



Vol. 4, No. 3, September 2026, pp. 2157-2169

INTERNATIONAL JOURNAL OF

POST AXIAL

FUTURISTIC TEACHING AND LEARNING

<https://journal.amorfati.id/index.php/postaxial> | ISSN 3025-7549



Language Cognition And Narrative Structure In Leila S. Chudori's *Pulang*: A Neurolinguistic Perspective On Literary Reading Instruction

Tammasse^{1a*}, Ipa Bahya^{2b}

¹²Universitas Hasanuddin

^atammasse@unhas.ac.id, ^bipahabaharunarabiah30@gmail.com,

Article History:

Received:

01-08-2026

Revised:

20-08-2026

Accepted:

25-09-2026

Keywords:

Language Cognition; Narrative Structure; Neurolinguistics; Literary Reading; Situation Model; *Pulang*

*Correspondence Address:

tammasse@unhas.ac.id

Abstract:

This study examines the relationship between linguistic and narrative structures in Leila S. Chudori's *Pulang* and their potential cognitive implications for literary reading instruction. The study employs a descriptive qualitative method through textual analysis informed by neurolinguistics and cognitive psychology. The material object is the 2023 edition of *Pulang* published by Kepustakaan Populer Gramedia, while the formal object concerns the relationship among linguistic structure, narrative structure, cognitive representation, and literary reading comprehension. The data consist of words, phrases, clauses, sentences, and narrative passages selected based on their representation of syntactic complexity, causal relations, sensory vocabulary, memory activation, temporal and spatial shifts, character focus, perspective shifts, and cohesion. Data were analyzed through four stages: identification and classification of relevant textual features, categorization according to cognitive dimensions, theoretical interpretation using concepts of syntactic processing, situation models, event models, inference, memory, and cognitive scaffolding, and synthesis of findings into implications for literary reading instruction. The findings indicate that syntactic relations facilitate the integration of narrative information, sensory vocabulary provides cues for activating cultural and experiential knowledge, and temporal, spatial, character, and perspective shifts require the reader to reorganize developing representations of narrative situations. These patterns are conceptualized as forms of narrative reorientation rather than as experimentally measured cognitive or neural responses. The study suggests that literary reading instruction can use narrative reorientation to develop students' inferential comprehension, contextual integration, perspective-taking, and reflective interpretation. The study contributes a textual

framework that connects neurolinguistic perspectives, narrative structure, situation-model theory, and literary education.



Introduction (مقدمة)

Literary reading is not merely an activity of interpreting the meaning explicitly presented in a text but also involves complex processes of constructing, updating, and integrating mental representations. When readers encounter a narrative, they establish connections among characters, events, temporal sequences, spatial settings, causal relations, and points of view. These processes require readers to continuously reorganize previously constructed representations when new information is introduced. From a cognitive perspective, narrative comprehension therefore involves an interaction between linguistic information in the text and the reader's prior knowledge, memory, inference, and expectations. Such a perspective is particularly relevant to literary education because students are expected not only to identify literary elements but also to explain how narrative organization influences their understanding and interpretation of a literary work.

The relationship between language and cognition has increasingly become an important concern in the study of narrative comprehension. Neurolinguistic perspectives provide a framework for understanding how linguistic structures are related to cognitive processes involved in comprehension, including the integration of information, memory activation, inference, and the construction of coherent representations. In literary studies, however, neurolinguistic approaches do not necessarily require experimental measurements of brain activity. They can also be applied conceptually to textual analysis by examining linguistic and narrative features that potentially engage processes associated with comprehension. Such an approach allows literary texts to be examined not only as aesthetic objects but also as complex linguistic structures that organize information for readers. In this context, cognitive approaches to narrative have emphasized the importance of readers' construction of situation models, through which information about events, characters, time, space, and causality is integrated into a coherent mental representation (Zwaan, Langston, & Graesser, 1995; Zwaan & Radvansky, 1998). Subsequent research has further demonstrated that narrative comprehension involves the continuous updating of representations as readers encounter changes in the situation described by a text.

The concept of the situation model is particularly relevant to literary narratives characterized by shifts in chronology, setting, character, perspective, and causal relationships. Readers do not simply accumulate information in a linear manner; rather, they continuously determine whether newly encountered information can be integrated into an existing representation or requires that representation to be modified. Event-indexing approaches, for example, emphasize dimensions such as time, space, causality, intentionality, and protagonist as important components of narrative comprehension (Zwaan, Langston, & Graesser, 1995). Similarly, research in cognitive literary studies has demonstrated that literary interpretation

involves processes of attention, inference, memory, perspective-taking, and the construction of mental models. These processes are important in educational contexts because literary reading requires students to move between textual details and broader representations of narrative situations. Consequently, understanding how narrative structures prompt cognitive reorientation can provide a theoretical basis for developing more active approaches to literary reading instruction.

The novel *Pulang* by Leila S. Chudori provides a productive textual context for examining these processes. Published in 2012 and subsequently reprinted in various editions, *Pulang* presents a complex narrative involving political exile, displacement, memory, identity, family relationships, and the historical context surrounding the Indonesian political upheaval of 1965 and its aftermath. The narrative moves across different periods, locations, and character perspectives, including Paris, Jakarta, and other spaces associated with the experiences of exile and return. The novel also connects different generations through memories and retrospective accounts, requiring readers to establish relationships between past and present events. Such narrative complexity provides opportunities to examine how readers may need to reorganize their representations of characters, events, places, and temporal relations as the narrative develops.

Previous studies of *Pulang* have examined the novel from a variety of perspectives. Research has discussed its historical representation, particularly the experiences of political exiles and the social consequences of the events surrounding 1965. Other studies have focused on characterization, identity, trauma, memory, plot, narrative structure, language, postcolonial issues, and the representation of return and belonging. Studies of the novel's plot and narrative organization have also demonstrated that information concerning characters, settings, conflicts, and events is distributed progressively, creating relationships among different parts of the narrative. More recent studies have begun to explore the relevance of *Pulang* to literary education, including its potential as teaching material and its interpretation through approaches applicable to literary learning. These studies demonstrate the richness of *Pulang* as an object of literary and educational research. Nevertheless, most existing discussions have primarily emphasized what the narrative represents, how its characters and historical experiences are constructed, or how the novel can be utilized as instructional material.

Despite this growing body of research, the relationship between the narrative organization of *Pulang* and the cognitive processes involved in constructing and updating readers' mental representations remains insufficiently explored. In particular, previous studies have not adequately examined how temporal, spatial, character, perspectival, and causal shifts work together as textual signals that require readers to reorient their developing representations of narrative situations. The gap is therefore not simply the absence of cognitive research on *Pulang*, but the limited integration of three areas that have generally been discussed separately: narrative structure, cognitive processes of literary comprehension, and literary reading instruction. Research on situation models and narrative comprehension has established that readers construct and update representations of events and situations, while research in literary education has emphasized the importance of active interpretation, inference, critical engagement, and reflective reading. However, these perspectives have rarely been brought together to explain how specific narrative shifts in an Indonesian literary text can be used to understand and support the cognitive processes involved in literary reading.

This study addresses this gap by examining the relationship between language cognition and narrative structure in *Pulang* through a neurolinguistic and cognitive perspective. The analysis focuses on textual features that signal changes in temporal orientation, spatial setting, character configuration, narrative perspective, and causal relations. These features are examined as mechanisms of cognitive reorientation through which readers may need to revise, extend, or

reorganize previously constructed situation models. The study does not employ experimental neurolinguistic techniques such as electroencephalography (EEG), functional magnetic resonance imaging (fMRI), eye-tracking, or self-paced reading. Instead, neurolinguistic and cognitive concepts are used as theoretical perspectives for interpreting how linguistic and narrative structures organize information and potentially guide comprehension. This textual approach makes it possible to connect literary analysis with established concepts of memory activation, inference, integration, and mental representation.

The novelty of this study lies in conceptualizing narrative shifts in *Pulang* as sites of cognitive reorientation and in connecting this process directly to literary reading instruction. Rather than treating changes in time, space, character, perspective, and causality merely as formal characteristics of narrative structure, this study interprets them as textual configurations that require readers to establish new relationships among narrative information. The study consequently proposes that the analysis of narrative reorientation can contribute to literary pedagogy by helping students identify how textual information is organized, recognize changes in narrative situations, construct causal and contextual inferences, integrate prior and newly encountered information, and reflect on the relationship between narrative form and meaning. In this respect, the study contributes to an interdisciplinary understanding of literary reading by bringing together narrative analysis, language cognition, situation-model theory, neurolinguistic perspectives, and literary education.

From an educational perspective, this approach is particularly relevant to contemporary literary learning, in which students are expected to develop higher-order comprehension, interpretive reasoning, critical literacy, and reflective engagement with texts. Literary reading instruction can move beyond asking students to identify plot, characters, setting, or theme toward activities that require them to reconstruct how a narrative develops and how different textual elements interact in the formation of meaning. The cognitive reorientation identified in *Pulang* can therefore provide a basis for designing reading activities that ask students to map temporal and spatial changes, trace character and perspective shifts, identify causal connections, activate relevant background knowledge, and formulate evidence-based inferences. Such activities position literary reading as an active process of meaning construction rather than a passive process of receiving information.

Based on this background, the present study investigates how linguistic and narrative structures in *Pulang* organize processes of cognitive reorientation from a neurolinguistic perspective and examines their implications for literary reading instruction. The study specifically focuses on how temporal, spatial, character, perspectival, and causal shifts contribute to the construction and updating of situation models. By relating these textual processes to literary learning, the study seeks to demonstrate how cognitive analysis can enrich the interpretation of Indonesian literary narratives while also providing a pedagogically relevant framework for developing students' active, inferential, and reflective reading practices.



Method (منهج)

This study employs a descriptive qualitative method using textual analysis informed by neurolinguistics and cognitive psychology. The approach is intended to interpret how linguistic and narrative structures in a literary text can be understood in relation to theoretically established processes of language comprehension and cognitive representation. The study does not employ experimental neurolinguistic techniques such as electroencephalography (EEG), functional magnetic resonance imaging (fMRI), eye tracking, or self-paced reading. Neurolinguistics is

therefore used as a theoretical perspective rather than as an empirical measurement of readers' neural activity.

The material object of the study is Leila S. Chudori's *Pulang*, particularly the 2023 edition published by Kepustakaan Populer Gramedia (KPG). The formal object is the relationship between linguistic structure, narrative structure, cognitive processing, and literary reading comprehension. The data consist of words, phrases, clauses, sentences, and narrative passages that represent syntactic complexity, causal relations, sensory vocabulary, memory activation, temporal shifts, spatial shifts, character focus, perspective shifts, and cohesion.

The analysis was conducted through four stages. First, relevant textual data were identified and classified according to linguistic and narrative characteristics. Second, the data were categorized into cognitive dimensions, including syntactic integration, inference, memory activation, spatial and temporal representation, perspective construction, and situation-model updating. Third, the data were interpreted using concepts from neurolinguistics and cognitive psychology, particularly syntactic processing, situation models, event models, inference, memory, and cognitive scaffolding. Fourth, the findings were synthesized to formulate implications for literary reading instruction.

The term *narrative reorientation* is used in this study as an analytical concept to describe the process through which readers adjust their developing mental representation when the narrative introduces changes in time, space, character, perspective, or causal relations. The term is not presented as an established experimental construct in neurolinguistics. Rather, it is employed to explain the interpretive process required to maintain coherence in the reading of a complex narrative.

Result (نتائج)

1 Syntactic Complexity and Information Integration in Narrative Comprehension

Syntactic structure plays an important role in the integration of information during narrative comprehension. A sentence in *Pulang* illustrates how several propositions may be connected through causal relations:

“Pasti dia baru saja berbelanja di Belleville karena kemarin aku menggerutu kekurangan bahan untuk membuat bumbu-bumbu dasar” (Chudori, 2023, p. 93).

The sentence contains a main proposition concerning an event and a subordinate causal proposition explaining why the event is assumed to have occurred. The reader must integrate information concerning the person involved, the location of the action, its temporal relation to a previous event, and the causal connection between the narrator's complaint and the character's shopping activity.

From a cognitive perspective, such a structure requires the reader to maintain information temporarily while integrating the propositions into a coherent interpretation. The conjunction *karena* establishes an explicit causal relationship, but the reader must nevertheless connect the current event with information mentioned previously. The comprehension process therefore involves more than processing individual words. It requires the integration of propositions within a developing representation of the narrative situation.

This observation is consistent with research emphasizing the relationship between syntactic structure and comprehension. Gibson's (1998) integration-cost account suggests that sentence

comprehension involves cognitive demands associated with integrating linguistic dependencies. Morgan et al. (2020) likewise demonstrate that syntactic structures can affect comprehension efficiency. In literary narratives, syntactic complexity can therefore be considered part of the mechanism through which textual information is integrated into a larger narrative representation.

In the context of literary reading instruction, this phenomenon can be transformed into an inferential reading activity. Students may be asked to identify the propositions contained in a sentence, determine the causal relation between them, and explain how the sentence contributes to the development of the narrative situation. Such activities move students beyond identifying grammatical structures toward understanding how syntax contributes to meaning construction.

2 Sensory Vocabulary as a Cue for Knowledge Activation

The linguistic representation of food and spices in *Pulang* demonstrates how sensory vocabulary can function as a cognitive cue:

“...bumbu-bumbu dasar, seperti kunyit, jahe, cabe merah, bawang merah, bawang putih, salam, dan daun jeruk” (Chudori, 2023, p. 93).

The enumeration of spices provides concrete lexical information, but its narrative function extends beyond denotation. The words evoke sensory associations involving smell, taste, color, cooking, and domestic experience. Such associations may facilitate the activation of prior knowledge when readers encounter culturally familiar objects.

From a cognitive perspective, lexical information does not operate in isolation. Readers interpret words by connecting them with existing semantic knowledge and contextual information. Sensory vocabulary can therefore provide a concrete entry point into more abstract representations. In *Pulang*, the vocabulary of spices is closely associated with Indonesian food culture and subsequently with ideas of homeland and memory.

This finding has pedagogical relevance because students often encounter difficulties when abstract literary concepts are introduced without sufficient contextual grounding. Teachers can use sensory vocabulary as an entry point for discussing broader concepts such as identity, migration, memory, and belonging. Students can first identify concrete objects in the text and then examine the cultural and emotional meanings associated with those objects.

3 Food, Memory, and the Construction of Homeland

The connection between food and memory becomes more explicit in the following passage:

“Sebetulnya aku lebih suka nasi kuning buatanku yang lengkap dengan tempe kering, ayam goreng kuning, urap, dan sambal bajak” (Chudori, 2023, p. 95).

Food is represented not merely as an object of consumption but as a carrier of cultural and autobiographical meaning. The description of *nasi kuning*, *tempe kering*, *ayam goreng kuning*, *urap*, and *sambal bajak* provides a network of culturally specific lexical items. For the narrative, these objects connect everyday experience with memory and the representation of Indonesia.

Narrative comprehension is influenced by the interaction between textual information and prior knowledge. Mar et al. (2021), through a meta-analytic examination of memory and comprehension, demonstrate the importance of memory processes in understanding narrative and expository texts. In *Pulang*, food-related vocabulary can be interpreted as a textual cue that facilitates the connection between present circumstances and memories of the homeland.

The pedagogical implication is that literary reading can utilize students' experiential knowledge as a bridge toward textual interpretation. Teachers may invite students to identify objects in a narrative that evoke memories or cultural associations and then examine how those objects contribute to characterization, setting, or theme. Such activities can strengthen inferential comprehension because students are required to move from explicit textual information toward culturally and emotionally mediated interpretation.

4 Spatial Reorientation and the Integration of Place and Identity

Spatial representation constitutes another important dimension of narrative comprehension. One passage states:

"Mengapa aku tetap merasa ada sepotong diriku yang masih tertinggal di tanah air?" (Chudori, 2023, p. 87).

The expression *tanah air* represents more than a geographical location. It is simultaneously associated with identity, memory, belonging, and emotional attachment. The spatial concept is therefore integrated with psychological and cultural meaning.

From the perspective of situation-model theory, spatial information contributes to the construction of a representation of the narrative world (Zwaan et al., 1995; Zwaan & Radvansky, 1998). However, literary narratives may transform geographical space into a symbolic and affective structure. In *Pulang*, the distinction between Indonesia and France is not simply a distinction between two physical locations. It becomes part of the characters' experiences of displacement and belonging.

For literary reading instruction, students can be asked to map significant locations in the narrative and then examine the meanings attached to those locations. Such an activity encourages students to distinguish physical setting from its symbolic and psychological functions. It also demonstrates that setting is not merely background information but an active component of narrative meaning.

5 Perspective Shifts and the Reconstruction of the Situation Model

Perspective shifts require readers to reorganize their understanding of narrative information. This can be observed in the relationship between Dimas and Lintang. The following statement is significant:

"Kamu juga mempunyai dua tanah air: Indonesia dan Prancis" (Chudori, 2023, p. 132).

The statement introduces a perspective in which geographical belonging is understood through a younger character's experience. The reader must connect this perspective with Dimas's historical and personal experiences as well as with Lintang's position as a member of the next generation.

The situation model is continuously updated as readers receive new information (Zwaan et al., 1995). Recent research on event models similarly emphasizes the processes involved in constructing and updating representations during narrative comprehension (Brich et al., 2024). In *Pulang*, shifts in perspective may require readers to reinterpret previously established information rather than simply adding new information to an unchanged representation.

This phenomenon is particularly relevant to literary pedagogy because perspective-taking is central to literary interpretation. Students can be asked to compare how the same historical or personal experience is represented from different characters' perspectives. The activity encourages them to identify differences in knowledge, emotional position, and access to events. Such comparative interpretation can strengthen both inferential comprehension and critical reading.

6 Intergenerational Knowledge and the Formation of Mental Representation

The relationship between personal experience and mediated knowledge is illustrated in the following passage:

“Tentu saja aku mengenal Indonesia, paling tidak dari tangan kedua. Dari Ayah...”
(Chudori, 2023, p. 133).

The expression *dari tangan kedua* indicates that the character's knowledge of Indonesia is not based exclusively on direct experience. Instead, knowledge is mediated through the experiences and narratives of another generation. The passage therefore illustrates how narrative information can be constructed through inherited or transmitted representations.

From a cognitive perspective, readers must distinguish between direct experience, remembered experience, and knowledge acquired through another person's account. Such distinctions are important because they influence the interpretation of character knowledge and narrative perspective. The reader must integrate information concerning what a character knows, how that knowledge was acquired, and how it relates to the character's identity.

In literary reading instruction, this phenomenon can be developed through activities that ask students to distinguish between direct and mediated knowledge within a narrative. Students can identify who experienced an event, who remembers it, and who learns about it through another character. This strategy can help students understand narrative perspective while simultaneously encouraging critical attention to the reliability and limitations of character knowledge.

7 Temporal Reorientation and the Activation of Earlier Information

The narrative structure of *Pulang* involves movements across different periods, including the political events surrounding 1965, the characters' experiences of exile, their lives in Paris, and the historical context of 1998. These temporal movements require readers to establish relations between events that do not occur in chronological sequence.

Temporal shifts may initially create discontinuity, but they also enable the reader to reconstruct relationships between past and present. When a later passage provides information that clarifies an earlier event, the reader may revise an existing interpretation. Narrative

comprehension therefore involves not only the accumulation of information but also the restructuring of previously established representations.

This process can be understood through the concept of event-model updating. Brich et al. (2024) demonstrate that narrative comprehension involves both the construction and updating of event models. In *Pulang*, temporal reorientation becomes particularly important because historical events and personal memories are distributed across the narrative rather than presented in a simple chronological sequence.

For literary instruction, teachers can use chronological reconstruction as a strategy for helping students understand complex narratives. Students may first identify temporal markers and then reconstruct the sequence of events. The activity can subsequently be extended by asking why the author presents events in a particular order and how the narrative arrangement affects interpretation.

8 Sensory Cohesion and Cognitive Scaffolding

Sensory descriptions in *Pulang* form recurring semantic networks. Food, spices, cooking, smell, and domestic spaces repeatedly connect characters with memories of Indonesia. These recurring elements function as cohesive devices because they establish connections across different narrative moments.

From a cognitive perspective, concrete sensory information may serve as a form of cognitive scaffolding. Abstract concepts such as exile, homeland, cultural identity, and belonging become more accessible when associated with concrete objects and experiences. The reader can move from sensory representation to conceptual interpretation.

This observation corresponds with approaches to literary cognition that emphasize embodied and affective dimensions of comprehension. Odendahl (2021), for example, discusses the relationship between embodied cognition, affect, language comprehension, and literary-didactic perspectives. Such a perspective suggests that literary comprehension cannot always be reduced to the processing of abstract propositions; readers also engage with affective, experiential, and embodied dimensions of textual meaning.

In literary reading instruction, teachers can therefore begin with concrete sensory details before moving toward abstract interpretation. Students may identify food, sounds, smells, colors, or physical environments and subsequently explain how these elements contribute to characterization, memory, atmosphere, or thematic meaning.

Implications for Literary Reading Instruction

The findings indicate that literary reading instruction can be expanded from the identification of textual elements toward the analysis of cognitive processes involved in constructing meaning. Reading *Pulang*, for example, can be designed around several interconnected activities: identifying linguistic cues, integrating information, making inferences, reorienting the narrative representation, interpreting thematic meanings, and reflecting on changes in understanding.

The first stage is **orientation**. Students are introduced to the narrative context, including characters, settings, historical periods, and major conflicts. This stage provides an initial framework for constructing a situation model.

The second stage is **identification**. Students identify linguistic and narrative signals such as temporal markers, spatial expressions, causal conjunctions, sensory vocabulary, and changes in narrative perspective.

The third stage is **integration**. Students connect separate pieces of information and determine how they relate to one another. For example, they may connect a character's complaint about ingredients with a later shopping event and identify the causal relationship between the two.

The fourth stage is **reorientation**. Students revise their initial understanding when the narrative changes time, space, character focus, or perspective. The purpose is not merely to reconstruct chronology but to understand how the narrative requires readers to update their representation.

The fifth stage is **interpretation**. Students connect the reconstructed narrative representation with broader themes such as homeland, exile, memory, identity, and intergenerational experience.

The sixth stage is **reflection**. Students explain how their interpretation changed as they encountered new information. This stage introduces a metacognitive dimension because students become aware of the processes through which they construct and revise meaning.

This pedagogical sequence may be termed **narrative-reorientation-based literary reading**. The term refers to a pedagogical formulation developed from the present textual analysis rather than an established instructional model validated through experimental research. Its value lies in providing a conceptual framework for connecting linguistic analysis, narrative comprehension, inference, and literary interpretation.

The approach is consistent with research emphasizing the importance of cognitive and strategic processes in reading comprehension. Peng (2020) highlights the cognitive elements involved in reading instruction, while research on comprehension interventions suggests that explicit strategy instruction can support inferential comprehension (Serrano-Mendizábal et al., 2023). In this context, literary texts can become meaningful resources for developing higher-order reading processes because they frequently require readers to integrate information that is distributed across the narrative.

General Discussion

The analysis demonstrates that language and narrative structure in *Pulang* operate together in the construction of literary meaning. Syntactic structures require readers to integrate propositions and establish causal relationships, while sensory vocabulary activates culturally and experientially relevant knowledge. Food and spices function as concrete linguistic representations that connect memory with the abstract concept of homeland. Spatial and temporal shifts further require readers to maintain coherence while adjusting their developing representation of the narrative world.

The findings also show that narrative comprehension is dynamic rather than linear. Readers encounter information that may confirm, modify, or reinterpret previously established representations. Changes in perspective and character knowledge are particularly important because they require readers to distinguish between different positions within the same narrative world. The concept of narrative reorientation used in this study provides an analytical vocabulary for describing these processes.

The relationship between language cognition and literary comprehension also has implications for the teaching of literature. If reading is treated only as the identification of themes, characters, and plot, important cognitive dimensions of literary comprehension may remain unexplored. A cognitively informed approach encourages students to examine how linguistic forms guide inference, how sensory descriptions activate knowledge, how temporal and spatial changes modify the narrative representation, and how perspective shifts affect interpretation.

Nevertheless, the study should be understood within the limitations of its methodology. Because it is based on qualitative textual analysis, it does not provide direct evidence of readers' neural responses or experimentally measured cognitive processes. The neurolinguistic perspective functions as a theoretical framework for interpreting textual features and their potential cognitive demands. Future research may complement this textual approach with empirical studies involving readers, such as comprehension experiments, eye-tracking, or other psycholinguistic methods.



Conclusion (خاتمة)

This study demonstrates that the relationship between language cognition and narrative structure in *Pulang* can be understood through the interaction of linguistic integration, memory, inference, and narrative representation. Syntactic complexity requires readers to integrate propositions and causal relations, while sensory vocabulary and representations of food provide cognitive cues that connect textual information with prior knowledge, cultural memory, and the representation of homeland. These linguistic features contribute to the construction of a coherent narrative representation rather than functioning merely as stylistic elements.

The analysis further demonstrates that temporal, spatial, and perspectival shifts require readers to continuously reorganize their understanding of the narrative. Such processes can be described through the analytical concept of narrative reorientation, in which readers update their developing situation model when new information changes the representation of events, characters, or settings. From an educational perspective, these findings suggest that literary reading instruction can incorporate activities of orientation, identification, integration, reorientation, interpretation, and reflection. Although the study does not measure actual neural activity, its neurolinguistic perspective provides a theoretical basis for understanding literary reading as an active process of constructing, integrating, and revising meaning.

Acknowledgment (شكر وتقدير)

The author would like to express sincere gratitude to Leila S. Chudori for her novel *Pulang*, which serves as the primary literary source of this study. The novel's rich narrative structure and its nuanced representations of memory, identity, displacement, journey, and the meaning of homecoming provide valuable material for examining the relationship between language, narrative, and cognitive processes. The author appreciates the literary contribution of *Pulang*,

which not only presents complex human experiences but also offers a rich textual space for exploring meaning construction through the perspective of the *situation model*. In addition, the novel provides meaningful opportunities for connecting literary interpretation with neurolinguistic perspectives and the development of cognitively informed approaches to literary reading instruction.



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