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The Constraints of Foreign Learners in Reading English Literary Works: A Case Study at Hasanuddin University

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ABSTRACT

The objective of this research was to map out and seek solutions to the problems faced by students of English as a foreign language in reading literary works. Conducted at the Department of English and Literature, Faculty of Cultural Sciences at Hasanuddin University, the study took place over one semester. The research respondents were Indonesian postgraduate students taking the English Stylistics and Literary Appreciation course. The aims were: 1) to map out the language constraints of learners in reading English literary works, and 2) carry out troubleshooting to minimize the constraints. The data collection methods used was a questionnaire and in-depth interviews. The results showed that the foreign learners need to have sufficient knowledge of trope and scheme in general and linguistic deviation in particular, in order to understand the author's language in a broad sense as well as specific literary stylistics.

1.   Introduction

English is widely taught as a foreign language, in particular in Indonesia. The term 'foreign language' in the field of language teaching differs from 'second language'. The status of foreign language means that it is not used as a means of communication in a particular country, but it is taught. While the second language is not the primary language used but it becomes one of the languages used in a country.

Indonesia does not recognize any second languages. The official language of this country is Indonesian (known as *Bahasa Indonesia*). This country has more than 700 living local (regional) languages (Lewis, 2009). The local language functions as a means of inter-ethnic communication as well as a means of cultural preservation. The local language is also as an ethnic identity. The status of *Bahasa Indonesia* is the one and only state language. However, although Indonesia does not accommodate any second languages, it is very welcoming to foreign languages, especially English. This is reflected in government political and language planning policy.

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Although several foreign languages are in fact taught as facultative subjects, English is compulsory at high school level. The main aim is for the learners to be able to communicate simply using the foreign language taught. For academic purposes, these learners are generally expected to master four language macro-skills (listening, speaking, reading, and writing) and to use the language for specific needs.

The education system in Indonesia is very aware of the importance of English. In addition to the language of science and technology, it is also widely used as a means of international communication, and is one of the official languages of the United Nations. In line with this reasoning, despite many changes (often influenced by economic and political factors), study of the English language is strongly encouraged, and a certain level of proficiency has become one of the basic requirements to pursue higher education as well as to apply for many jobs in both government and corporate sectors. In addition, the mastery of English is encouraged in order to promote the growth of the tourism sector, and can open employment opportunities in hotels, airlines, as well as promoting foreign relations and international friendships. At many international events, such as conferences and seminars, English is used as a *lingua franca*, enabling and exchanges between non-native English speakers from around the world.

To meet the needs of the job market, some colleges have opened a department of English Language Studies for undergraduate, masters, and even doctoral degrees. English remains in the position of a foreign language; thus, it is not reasonable to expect that the level of mastery, including reading competence, will match that of native speakers, and for most Indonesians English proficiency will not reach, let alone exceed, the average ability of those using English as a second language. However, learners should be capable of attaining a professionally useful level of proficiency in all four of the core language macro-skills.

In practice, many Indonesian students experience challenges with reading literary works written in English. This phenomenon is noticeable among students of the Hasanuddin University English and Literature Department, who appear to have difficulties with reading literary works. In order to address this challenge, it is necessary to understand the constraints faced by these students. This study aimed to uncover or reveal the constraints through the analysis of data from two sources of information. Firstly, a survey was carried out as a preliminary study, and secondly graduation rates of students following the Stylistics and Literary Appreciation course were monitored. From a practical point of view, the study was expected to provide a contribution to the syllabus development and design process.

2.   Literature review

2.1   English as a foreign language, an Indonesian perspective

Foreign language teaching in Indonesia is regulated by government policy which was established in 1956. The foreign languages taught include English, Arabic, German, French, Japanese, Korean, and Mandarin. IN 1967 (Regulation No. 096, 12 December 1967), the government decided that English and Arabic should be defined as the main foreign languages. Arabic is a compulsory subject in all Islamic boarding schools, while English is a compulsory subject in all secondary schools including the Islamic boarding schools. This policy illustrates the importance of English in the Indonesian education system, and has implications for all levels of education. English courses have become very popular since English is a compulsory subject in both in Junior and Senior High Schools, and has become a mandatory foundation course in all universities across Indonesia. In all school and university entrance exams, one of the tests is English.

The strong commitment of the Indonesian government to improve human resources is a main goal of national development. For example, when entering the long-term development of the 25th year of the 2nd stage (PJP II) 1994/95, the development direction most strongly emphasized was human resource development. The main purpose of development is to master science and technology. In order to be able to master science and technology, the teaching of English gets special attention from various groups, including academics, professionals, businessmen, and government. This is reasonable considering the role and function of English as an international language or global communication language in order to master the Science and technology in this era.

In 1992, (Regulation Depdikbud RI No 0487/1992, Chapter VIII), the government decided to introduce English language into the elementary school curriculum. This policy is perceived as having both pros and cons. Those who are pro English, see a need for English to be taught early so that student language mastery will be better. On the other hand, the cons consider that elementary school students in Indonesia are not ready either mentally or academically to receive and benefit from English lessons. Another consideration is that Indonesia is such a vast country, spread across 3 time zones, with major regional and rural/urban differences in overall development, teacher preparedness, and school facilities. In 2010, pilot projects of English language teaching in the fifth and sixth grade were implemented in some elementary schools, mostly in large cities. However, so far, the implementation has been hampered by the limited teacher resources. In other words, this policy should have taken into consideration various aspects: teachers, curriculum, subject matter, and readiness of learners.

From the aspect of government policy, the goals and stated purposes of teaching English in Indonesia are very idealistic, but from the aspect of implementation, the reality is much strongly constrained. The time allocated for English classes is only two hours a week. Not only is this very limiting, the teachers and learning facilities, as well as the cultural milieu, are also less supportive of an adequate language teaching.

Since 2011, the government has promoted a new policy of opening international schools where all subjects are taught in the English language. These schools are much in demand by parents, but the results have not been seen as significant and success has been mixed. The students, in fact, tend to experience difficulties; in the school environment they struggle with English, but outside the class, they will be distracted by the (much easier) use of Indonesian and regional languages. Furthermore, to meet the growing needs of professionals, such as teachers, bankers, tourist guides, interpreters, language centre staff, customs officers, journalists, and so on, some universities have opened an English department. The purpose of the education offered in these departments is to provide future professionals with the skills they will need in the field of English language.

2.2   English at the university level

At the university level, all students attend a General English Course for one semester as a compulsory subject. It is considered something of a bridging class, aiming to bring students from different backgrounds up to a common minimum standard. This policy is the same for all departments. In some universities, the government has opened a department of English and Literature. This department provides more in-depth education for students who are interested in learning English as professionals. After completing their undergraduate studies, students generally get a job related to their field of expertise, or else continue their education in an English-speaking country to improve their English proficiency.

Scientific advancement and information dissemination are dominated by English language media. This situation places English in a very important and exclusive position. Research articles in reputable journals should generally be written in English. English language skills are of interest to many people because of the position of English as the main global language and medium of science and technology. The use of English in Indonesian universities is growing rapidly, however for many this is largely limited to seminars, workshops, and symposia. Likewise, there is a growing popularity of 'international classes', where learning is conducted in English. This situation is certainly very good for those involved, but does not affect the transfer of language skills to the wider community, as it is limited to (often a sub-set of) academics.

For the general public, English continues to be largely exclusive to certain socio-economic circles. For the general public, English is not a social language, not even occupying the position of a second language, and most Indonesians experience difficulty in using foreign languages, in particular English, as a vehicle for communication. Thus, students entering Indonesian universities do not have a strong basis for entering the study of even basic English, and especially English literature with all its linguistic and cultural complexities.

2.3   Critical reading comprehension

Having the ability to read critically in order to comprehend a literary text is one of the requirements that must be met as an effective reader, and in order to respond to the ideas of the

author especially in literary works. Pirozzi (2003) reveals that critical reading is a requirement for learners to analyze and assess an argument or style of expression used by an author. Adams (1989) states that a critical reader is expected to distinguish fact from opinion and draw their own conclusions. In other words, critical reading is a series of attempts by the reader to understand the explicit and implied meaning in a passage. It is also an interactive process that involves the reader with the text and the context.

Critical reading skills involve the ability to derive meaning from written text. It is not just about reading the words as they are written, but also about reading meanings beyond or between the lines. In the study of literature, a reader must exercise their interpretation to reveal new *dimensions.* Thus, reading effectively is one of the most important aspects of English literature studies, and is a necessary basis for many other fields of learning.

2.4   Critical reading in a foreign language context

According to Wallace (1992: 59) most students from Asian countries who study English as a foreign language (EFL) tend not to be critical. In a similar vein, Arnold (2009) explains that reading foreign texts is often perceived as a difficult, unpleasant, and sometimes ultimately unsuccessful process; when this is the case, the readers will often refuse to read in the target language. Many EFL learners admit that they do not enjoy reading in English. One reason is that often they have no idea what they are reading, even when they understand the individual words. This condition can cause the critical ability to be poorly developed.

Stapleton (2002) reveals that there are several reasons why high-order thinking skills seem to be more difficult for Asian English learners than EFL students in other countries, a phenomenon which, according to some researchers, is caused by weak arguments and critical thinking skills. This is particularly the case in Indonesia where, although reading is in theory considered an important language skill, many students tend to be reluctant to read even in Indonesia, and reading is often seen as a relatively unattractive activity (Kweldju, 1996). In his study of students' interest in English, Kweldju (1996) found that most students were not really interested in reading the assigned literary works, even though they admitted the books were useful. Furthermore, he argues that the reasons behind this lack of interest include the limited background knowledge of students, their inability to understand the textual content, and the complex organizational structure of the texts selected. Thus, in order to develop student ability to appreciate a literary text in a foreign language context, a stylistics and literary appreciation or similar course should lead students to develop not only technical but also literary appreciation skills.

2.5   Some constraints for English learners

There are inevitable some constraints on learning English in any country where English is not spoken every day. This is due to several aspects, including the following: a) language is a habit, b) language needs to be practiced, c) language must be working knowledge and d) language is a part of culture. Thus, in addition to technical skills such as spelling and grammar, every learner should also get to know at least the basics of the philosophy of the language, in particular the functions proposed by Jakobson (1960) as follows:

1)   The Referential Function
2)   The Expressive (alternatively called "emotive" or "affective") Function
3)   The Conative Function
4)   The Poetic Function
5)   The Phatic Function
6)   The Metalingual (alternatively called "metalinguistic" or "reflexive") Function.

The six language functions as proposed by Jakobson above include a wide range of utility functions based on the character of usefulness. The language function almost always considered most difficult for foreign speakers is the poetic function. The poetic function of a language often contains implicit, inferred or other non-explicit meanings that are too far from the overt textual meaning to be intuitively grasped by a non-native speaker. This is in line with the claim by Widowson (1988) that literary language is often not the same as everyday language. "I found the new moon in your eyes" is

only found in literary language. It is ambiguous and open to multiple interpretations. In fact, what is probably meant by a literary author is 'I love you" if this sentence is uttered by a young man to a beautiful lady. Another example is from Shakespeare's Julius Caesar, "Friends, Romans, countryman, lend me your ear". Pragmatically, lend me your ear may mean: listen to me and open your minds to what I am about to say.

The next constraint is pragmatics. Socio-pragmatics of a language is only easily understood by people who understand the language in relation to the cultural context in which the language is or was used. Foreign language learners must inevitably face greater obstacles than native-speakers. Let's take an example 'What time is it?' This sentence, pragmatically, might carry many meanings:

- tell me the time (now), please
- what time is something (it) happening
- you are late (or too early)
- is it time to go yet
- you have been here too long
- be quick

Based on this example, it is clear that English learners may experience obstacles in understanding the text within the specific context. This is most often due to two reasons: 1) the learners have limited understanding of figurative language, and 2) they are unable to use and understand English pragmatically. With reference to both of these reasons, the design of this case study was formulated to explore the constraints of English learners (students) in reading literary works.

3.   Research questions

In order to implement this research, the following threefold research questions were formulated:

1.   To what extent do various reading obstacles/constraints influence the time taken to read a novel?
2.   In what ways did the various constraints on reading impact the literary appreciation?
3.   What kinds of strategies are used to overcome these constraints?

The first and second research questions were addressed through the use of a questionnaire on the main obstacles/constraints and the time-taking to read literary works, the impact of the constraints/obstacles, and the strategies used to overcome the constraints. Furthermore, the last question was also addressed through structured interviews with open-ended questions (see 4.3). The questionnaire comprised two questions for the first and second questions respectively (see 4.2).

4.   Method

4.1   Participants

Respondents of this study were 50 people selected at random from the population of second-semester students at the Postgraduate School, Faculty of Cultural Sciences, Hasanuddin University, enrolled in the Stylistics & Literary Appreciation course. Research data were collected through the use of two research instruments, a questionnaire and interviews. The questionnaire was prepared based on the research data needs with reference to the problem addressed, specifically the obstacles/constraints experienced in reading literary works, the time-taken to read the works, and the strategies used to overcome the problems encountered. This questionnaire was designed to be open-ended, in order to encourage a set of meaningful answers using both knowledge and feelings. A trial run of the questionnaire was conducted to test the reliability (the consistency or repeatability) of the results likely to arise from the respondents' answers. The guidelines for in-depth interviews were prepared based on the aspects that needed further elucidation based on the questionnaire results.

4.2   Instruments

The instruments used in this study were a questionnaire and in-depth interviews. The four questionnaire questions are given below, with a brief rational for each question.

1) State the main constraints you face in reading literary work?

It is assumed that the foreign speakers (learners) must have some constraints in using English (especially in speaking and reading). The question for the questionnaire is only to focus on reading literary works.

2) How long do you need to read a novel?

This question is important to know the average time required by respondents to read a novel and create a summary in their own words.

3) What constraints do you face in reading literature?

This question was designed to elucidate further details on the obstacles faced, as perceived by the respondents themselves.

4) How do you overcome the obstacles you face in reading literature?

This question is a self-evaluation. The respondents should mention the circumstances they are experiencing and what efforts they can take to overcome the problems they face.

4.3   An in-depth interview

After formulating the result of the questionnaire question, the second phase of this research is the interview. This method is intended to obtain further details regarding the constraints faced by respondents, thus the interview guidelines were formulated based on respondents' answers (Tables 1 to 4). The aim was to collect a rich of set of data on respondents' knowledge about the research topic, in particular the constraints and ways of overcoming them.

4.4   Procedures

This study lasted for one semester in early 2017, and was conducted in two stages. The first stage was to map out the obstacles that respondents face in understanding and appreciating the literary works using the questionnaire instrument. The second stage comprised the in-depth interviews, to actualize the difficulties faced and then to formulate potential solutions. The data from the first stage served as the reference for the second stage.

Another preliminary consideration is the common procedure in analyzing a literary text which is that a qualitative approach can be contrasted face-to-face with a quantitative one. In the study of literary texts, an occurrence of linguistic features, for example, may be more important than some events on other features. This is where the qualitative approach comes into the picture. It depends on data interpretation. Since the interpretation is a subjective matter, the result may vary for each reader, however this cannot be avoided in many types of linguistic analysis. In fact stylistic analysis, such as text analysis in literature, may not only be subjective, but actually enable the inclusion of emotive reaction towards literary texts. Conversely, even though the so-called quantitative approach is reliant on the counting of the data statistically, it is often more than just a numerical figure. Some data involving language (phrase/sentence) or texts may not be appropriate for analysis using a qualitative approach; some data are better analyzed by counting. This is the reason why this research applied a quan-qual approach, where the qualitative approach is not entirely independent of the quantitative one and vice versa.

The quantitative approach is reliant on the counting of data, and numerical figures, usually collated by using a statistical approach, are needed. The quantitative approach was used to gather quantification figures, e.g. on the prevalence of specific constraints. However, not all data involving language or literary texts could be appropriately analyzed by statistics, necessitating a qualitative approach. All data were processed using tabulation, to make data easier to analyze and comprehend. Based on this combined strategy, data category one comprised data tabulated according to the percentage of answers, while the data category two comprised data grouped by theme, e.g. trope and scheme (Stylistics) and (mis)understanding of context (Pragmatics).

The final stage was to connect the category one data (from stage one) with the category two data (data processed from the interviews in stage two). The modelling method used was tabulation. In this way, the mapping of the language constraints of the respondents in reading literary works was revealed, and in turn enabled the formulation of efforts that could be helpful to the learners in order to minimize the constraints. Through this technique, the objectives of this study can be answered.

5.   Results

5.1   Questionnaire results
The results for each question are summarised below, in Tables 1 to 4.

Table 1: Kinds of problems faced by respondents

No	Kind of Problem	
1	getting hard to feel the cultural context	14 %
2	understanding the foreign setting	27 %
3	concluding the plot	59 %
Total		100 %

Based on the respondents' responses in Table 1, there are at least three constraints faced by respondents. By order of prevalence, these were as follows: a) understanding the plot (59%), b) understanding the foreign setting (27%), and c) difficulties in feeling the cultural context (14%). It was clear that more than half of the respondents have difficulties in grasping the plot because of constraints such as the language mastery of the readers, their cultural knowledge, the socio-historical setting in which the work was created, and so on.

Table 2: Time taken to read a novel

No	Time Taken	
1	one week	21 %
2	two weeks	33 %
3	more than two weeks	46 %
Total		100 %

Table 2 shows that nearly half (46%) of respondents required more than two weeks to read one novel. This is an indication of the difficulties faced by the respondents. Few (21%) respondents could read a novel in approximately one week, the time normally expected for students to complete such a task.

Table 3: Areas of difficulty

No	Difficulty Experienced	
1	cultural context	11 %
2	referential names of an object	27 %
3	specific terms	20 %
4	language style (trope and scheme)	42 %
Total		100 %

In response to question 3 (Table 3), the results indicate that the major constraint is language style, specifically trope and scheme, with a prevalence of 42%. This means that mastering the use of trope and scheme in literary works is an obstacle that needs special attention in order to enable the English learners to read literary works effectively. Learning English through reading literary works means learning about culture at the same time, because literature is a cultural product. A literary work contains information on social life and history as well as culture. Language is the medium of literary works; through the language, messages are passed from the author to the reader. To make this happen, the author exploits many facets of the language, usually without regard to the interests or limitations of foreign readers. It is certainly true that the greatest difficulties faced by the respondents were related to the language constraint, especially language style (42%). As mentioned above, language style (stylistics) can be divided into two main aspects: trope and scheme. Trope is concerned with meaning (semantics) while Scheme is about linguistic deviation (syntax). The linguistic deviation is the use of non-standard language structure. For non-native speakers of English, a linguistic deviation often causes difficulties with comprehension.

Table 4: Strategy for overcoming obstacles/constraints

No	Problem Solving Strategy	
1	open a dictionary	16 %
2	use Google translate	30 %
3	share/discuss with a classmate	41 %
4	guess the meaning	13 %
Total		100 %

It is common for non-native speakers of English to open a dictionary. The respondents mostly used a bilingual dictionary (English-Indonesia). One of the respondent's strategies to solve their problem, Google translate comes to the second top of the answer (30%), and only 13% to guess the meaning, and the top one is sharing with a classmate (41%).

Sharing with a classmate is a good learning method, because there is a principle of mutual giving and mutual benefit. Google translate cannot do much to translate linguistic deviation in the language of literary works. In fact, it often has the opposite effect, producing a chaotic and meaningless translation.

5.2   Interview results

The kind of problems faced by respondents as the main constraints in reading literary work shows that in general, they have difficulty in fully comprehending the plot of the story. Some considered this was mostly caused by their lack of cultural insight (they felt it was hard to feel the cultural context). One other cause was that they did not understand and were not familiar with the foreign setting(s). Thus the main constraints here are failure to get a feeling for the cultural context, and failure to understand the foreign setting.

There is strong evidence that foreign readers fail to read a literary work quickly through scanning and/or skimming. They already take so long to understand a literary work, and would require even more time to appreciate it. This constraint is caused by several factors, among others: difficulties in understanding stylistic tools such as linguistic deviation, trope and scheme. Thus, to simply read a literary work (around 110-150 pages) generally took more than two weeks, even though some claimed to be able to read a novel about a week, while others claimed they only needed two weeks to read a popular (rather than a literary) novel.

According to the respondent's perception, the problem of language style (both trope and scheme) and linguistic deviation (ungrammatical or non-standard sentence construction) was top of the list of difficulties facing foreign readers. Misunderstanding and misconception were both common. Furthermore, referential issues arose, especially regarding the names of an object. It's hard to imagine anything without knowing what it is. This includes specific terms that the author uses, perhaps slang or specific names associated with the context. Cultural context was also included as an area fraught with difficulties. What is meant by cultural context here is a behavior or event that is unknown in the readers culture.

One of the important questions in the interview was on the reading strategy that respondents use to overcome the constraints or problems they face. Respondents' answers could be grouped in four categories: sharing with classmates, Google translate, opening a dictionary, and guessing the meaning (as in Table 4). When respondents were asked to mention in detail how to overcome the obstacles they face in reading literature, they were asked to describe strategies that they already practice or that they consider would be effective. From the results, several potential solutions or strategies can be formulated as follows: 1) learning the strategy of reading to be effective reader, 2) constantly developing mastery of vocabulary, 3) increased reading of other supporting resources to improve knowledge capacity, 4) control of an individual's reading strategy to be effective reader, before reading, while reading, and after reading. **Before Reading**, such as a) preview the text by skimming and scanning to have a sense of the overall text, b) use the prior knowledge to think about the topic, and c) make some schematic predictions about the probable meaning of the text. **While Reading**, such as a) reflect on information and ideas in the text, and b) monitor understanding by thinking about and questioning something in your mind. **After Reading**, such as 1) relate the content of

the text to personal experience and knowledge, b) creatively extend understanding in critical ways, and c) reflect upon the ideas and information in the text by clarifying the things which remain unclear.

5.3   Stylistics and pragmatics

The following data contain examples of language style and usage which caused problems. Not all data given by the respondents are displayed here, as a data reduction process has enabled the display of representative data, such that at least one case of each data type has been represented. This is a qualitative method. The data are divided into two categories. Data related to Stylistics and Pragmatics were taken from "Jane Eyre" by Charlotte Bronte (JE) and "Life Boat No. 8: "An Untold Tale of Love, Loss, and Surviving the Titanic" by Elizabeth Kaye. Data on Stylistics is data group 1 (Table 5) and data on Pragmatics is data group 2 (Table 6). The data on pragmatics was taken from the literary works to be decontextualized into research data.   It should be pointed out that the data in group 1 are all stylistic cases found by the respondents, and the data in group 2 are related to the pragmatic problems that respondents often find when reading literary works.

Table 5: Data on stylistics

No	Observation	Remarks
1	Jack drummed his hands on the table. (p. 8)	Onomatapoeia
2	By then the Titanic was listing gently to starboard. (p. 14)	Metonymy
3	Remember his words; remember his look; remember his voice! (p. 165)	Anaphora
4	I am no bird (p. 256)	Hyperbole
5	Hannah and I went to work with all the energy (p. 362)	Irony
6	It is only a small room, but I thought that you would like it better than one of the large front bedrooms (p. 103)	Litotes
7	Do you think I am a machine without feelings? (p. 256)	Metaphor
8	But now, although her voice was sweet, I found the melody indescribably sad. (p. 18)	Oxymoron
9	Nature seemed happy for me. (p. 261)	Personification
10	Why? Am I a monster? Is it impossible that Mr. Rochester sincerely loves me? (p. 268)	Rhetorical question
11	Your hand is trembling like a leaf, and your cheeks are as red as cherries. (p. 165)	Simile
12	…where she caught the ever-traveling eye… (p. 6)	Synecdoche
13	…she said. "Where you go, I go." (p. 13)	Epistrophe
14	…the four who wished to return to the site of the sinking yielded to the majority, against their will, their faith, and their better judgment. (p. 21)	Parallelism
15	Boarding the ship, Mrs. White had sprained her ankle. (p. 7)	Anastrophe
16	Both men, having made their inspection, knew that the ship was fatally wounded. But their expressions revealed nothing. (p. 5)	Antithesis

Table 6: Data on pragmatics

No	Observation	Remarks
1	Jack drummed his hands on the table. (p. 8) (Jack is impatient in waiting the frankrut decision concerning the emergency situation)	Onomatopoeia
2	By then the Titanic was listing gently to starboard. (p. 14) (At the time, the right-hand side of the Titanic has started to tip downwards)	Metonymy
3	Remember his words; remember his look; remember his voice! (p. 165) (Jane tries to convince herself that she deserves to be with Mr. Rochester)	Anaphora
4	I am no bird. (p. 256) (Jane assumed herself as a free person with an independent will)	Hyperbole
5	Hannah and I went to work with all the energy. (p. 362) (They worked to clean the house which Jane had warned St. John)	Irony

6	It is only a small room, but I thought that you would like it better than one of the large front bedrooms. (p. 103) (Jane gave the best service to Mrs. Fairfax to make her feel comfortable, as she hoped they would be good friends)	Litotes
7	Do you think I am a machine without feelings? (p. 256) (Jane compares herself to a machine when she's tired of what she's facing in her life)	Metaphor
8	But now, although her voice was sweet, I found the melody indescribably sad. (p. 18) (Jane was very disappointed with Bessie because she helped Miss Abbot to lock her in as tightly as any prisoner)	Oxymoron
9	Nature seemed happy for me. (p. 261) (Jane had fallen in love with Mr. Rochester, and thought over what had happened and wondered if it were a dream but it was not a dream)	Personification
10	Why? Am I a monster? Is it impossible that Mr. Rochester sincerely loves me? (p. 268) (Jane was so hurt by Mrs. Fairfax's doubt about the love of Mr. Rochester's love for her)	Rhetorical question
11	Your hand is trembling like a leaf, and your cheeks are as red as cherries. (p. 165) (Jane was in the schoolroom with Adele, but she could not stop thinking about Mr. Rochester)	Simile
12	…where she caught the ever-traveling eye… (p. 6) a. She likes Prince Walles b. He stole a glance at Prince Walles c. He tried to get Prince Walles' attention	Synecdoche
13	…she said. "Where you go, I go." (p. 13) a. Ellen is a wife who is very loyal to her husband b. She did not want to part with her husband c. She is very afraid of the situation	Epistrophe
14	…the four who wished to return to the site of the sinking yielded to the majority, against their will, their faith, and their better judgment. (p. 21) a. They do not have any power to dispute the wishes around them b. They are forced to resist the conscience	Parallelism
15	Boarding the ship, Mrs. White had sprained her ankle. (p. 7) (She always is served as a queen)	Anastrophe
16	Both men, having made their inspection, knew that the ship was fatally wounded. But their expressions revealed nothing. (p. 5) a. They try to calm the passengers on the ship b. They pretend as if the passengers would survive	Antithesis

6.   Discussion

6.1   Trope and scheme

The research data indicate that difficulties in the field of stylistics (trope and scheme) occupy the highest rank in terms of prevalence (42%). This might not be the case if the respondents were reading non-literary texts in every-day or technical English language. Literary language is, of course, specific and loaded with (often beautiful and impressive) personal, period-specific or culture-specific style. Short (1998) claimed that it is not the purpose of stylistic analysis to come up with a 'definite' reading or interpretation of a text, but that undertaking an objective linguistic analysis of a text is one way of limiting the scope of possible interpretation, including misinterpretation.

Based on the data in Table 5 and 6, trope and scheme in "Jane Eyre" and "An Untold Tale of Love, Loss, and Surviving the Titanic" make use of complex syntax and sentence styles. Exposure to such a variety of language forms is one of the benefits of using varied literary works in order to face

and overcome language learning constraints. The students are forced to develop their language acquisition abilities as well as their interpretative skills. This is evidenced for example in data number 1 and 11 (data group 1, Table 5).

Constraints related to tropes and schemes (as well as pragmatics) are shown in Table 7. The levels of constraint with respect to tropes and schemes are different. Trope-related constraints were almost twice as numerous as those related to schemes, comprising 61.4% and 38.6% respectively.

Table 7: Tropes and schemes in constraint comparison

Tropes	Schemes
▪ Onomatopoeia	▪ Onomatopoeia
▪ Metonymy	▪ Anaphora
▪ Hyperbole	▪ Hyperbole
▪ Irony	▪ Epistrophe
▪ Litotes	▪ Parallelism
▪ Metaphor	▪ Anastrophe
▪ Oxymoron	▪ Antithesis
▪ Personification	
▪ Rhetorical question	
▪ Simile	
▪ Synecdoche	

6.2   Pragmatics

Pragmatics is the language in context. There is no meaning without context. When someone shout 'rain!, rain!' it may not (only) mean that water is pouring down out of the sky, but depending on the context may (also) mean 'close the window' or 'run'. One interesting thing in the discussion on pragmatics is the boundary between what counts as pragmatics and what counts as semantics. In fact, the delineation of this boundary is still a matter of crucial debates among linguists. For example, looking at data number 4 in Table 5 and 6 it is debatable whether this belongs to pragmatics or semantics.

The problem is that both pragmatics and semantics deal with meaning. Thus, there is an intuitive sense in which the two fields are closely related. It can also be argued that there is an intuitive sense in which the two are strongly distinct. Attempts to describe the differences which distinguish the two types of meaning from each other can be considerably more difficult than defining each of them in isolation (Birner, 2013). Most readers feel they have a good sense of understanding regarding the 'literal meaning' of a word, phrase, expression or sentence; however they often unsure as to what it might be used to convey in a certain cultural context. This constraint is clearly reflected in Tables 5 and 6.

7.   Conclusion

Constraints on learning in a foreign language (e.g. reading literary works) are inevitable, but seeking solutions requires knowledge of the nature and scope of these constraints. This research reveals the ways in which the research subjects (students) experience constraints in reading and appreciating English literary works. Semantic and rhetorical aspects are two fields perceived as significant challenges by the respondents. Furthermore, this study found that the most prominent obstacles experienced by respondents in reading literature were related to language style (especially trope and scheme), linguistic deviation, meaning in context (pragmatics) as well as cultural context (semiotics). Of these, the main constraints were stylistics (trope and scheme) and pragmatics. The stylistic constraints include the use of Onomatopoeia, Metonymy, Anaphora, Hyperbole, Irony, Litotes, Metaphor, Oxymoron, Personification, Rhetorical question, Simile, Synecdoche, Epistrophe, Parallelism, Anastrophe, and Antithesis. Similar aspects were found in the constraints related to pragmatics.

The interview results indicate that each individual develops their own personal reading strategy to overcome the constraints they face. These strategies included sharing or discussions with a classmate (41%), the use of Google translate (30%), the use of open dictionaries (16%), and guessing the

meaning based on context (13%). The constraints related to tropes (61.4%) were almost twice as prevalent as those related to schemes 38.6%.

Strategies that could be employed to help the subject's increase both their comprehension and their literary appreciation while they are reading are often referred to as bottom-up reading strategies. Such strategies are closely related to the overall language approach to the reading control strategy (before reading, while reading, and after reading), as the focus is on the ultimate or top level goal of reading, which is a good understanding of the material read. Based on this principle and the specific constraints faced by learners, a strategy or therapy model was developed.

The proposed strategy/therapy model is comprised of two main components. Firstly, a Stylistics & Literary Appreciation course should be preceded by prerequisite courses i.e. Stylistics and Pragmatics in Literary works. The rational for this requirement is the complexity of the English language; on-native speakers of English without the necessary background in the structure of linguistic deviation as well as the stylistics; tropes and schemes in English will inevitably struggle to appreciate English literature. Secondly, introducing students early on to cultural aspects of the language learned, based on the premise that language and culture are inseparable, particularly in English literature. Through this two-pronged strategy, the learners will better understand the language functions as theorized by Jakobson. The results of this study are expected to contribute positively to non-native speaking English learners, so that they can overcome their obstacles in understanding and gain a much improved appreciation of the vast and diverse body of English literature.

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