal issues, and the personal dilemma of the persona are also expressed. Student 13 elaborated, "because the world as a person grows older becomes more blurred it is not any more black or white, we have been our moralities are sometimes changing because of the things happening and we have more grasp on what we are and have more grasp and understanding on the face and the news and what they're things happening,"

Student 14:

*"The meaning of the text is the persona is choosing between two roads. It can be c*ompared on how we decide to live our lives. It is inevitable for life to give us challenges and we encounter situations where we have to choose only one option and the common reaction to this is to choose the path that everyone has taken or like the easier path. But in the poem at the end the persona chose a less travelled path and according to him it made all the difference so we can infer from it that it is inevitable for us to be challenged in life so we might as well take the hard path so that we could have a chance to grow as a person. And just because we are *unsure of what will happen it does not mean that we should always play safe."*

The response answered the meaning of Poem B, the way the student constructed the response showed the values and ideologies of the persona. As Student 14 states "It can be compared on how we decide to live our lives. It is inevitable for life to give us challenges and we encounter situations where we have to choose only one option and the common reaction to this is to choose the path that everyone has taken or like the easier path," which shows understanding of values present in the text. It also compares such values and ideologies to other people, specifically in how others would just grab the easiest choice to avoid hardship, which was challenged as expressed in the response.

Student 15:

"Love is more of an action rather than something that is emotional. It is a decision to love. The persona is very firm in his stand that love is a decision and not only a fleeting feeling unlike how it is majorly *perceived by the world. It is our choice to love, and we are responsible of our actions"*

The response for Poem C explained the ideology of the persona about love and how it was compared with the general understanding of love. Student 15 emphasized that "Love is more of an action rather than something that is emotional. It is a decision to love." Then Student 15 even stated a generalization of the ideology of love that showed an agreement with the persona that is "The persona is very firm in his stand that love is a decision and not only a fleeting feeling unlike how it is majorly perceived by the world. It is our choice to love, and we are responsible of our actions."

According to Boubekeur (2021), culture is a channel through which values and views are communicated through literature. She asserted that literature is like a vast ocean with a tidal influence over culture. It is beneficial to understand different cultures and form ties with people outside the students' circle of influence. The use of the Reader-Response Theory assisted the students in making sense of their experiences and making comparisons between their culture, beliefs, and ideologies and those of others. Poetry also fosters

literary appreciation by raising cross-cultural understanding (Lazar, 1996), strengthening expressive abilities (Iida, 2016), and forming social bonds among students (Chanmann-Taylor, Bleyle, Hwang, and Zhang, 2016). Poems encourage more personal involvement in language classes by providing a platform for students to communicate personal views within a larger human reality (Hess, 2003). As a result, poetry reading is seen to promote linguistic and cultural understanding (Hanauer, 2001).

1.6 Recognition Phase

The sixth phase of the developmental model of Reader response is recognition, and students show awareness of the textual function of the readers and the author. They can evaluate the relationship between those functions and investigate their own identities as readers. The readers become aware of the reading process and their own self-awareness. Based on the analysis of the responses, these are extracted responses under the recognition phase.

> Student 16:
> *"I was curious of t*he idea of how he got to the point wherein his reminiscing becomes sad. I quoted lines from the poem. I was curious of what happened to him or what he do for him to remember the happy days from his childhood as if he is already separated from entity from h*is past."*
> Student 17:
> *"My experiences affect my interpretation because it* changes the poem's tone, or they can change the meaning of the symbolism within the text. These experiences allow us to construct our beliefs and values. Thus, these collective values we gained from the past affect how we perceive a certain subject, what does it mea*n for us."*
> Student 18:
> *"My interpretation on the sonnet's message is based on how I understand its metaphors and* symbolisms. And how I understand that is through the knowledge I have gained through my experiences. Subsequently, the memories and POV I have is my lens through which I give meaning to the knowledge I have *gained."*

The following responses are under the phase of recognition. The first response showed how Student 16 questioned the experience of the persona. Student 16 further states "I was curious of the idea of how he got to the point wherein his reminiscing becomes sad. I quoted lines from the poem. I was curious of what happened to him or what he do for him to remember the happy days from his childhood as if he is already separated from entity from his past," which highlights Students 16 curiosity of what had happened to the persona to have such sentiment which was not entirely expressed in the text. It presented the idea that there is a clear division between the reader and the text. On the other hand, Student 17 gave the idea that the reader knows how their personal factors as a reader affect the interpretation of the text. Student 17 elaborated that, "My experiences affect my interpretation because it changes the poem's tone, or they can change the meaning of the symbolism within the text. These experiences allow us to construct our beliefs and values." Student 17 recognized their identity and role as a reader. The response further stated "Thus, these collective value we gained from the past affect how we perceive a certain subject, what does it mean for us," that gave emphasis on the role of the readers in the interpretation of text. For the third response, Student 18 evaluated their interpretation of the text about their own understanding of the linguistic elements, knowledge gained, personal point of view, and memories. Student 18 emphasized "My interpretation on the sonnet's message is based on how I understand its metaphors and symbolisms. And how I understand that is through the knowledge I have gained through my experiences." This clearly shows that the student recognizes their role in the process of text interpretation and the author's textual function. Student 18 further showed recognition of function as stated "the memories and POV I have is my lens through which I give meaning to the knowledge I have gained."

Woodruff and Griffin (2017) asserted that employing a reader response strategy to improve literacy education engages all learners by emphasizing the importance of the transaction between the reader and the text they are reading. They added that applying the Reader-response theory in reading improves students'

comprehension of literary texts due to this transactional involvement with texts.

2. Influencing Factors in each Phase of Response

The second research question sought to determine if there are possible factors that could influence the quality of the response of the students in poetry analysis using personal response approach. The gathered, analyzed, and categorized data revealed the following are the evident factors, that influence the students' understanding of poetry using the approach. These influences namely linguistic knowledge, emotion and subject matter, experience, reflective ability, values and beliefs, and role awareness are also evident in the study of Spirovska (2019) when she applied the developmental model of personal response approach in teaching literature. The following influencing factors in Thomson (1987) model were also found in the present study.

2.1 Linguistics Knowledge

It is the ability to recognize words, vocabulary, and symbolism in meaning-making. The responses under the Literal Understanding Phase, it expresses the importance of linguistic knowledge in analyzing literature.

Student 19:
"While the persona is reminiscing there is a sense of melancholy in its delivery it is like the tone of the poem is sad because of the times that has already passed from a child to adult

Student 20:
*"It is the same as the others nostalgic, loneliness, hap*piness and melancholy and somehow depressing are some of the answer of my groupmates that are related to that question. The reason why it is nostalgic because of the statements and lines of the author of the poem. And also because of the way he or she described his *or her childhood"*

Student 2:
"The dominant symbolism of the text is the road, and why it is the road, because there is so much *description about it. And throughout the poem that is the topic, of what road should he take."*

Student 21:
"Love will never be g*one. Love never fades, and if it fades then it was not really love."*

As expressed in the first response, Student 19 investigated how the idea was delivered to arrive at the text's tone. Student 19 explained that "While the persona is reminiscing there is a sense of melancholy in its delivery it is like the tone of the poem is sad because of the times that has already passed from a child to adult." The response showed that to come up with the interpretation, students tend to look at how words are presented, the recognition of symbolism, and the connection of each expressed line to arrive at the meaning. Additionally, both Student 20 and Student 2 investigated the textual evidence of the text, "The reason why it is nostalgic is because of the statements and lines of the author of the poem. And also because of the way he or she described his or her childhood" Student 2 even expressed that "The dominant symbolism of the text is the road, and why it is the road, because there is so much description about it." The second and third responses showed how the students look for textual evidence to arrive at the meaning of the text as what is explicitly stated. The response of Student 21 expressed the generative meaning of the text based on how the student paraphrased the given stanza. They arrive with "Love will never be gone. Love never fades, and if it fades then it was not really love," which uses the ability to simplify the meaning and structure of lines to arrive at a more understandable meaning.

Fabb (2008) states that literary texts take on both linguistic and specialized literary forms (some also involve language). Linguistics can contribute to literary studies by providing a knowledge of these forms and how a text communicates meaning. In this case, students could arrive at the correct meaning of the text because they have sufficient linguistic knowledge. They can interpret literary texts and their meaning based on textual evidence and word and sentence interpretation knowledge. In the study of Woodruff and Griffin (2017) they asserted that as reader-response focuses on how readers interact with the text, the ability to recognize linguistic meaning should be considered in the meaning building.

2.2 Emotion and Subject Matter

For the responses under empathy, factors such as the emotion expressed in the text and the content or subject matter of the text are evident.

Student 22:
"I felt relatable. I also felt sadness while reading because the content or the persona may have felt nostalgic while reminiscing the past events his life. So I would feel the same knowing that the events in my life in the present are highly *different from the past."*

Student 23:
"It is sad because those memories are all in the past. We may do it again but we cannot feel exactly what we have you felt before.*"*

Student 24:
"On the other hand, the meaning of the text is somehow regretful because on the last line "I shall be *telling this with a sigh" it has a sense of sadness. The reason why is one less travelled by for a reason that it* is not ac*tually good."*

The following responses showed how the readers built an emotional connection to the persona. Student 22 express emotional connection by stating that the text is "relatable" and they "also felt sadness while reading because the content or the persona may have felt nostalgic while reminiscing the past events his life. So I would feel the same." The text's relatable concept was presented in Student 22's response, while the reflection of personal sadness was expressed in the responses of Student 23 and 24. Regret and sadness were the highlighted emotion expressed in their responses, "It is sad because those memories are all in the past. We may do it again but we cannot feel exactly what we have you felt before". Also, Student 24 expressed the meaning of Poem B by stating "the meaning of the text is somehow regretful because on the last line "I shall be telling this with a sigh" it has a sense of sadness. The reason why is one less travelled by for a reason that it is not actually good." The analysis of the students' responses indicated that most of the responses under the empathic phase are from Poem A and Poem B. Even though the third poem focus on the idea of love, the response was very limited. This can be due to how the students relate to the text, their emotional connection to the expressed subject matter, and how it is relatable to their own feelings and emotions. The expression revealed in Poem C talks about the deepest meaning of love, which the students still cannot relate to at their current state of being.

According to Johnson-Laird and Oatley (2022), in the beginning, when people have studied poetry, they have realized that it elicits emotions. They emphasized that complex emotions are prevalent in daily life and can be evoked in fictional works. Typical examples include pride, which refers to one's own enjoyment; pity, which refers to another's distress; and jealousy, which relates to wrath or worry directed at an intruder in a sexual or social relationship. In addition, Johansen (2010) states compelling grounds to believe that feelings are essential in literature. They are present in and elicited both by the subject and the mode of representation. As a component of the rhetorical use and structuring of language, literature is intended to evoke emotions. With that being said, the way the readers can relate to the emotions expressed in literature is important to solicit a deeper understanding of the text. The more it is relatable to the reader, the deeper their understanding of the text. In connection to being relatable, the topic or subject matter of the text should also be familiar to the readers. The more they can relate to the subject of the text, the broader they can analyze the text. Correspondingly, in the study of Mart (2019), he explained that the selection of literary topics impacts the quality of the students' responses to the literary text. In addition, Ningrum (2018), after conducting action research suggested that teachers should examine if the material is appropriate for the students' level and the most effective method of eliciting the students' responses to the text.

2.3 Experience

For the responses under analogy, the reader's experience greatly influences their response to literature.

Student 25:

*"As for the an*swers of our group mates, since we are still in our younger years, we're not yet at the point where we can actively go back and remember how different it was. It's we are still in the transition period. We, but at the same time, we are also in that part of our youth that we don't have so much time in grasp with all our time, and it's slowly fading and we're getting more responsibilities. So yes, it's like we're *going towards that part. We're going towards the experience of that persona."*

Student 26:

*"No, it*s so easy to say that I would, since even in my schoolwork I procrastinate and avoid my problems. Realistically speaking, I cannot be as brave as him in my present moment however in the future I *might choose the road less travelled."*

Student 27:

*"The mean*ing of the text does not only apply in a romantic way it can also be applied to the things we love such as dreams, hobbies. Our love for someone or something can never be really gone or erased. Just like the idea that my love for my family is true love as presented in the poem where it cannot be removed *easily and it is really like immeasurable."*

Just like in the aspect of emotion, the reader's experience is also an important and influencing factor in analyzing the text. The following responses presented the connection of the personal experience and anecdotes of the reader in giving out the meaning of the text. The first response focused on the limited experience they had, yet it can still be related to the meaning of the text and be a basis for further analysis. The second response showed the personal anecdote of the reader. It presented the connection of such experiences in the meaning of the text. Lastly, the third response gave an experience that is not directly related to the text, but the reader can still draw a conclusive and correct understanding of the text.

Qian (2018) explains that the experience applied in the reader-response approach is quite beneficial in assisting students in developing reading skills and an appreciation for literary works. To understand the text better, students should be able to relate their experience to the ideas presented in a literary text. Furthermore, when interacting with a text, students are encouraged to draw on their own personal experiences and prior knowledge to supplement their understanding. Additionally, the reader-response approach emphasizes that people see pieces of literature in a variety of ways and that variances among readers are to be expected based on their experience. (Graves et al., 2011). With that being said, the depth of the students' analysis will also depend on the personal experience they can relate to the text.

2.4 Reflective Ability

For the responses under reflection, the ability of the readers to draw reflections and understanding of other people is necessary.

Student 28:

"I would feel the same as the persona, because as as I can see, the adults really have you know, very busy lives and something like that. And as of hearing from them and as I've experienced in my I have an experience of myself where I felt, even though I'm not yet at the adult phase, I felt the difference from when I was a child. It was like I was sleeping in a bench and it was afternoon I think, and having to be able to sleep on that bench. And I remember a scene from my childhood where I was just smaller than the bench itself and now I was actually like taller than the headboard of the bench. And that really, or maybe made me remember *of how it was different back then."*

Student 29:

*"I realized that following other footst*eps is not always the right thing we all have the choice to decide for ourselves. We can decide what we think is the best and regretting those decision is a part of life. We *may have the same journey, but the beginning will always be up to ourselves."*

Student 30:

*"A*s a human beings my understanding of the world naturally grows through time, through consistent discipline, love and life experience there is a breadth in my understanding of what my life is about. So it shapes my decisions and my belief system on how I want to live my life, and what actions and decisions I think will make it more fulfilling*"*

The responses above showed evidence of reflection among the students. They were able to consider the events and behavior in the text, which led to a better understanding of other people and their motives. The first response showed how students tend to reflect on the literary text. They would create a link between their understanding of the world and what is presented in the text. The second response showed realization on the reader's part of how they view life, and the choice people make. The third response explained their understanding of growth and the concept of life, experiences, love, and decision-making, leading to realization and reflection. With that, the reflective ability of the reader is also an influencing factor for the analysis of students using RRT. The way students reflect, and the depth of their reflection can affect the quality of their responses.

During the process of reflecting, Uligraff (2019) explains that the individual may need to think and inquire throughout the process by exploring and utilizing existing understanding, or even developing new ones, to resolve the problem within its context. Thus, reflection is not just descriptive or explanatory but also a transformative process. Uligraff (2019) added that poetry could be used effectively to help students develop their reflective abilities. Students can gain two types of affirmation by using poetry as a reflective tool: a) affirmation of their own values and views and b) validation that their chosen interpretation is valuable (Speare & Henshall, 2014). It is possible that using poetry for reflection will serve as a vehicle to reorient students away from the skeptical paradigm of reflection and towards its essential aim (Coleman & Willis, 2015).

2.5 Values and Beliefs

For the responses under evaluation, the connection between the reader's social values and cultural beliefs and what is presented in the text influences the students' responses.

> Student 13:
> *"The* meaning of the text is the personal there is choosing between two roads. It can be compared on how we decide to live our lives. It is inevitable for life to give us challenges and we encounter situations where we have to choose only one option and the common reaction to this is to choose the path that everyone has taken or like the easier path. But in the poem at the end the persona chose a less travelled path and according to him it made all the difference so we can infer from it that it is inevitable for us to be challenged in life so we might as well take the hard path so that we could have a chance to grow as a person. And just because we are unsure of what will happen it does not mean that we should always play safe*"*
>
> Student 14:
> *"It is mos*t of the times a struggle to choose the choice in life. One may seem better than the other; but as we continue to look upon the choices, the second one seems a good option too. It is also the matter of the "the better claim", is this choice for us? Or are we doing it for other people? Our choices define "the *road" in our life. Since it's a one time thing, we have to decide wisely, to have a sigh of relief, not regret."*
>
> Student 15:
> Love is more of an action rather than something that is emotional. It is a decision to love. The persona is very firm in his stand that love is a decision and not only a fleeting feeling unlike how it is majorly perceived by the world.*"*

As presented in responses, the students identified values and beliefs from the text. The first response answered the meaning of the second poem, the way the student constructed the response showed the values and ideologies of the persona. It also compares such values and ideologies to other people, specifically how others would grab the easiest choice to avoid hardship, which was challenged as expressed in the response. The second response identified values that were challenged within the text. The response for the third poem explained the ideology of the persona about love and how it was compared with the general understanding of love.

Literature is critical for worldbuilding, making sense of our lives, and reflecting, reinforcing, and creating the norms and values that govern our lives (Baumbach et al., 2009). Literature also fulfills critical tasks by representing, disseminating, criticizing, and generating norms and values. It is important to consider the readers' set of values and belief systems to solicit a quality response.

2.6 Role Awareness

For the responses under the recognition phase, the role of the reader and the text in the meaning building should be facilitated and distinguished clearly.

> Student 16:
> *"I was curious of t*he idea of how he got to the point wherein his reminiscing becomes sad. I quoted lines from the poem. I was curious of what happened to him or what he do for him to remember the happy days from his childhood as if he is already separated from entity from h*is past."*
>
> Student 17:
> *"My experiences affect my interpretation because it changes the poem's tone, or t*hey can change the meaning of the symbolism within the text. These experiences allow us to construct our beliefs and values. Thus, these collective values we gained from the past affect how we perceive a certain subject, what does it *mean for us."*
>
> Student 18:
> *"My int*erpretation on the sonnet's message is based on how I understand its metaphors and symbolisms. And how I understand that is through the knowledge I have gained through my experiences. Subsequently, the memories and POV I have is my lens through which I give meaning to the knowledge I have *gained."*

The reader realizes their own identity and their role as a reader. The first response demonstrated that the student questioned the persona's personal experience, and it offered the idea that there is a clear distinction between the reader and the text. On the other hand, the second response presented the view that the reader is aware of how their own personal factors as a reader can influence their perception of the text, which was supported by the evidence. For the third response, the student evaluated their own understanding of the text's linguistic features, knowledge learned, personal point of view, and recollections in relation to the text's interpretation. This demonstrates that the student is aware of their role in the process of text interpretation as well as the author's textual function in the text.

The most evident influencing factor for the recognition phase is the clear understanding of the role and function of the reader in the interpretation of the text. The reader should be aware of the distinction between the author's linguistic function, which is to present the desired ideologies from the literature to the view and perception of the reader. In Mart (2019), Rosenblatt (1995) explains that the reader-response approach shares two beliefs: 1) that the role of the reader cannot be omitted from our understanding of literature and 2) that readers do not passively consume the meaning presented to them by an objective literary text; instead, they actively make the meaning they find in literature. Spirovska (2019) states that when considering the importance of students' responses and involvement in discussing a literary text, it is clear that it is essential to facilitate the responses and students' involvement. With that, the role will be clear for the readers, and they can elicit a better understanding of the reading material. The teachers may also facilitate this during discussion.

Summary of Findings

According to the reader-response approach, readers of literature transact their ideas and life experiences via reading encounters with the works. Readers seek self-actualization through developing interpretive talents and a store of information to make sense of the interpretation process and results while engaging and transacting with texts. It is an approach to literature in which readers can use their own personal thoughts, feelings, and background information to help them make sense of a text. RRT also aids students' reading comprehension by providing feedback on what they read.

In summary, the Grade 10 students were able to provide responses on the analysis question of the text until the sixth phase of the developmental model of personal response approach. The purpose of the prompt analysis questions was to elicit responses from the students, and it was found out that even though the

question which targets only the literal understanding of the analyzed text such as the question "What is the tone of the poem?" there were responses from literal phase up to the recognition phase. It can be inferred that there are students who were able to think and respond deeper that what is expected when personal response approach is implemented.

The previous claims can be supported by various research that investigated on the benefit of personal response approach. The study of Vijayarajoo & Samuel (2013), a case study of 22 pre-TESL students, showed that students moved from merely reporting the facts of the story to commenting personally on the characters and this is evident of how emotionally involved they were with the story. Similarly, the data of the current study revealed that the Grade 10 student were able to analyze deeper the text because they personalized their interpretation and create connection to the texts' meaning.

Additionally, Farahian & Farshid (2014), on an experimental study of 75 Iranian students, claimed that personal response approach allows students to be more purposeful and active readers of texts and students become more critical of the text. In line with the result of the present study, students were able to become active participants in the reading process, they were able to recognize their role as reader and the function of the text in meaning building.

Moreover, in action research conducted by Iskhak (2016) it was found out that students' perception of the past and their tendency to personalize their connection to the text were the results of the stimulating tasks and questions. This means that prompt analysis questions were helpful in facilitating the students to actively participate in the analysis of the text the same with what the data revealed in the present study. Iskhak (2016) added that active discussion led the students to share their ideas and dialogue with each other.

The factors presented in the developmental model of PRA by Thomson (1987) and identified in the study of Spirovska (2019) are also evident in the current study. In addition, according to the study of Iskhak et.al (2017), it revealed that participants were more actively engaged in the process of making meaning and connections with their readings when they can relate their emotions, experience, and ideals to the text. As reflected in the present study, emotion, experience, and values and beliefs are factors that influence the responses of the students. Furthermore, Inan & Boldan (2018) revealed that the analysis found 3 common responses from students: Literature as content, language-based and literature for personal enrichment. In the same manner, the data of the present study show the linguistic knowledge of the students in analyzing the texts, their reflection and realization that enriches the understanding of the text and other people.

Contrary to the findings of Affendi & Aziz (2020), contexts and themes have been found to be unrelatable to students. Texts selected have also proven to be 'culturally and contextually foreign' (Omar, 2017). Yet in this study it is noteworthy that the context, subject matter, and the values and beliefs presented in the text can influence the quality of the response of the students. Also, Affendi & Aziz (2020) concluded that in the matter of poetry, studies found that the language used was tough and therefore students couldn't enjoy the texts. Contrary to the previous claim, this study revealed that the students already have sufficient linguistic knowledge to analyze the given text and the language used in the poems did not affect the quality of their response.

Conclusion

Considering the importance of students' responses and involvement in discussing a literary text, it is crucial to facilitate students' responses and participation. Numerous implications can be taken from the study and the participant's responses. One of the implications is that incorporating the reader-response approach into a literature classroom increases students' participation and engagement with literary works. As revealed in the current study, PRA utilizes students' interaction among themselves to have a concrete and deeper understanding of the given text. Another advantage is that it raises students' knowledge of the relevance of literary texts in relation to their lives, beliefs, and values. The approach creates opportunities for the teacher to guide the discussion, allowing students to respond, and developing the interpretation of collective

comprehension of the text and individual student responses.

The responses of the students in poetry show understanding of the text. The responses were enhanced by considering the influencing factors for each phase of reactions. The data suggested that in applying PRA in poetry analysis among grade 10 students, since they can already analyze text in the Literal Phase, their linguistic knowledge in analyzing the meaning of the text is important. Students applied surface understanding of the poem because they already have enough linguistic knowledge.

Additionally, when PRA was employed, students connected their knowledge and understanding of life and other people with the text. The reflection phase encouraged the students to make meaningful reflections, and realizations, and link those to their understanding of the text, which creates an opportunity for the students to critically think of their understanding.

It also revealed that the experiences and emotional connection of the text, regardless of subject matter or topic, are beneficial for a deeper analysis. As revealed in the students' responses the more they can connect their experiences and emotion to the text, the more they understand the underlying meaning of the texts.

The values and beliefs of the readers and what is presented in the text were also important in choosing an appropriate literary piece to gain quality responses. Lastly, it is important to note that in the implementation of PRA in poetry analysis, teachers can guide the students in their interaction with the text. Response prompts/questions made the role and identity of the reader and the author's linguistics function clear in the reading process. Applying the PRA in poetry analysis gained a better understanding of how students interact with the text to create meanings and interpretations. Such interaction resulted in a deeper understanding of literature analysis, specifically poetry.

Recommendations

From the said conclusions, the following recommendations were presented:

1. The teachers teaching poetry through the PRA approach may sustain the use of PRA in poetry analysis, particularly when developing student literary skills, critical thinking, and comprehension. Using such strategy creates an opportunity for the students to further understand the meaning of the text and its essence or connection to their lives and understanding of others.

2. The teachers may improve on creating prompt responses that would lead the students to have a more clear and more distinct responses to the given texts.

3. The teachers may also use the approach to teach other literary forms such as fiction, non-fiction, drama, etc., to fully utilize the approach in literary analysis.

4. For the facilitators of learning, teachers should be able to assess the literary piece to be analyzed for the students to maximize their emotion, experiences, and connection to the text. They should strategically choose literary texts that would compel the students to be able to analyze the text in all phases of response in the Personal Response Approach.

5. Future researchers should consider gathering both qualitative and quantitative data to compare and statistically validate the students' understanding of poetry analysis.

6. Future researchers should conduct a study measuring the students' perception, attitudes, and metric scores in the implementation of the readers-response approach to poetry analysis.

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