

Novel Improves Student English Skills

Rany Raissa Palupi

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

Email: ranyraissapalupi96@gmail.com

Arina Shofiya

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

Email: arina.shofiya@gmail.com

Erna Iftanti

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

Email: ernataufic72@gmail.com

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ABSTRACT

English novels can be one of the teaching materials because English novel is an authentic media for learning media. Student can improve their English skill using English novel because English novel has the element that can help student learning English such as; vocabulary, grammar, socio-culture.

In this article, the researcher wants to know if the English novel can help student improving their English ability or not. The reason why the researcher conducts this research is that the researcher found the phenomenon about it. In nowadays era, especially during covid 19 eras, student habit in learning is changing. Some students started to learn English using English online novels because an online novel is easy to access. Because of this phenomena, the researcher wants to know if student ability increases or not while they used English online novels to learn English.

In this article, the researcher used a qualitative research design to conduct the research. The research has 10 samples that have different backgrounds of the school. The researcher interviews the subject through Facebook because it is the easy way to conduct the interview. The result of this research is, student ability is increases while they used English online novels to learn English. But even though their ability is increase, there are several aspects must be improved, such as they need practice their ability not only in writing but also in speaking, they need read English novel continuously to maintain their ability in English.

Keywords; English novel, improving student ability. learning media, English skills.

INTRODUCTION

In Indonesia, English is a foreign language. So, that's why the Indonesian government create some policies and curriculum to improve students' English skills. The skill is writing, reading, speaking, and listening English sentences. There are many ways to improve students' English skills, one of the ways is reading. By reading, the student can improve and increase their knowledge in vocabulary, English grammar, and they can develop their critical thinking ability (Maibodi & Branch, 2014). In nowadays era, English novels become popular in Indonesia especially when electronic legal book website is available on a mobile phone. The student can install the application, and they can read English novel books from the website freely. Some programs have English novels to improve student ability such as IPUSNAS, Wattpad, Webnovel, and many more. So because of technology, English novels especially online novels become a learning media.

For improving student English skills, a novel can be one of the methods. Because from the reading novels, the student not only constructs their critical thinking ability but also they can learn about social culture (Rachmijati & Anggraeni, 2019). Using English novels can help the student become bilingual. Because when the student read an English novel, they must translate it from English into Indonesia and it helps them to increase their vocabulary knowledge (Kaushanskaya & Marian, 2009). English novels also can improve students' critical thinking ability. When students read sentences in a book, especially in a foreign language, they construct, find the meaning of the word, and process the information that they get from the sentences they read (Maibodi & Branch, 2014). Reading is a passive skill of English, but reading has an important role in learning English (Maibodi & Branch, 2014). When students read English novels since they are young, they can have a big chance to become a bilingual people, but it can not happen in instant. They need a long time and a lot of books to read to become a bilingual person (Kaushanskaya & Marian, 2009). English novels have some benefits for English teaching-learning, such as offers real-life/real life-like setting, paves the way for teaching the target language culture, improving student critical thinking ability, improving student motivation in reading, allows students to use their creative thinking and their imagination to interpret the sentence meaning in the novel (Murat Hişmanoğlu, 2005). In this case, this article aims to know how a novel can improve student ability in English by giving a questionnaire on Facebook because it is easy to access.

In the previous study (Tsai, 2012) found that English novel is effective to improve student ability in English. Also, an English novel is an authentic material to learn English. The English novel is easy to access and the language that used in the novel has a lot of variation (Murat Hişmanoğlu, 2005). Learning English with novels also can increase student cultural knowledge. English novels have a lot of different topics in different cultures. So, when the student learning English using novels, they can increase their English ability and their cultural knowledge (Oda, 2009). Because of the benefit of the novel, the researcher wants to know if it is also effective for Indonesian students or not because of the different cultures and conditions. In Indonesia, not all Indonesian students especially in junior high school and senior high school, learn English using novels. They usually learn English from the school textbook. But during the pandemic era, the learning habit changes. Some of them try to develop their English skill using other methods. So, the researcher wants to investigate if the new media have an impact or not.

LITERATURE REVIEW

When using the novel as a learning media, the student must read the book carefully. Reading is an activity to understand the sentence meaning by constructing the structure of the word. Reading also is one of the communication activities. Because while the reader reads the text, at the same time they communicate with the author of the text byword that is written in the text (PUSPITASARI et al., 2016).

In reading, there are two types of reading. The first one is an intensive reading and the second is extensive reading. Intensive reading is a reading activity to get a deeper comprehension of the text by examining text structure, like grammar, sentence structure, vocabulary, spelling (PUSPITASARI et al., 2016). Extensive reading is a reading activity to understand sentence meaning. This type of reading can help the student read easily because they do not need to give more attention to text structure (PUSPITASARI et al., 2016). Extensive reading presents the variation in vocabulary and it can help student

improving their vocabulary (PUSPITASARI et al., 2016). Reading English novels as a learning media is a part of intensive and extensive. While students want to know more about correct English sentences, they can intensively read the novel. And if the student wants to know about vocabulary only, they can read the novel extensively. Because English novels have complete elements of the text. After reading the novel, of course, the English learner will get a lot of vocabulary. Vocabulary is a word that has meaning and correct structure from English language rules. Vocabulary is a basic component of English because all English skills use vocabulary as their form (PUSPITASARI et al., 2016).

In this article, the novel is an object to create research. A Novel is a book that has a plot, cultural background, social background, character, and have a lot of vocabulary. The Novel is not only adapted for extensive reading, but also for pleasure reading, literary responses, literature circle, writing connection (Tsai, 2012). The Novel also used as additional materials in a teaching-learning activities in the classroom (Tsai, 2012).

The novel is a part of literature with poetry, short story, drama, etc. Novel in nowadays era is not only fiction and imaginative story, but the novel can be a learning media. In writing, novels and other literary types can be a model of writing. It can give the student a sample of how to write a correct sentence. Also, a novel can increasing student interest in writing because of novel content. And it is good for a student exploring their ability in writing (Murat Hişmanoğlu, 2005).

The novel is not only has a benefit in writing, but also reading. When students read a novel, They must read it carefully because they need to interpret and constructing the plot, word meaning, background of the story, character etc. Reading novel also good to create student creativity (Murat Hişmanoğlu, 2005).

The student who has novels as one of their learning media get some benefits to developing their writing skill. Because novels have all of the components for training student ability in writing. Novel has a lot of examples about sentences, word phrases, etc (Murat Hişmanoğlu, 2005).

There is some reasons why the novel can use in learning activities, especially learning English. There are:

A novel can improve student interest in reading. Because novels has a lot of interesting plots, intrigue problems, character development, and unique language. It can make students curious about what is going on in the novel, and it makes them read the novel until the final chapter. During the reading a novel, the student can enjoy the story with satisfaction feeling. It can motivate them to read another book, not only novel because of the feeling that they feel during reading (Tsai, 2012).

When students' read novels using an extensive reading techniques, novels give the student benefit. Vocabulary acquisition, vocabulary building, developing their reading comprehension interest, developing their understanding about linguistic form, improving their understanding about the various communicative forms which they rarely use (Tsai, 2012).

The novel is not only about sentences. But the novel also has a social background, political background, and economical conditions. It happens because of the author's social background. So, it can make the student aware and respect others' cultures (Tsai, 2012).

Using the novel as English learning media have some benefits, the benefit is: Increasing student motivation in reading, and make them read the book by their own will.

Improving student critical thinking skills. Increasing student reading level and increasing student knowledge about culture. Offering real life/reality (Murat Hişmanoğlu, 2005).

Bilingual is an ability that makes a person able to speak two languages or more. Bilingual ability is affected by linguistic and nonlinguistic cognition (Kaushanskaya & Marian, 2009). In nonlinguistic cognition, bilingualism has been shown to facilitate selective attention and inhibitory control in both children and adults. In linguistic cognition, bilingualism has been shown to facilitate children's performance on metaphonological tasks that probe the ability to analyze and manipulate language in terms of discrete phonemic units (Kaushanskaya & Marian, 2009).

The ability to speak bilingual needs to be trained, because it takes a long time to get this ability and step by step. Also, the training system must be covering linguistic elements and the novel have these elements (Kaushanskaya & Marian, 2009).

A novel has an effect on people who want to become a bilingual person. Novel accommodate it. But of course, it takes a long time. For people who learn English long life, the novel does not have the big effect in their bilingual ability. But for people who do not familiar with English, a novel can help them improve their ability in increasing their English ability because while they read English novels, language acquisition occurs (Kaushanskaya & Marian, 2009).

The translation method is one of the ways to increase bilingual ability. In translation, the student must translate the sentence one by one from English into Indonesia, and it can increase their knowledge of the English language (Ismail, Syahruzah, & Basuki, 2017). When students using translation as one of their method to study English by novel, their ability in writing, reading, speaking, and listening can increase because they know a lot of vocabulary (Ismail et al., 2017).

Critical thinking started when people can connect the social condition with their personal experiences and perspective. Critical thinking also an ability when people able to think independently and act responsibly with the decision they have made. And critical thinking is the goal of the education program (Maibodi & Branch, 2014).

The question is, how the reading a novel can improve student critical thinking? Reading is the process of constructing a sentence and understanding the word. There are two types of reading, that is: bottom-up approaches are serial models where the readers begin with the printed words, recognize graphic stimuli, decode them to sounds, recognize words, and decode meaning. The second is in top-down theories, what the readers bring to text in terms of background knowledge and experience will determine comprehension, not merely the text or words or letters (Maibodi & Branch, 2014). So, during the process of reading, student directly trains their critical thinking ability. But, it takes a long time. The student must repeat this activity routinely.

Reading novels can help the student build their critical thinking ability because they must make a connection, understanding, and constructing the information that is written in the novel. Students must be understand the meaning of the word in the novel, and then they must constructing the information from the word and analyze it. After this, they must be connect all of the information that they get from a novel such as a plot, character development, and many more (Maibodi & Branch, 2014).

The novel also have some lacks as a learning media, that is: novel has a lot of vocabulary. It can make the reader, especially nonnative English speakers, faced difficulty because they must translate the unfamiliar vocabulary into their mother language (Siaj & Farrah, 2018). Some English novels have a very long chapters. And it can make student feel bored (Siaj & Farrah, 2018).

RESEARCH METHOD

The research design in this article is the qualitative research method. In this proposal, the researcher wants to explore about improving student English ability using novel.

The research procedure in this research is the researcher used social media to interview the student as an instrument. The content of the question is about how English novels improves students English ability. The participant is the researcher's novel reader. First, the researcher conducted the research using Facebook. Second, the researcher posted the question in the Facebook writing community, so the member of the group can answer the question. And the last step of this research procedure is analyzing the data.

In this article, the data collection method step is: The researcher prepares the question. And then the researcher posted the question on Facebook writing community wall. After this, the researcher interviews some people through Facebook. And here is the step of organizing the data that the researcher get:

1. The data analysis technique that will be used in this article is: Organize And Prepare The Data

In this step, the researcher preparing all the data that the researcher gets, including interview transcribe (Creswell, n.d.).

2. Read Or Look at All The Data

In this part, the researcher looks at all of the data to get the information and the main idea of every piece of data (Creswell, n.d.).

3. Start Coding All Of The Data

Coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, of a term based on the actual language of the participant (called an in vivo term) (Creswell, n.d.).

4. Use The Coding Process To Generate a Description Of The Setting Or People As Well As Categories or Themes For Analysis

In this step, the researcher makes a detail description of the data. It can help the researcher to write the data analysis (Creswell, n.d.).

5. Advance How The Description And Themes Will be Represented In The Qualitative Narrative.

In this step, the researcher starting select the method to write the report. The researcher can used narrative passages to write the data analysis (Creswell, n.d.).

6. Make The Interpretation Of The Data

In this step, the researcher making a conclusion and interpreting the data (Creswell, n.d.).

1. In this step, the researcher creating the validity checking of the research. That is: Triangulate different data sources of information by examining evidence from the

sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study (Creswell, n.d.).

2. Use member checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate. This does not mean taking back the raw transcripts to check for accuracy; instead, the researcher takes back parts of the polished or semi-polished product, such as the major findings, the themes, the case analysis, the grounded theory, the cultural description, and so forth. This procedure can involve conducting a follow-up interview with participants in the study and providing an opportunity for them to comment on the findings (Creswell, n.d.).
3. Use a rich, thick description to convey the findings. This description may transport readers to the setting and give the discussion an element of shared experiences. When qualitative researchers provide detailed descriptions of the setting, for example, or offer many perspectives about a theme, the results become more realistic and richer. This procedure can add to the validity of the findings (Creswell, n.d.).
4. Clarify the bias the researcher brings to the study. This self-reflection creates an open and honest narrative that will resonate well with readers. Reflectivity has already been mentioned as a core characteristic of qualitative research. Good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by their background, such as their gender, culture, history, and socioeconomic origin (Creswell, n.d.).
5. Also, present negative or discrepant information that runs counter to the themes. Because real life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account. A researcher can accomplish this by discussing evidence about a theme. Most evidence will build a case for the theme; researchers can also present information that contradicts the general perspective of the theme. By presenting this contradictory evidence, the account becomes more realistic and more valid (Creswell, n.d.).
6. Spend prolonged time in the field. In this way, the researcher develops an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account. The more experience that a researcher has with participants in their settings, the more accurate or valid will be the findings (Creswell, n.d.).
7. Use peer debriefing to enhance the accuracy of the account. This process involves locating a person (a peer debriefer) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher. This strategy—involving an interpretation beyond the researcher and invested in another person—add validity to an account (Creswell, n.d.).
8. Use an external auditor to review the entire project. As distinct from a peer debriefer, this auditor is not familiar with the researcher or the project and can provide an objective assessment of the project throughout the process of research or after of the study. The role is similar to that of a fiscal auditor, and specific questions exist that auditors might ask (Lincoln & Guba, 1985). The procedure of

having an independent investigator look over many aspects of the project (e.g., the accuracy of transcription, the relationship between the research questions and the data, the level of data analysis from the raw data through interpretation) enhances the overall validity of a qualitative study (Creswell, n.d.).

RESULT AND DISCUSSION

The author conducted the research using Facebook. And the researcher takes 10 people as a sample. Participants one and two are the researcher friends, the researcher takes the interview using facebook messenger. And participant 3 until 10, the researcher research by using Facebook in Komunitas Webnovel Indonesia, an official account of Webnovel Indonesia. The question is Do You read English novels? Is English Novel Improve Your English Ability?

All of the participants read English novels, but some participants are not use English novels as their learning media.

Participant 1: Reading English hard book novel also. The ability in English increases after reading English novels. It proven by the IELTS Test, the score is 7.5.

Participant 2:the participant two reading an English novel online. The participant said that her ability in English increasing, especially in grammar,pronunciation and vocabulary. it proofs by the report card. The teacher asked her to read aloud the novel.

Participant 3: the third responder said and also an author in Webnovel said that English novels help him to improve his knowledge. When he read English novels, he also observing about English grammar and vocabulary. It increases his ability in English writing.

Participant 4: the fourth responder said that English novels help her to increase her vocabulary, English acronym, and social culture in other countries.

Participant 5: the fifth responder said that English online novel helps her to increase her vocabulary and grammatical knowledge in English. Also, English sentences are more simple than Bahasa.

Participant 6: the sixth responder said that he learn English from an English novel. He said that it is easier to learn English by using novel because he gets a lot of examples in the English novels, such as grammar, vocabulary, and social culture.

Participant 7: the seventh responder said that learning English in the novel is easy. Because she can understand not only the correct grammar but also how to use it. She also read English online novels and English online comics to increase her ability.

Participant 8: the eighth responder said that that she does not like read English novels to learn English. She usually learns English by listening English video and conversation practice with her friend and family.

Participant 9: the ninth responder said that she usually read English magazines, newspapers, and English textbook to learn English.

Participant 10: the tenth responder said that English novels help her to study English grammar. English novels also teaches her how to use correct words, sentences, and social culture.

So from the findings, we can conclude that English novels can improve students English skills.

From the data findings, it can be divided into some groups. 1 person does not use English novels as learning media, 1 person used English novels and comics. The rest of the sample used English novels as a media to learn English. All of them said that English

novels help them to increase their English knowledge. There is about: English pronunciation, English vocabulary, social culture.

It has the same result as the previous study that the author used. And also, it has a similar result to the literature review. Based on (Tsai, 2012) said that learning English using novels can increase student English ability in language improvement, cultural awareness, and learning motivation. The second responder and fifth responder from the researcher facebook community have cultural awareness. Because, they can understand well about social culture in this novel even though the social culture is not written explicitly, only implicitly. For language improvement, all of the samples that used English novels as learning media have increased their language improvement.

Based on (Murat Hişmanoğlu, 2005), said that when students reading novel with reading aloud method, it can increase their pronunciation ability and listening ability because they listen and speak English at the same time. Also, the teacher and the friend can correct the student if she or he read an English sentence in an English novel aloud. In the second participant, her teacher also asks her to read aloud. And it helps her to improve her ability in pronunciation and her vocabulary.

English novels also increases eight samples in vocabulary knowledge and help them to understand word meanings in English and Bahasa at the same time. It makes them become bilingual people step by step. (Kaushanskaya & Marian, 2009). It will be better if they continuously their activity by reading English novels.

English novels printed and online have the same function for learning media. The most important thing is not in their type, printed or online. The most important thing is in the content (Husein, n.d.). And eight samples also read an online novel.

So, the result of this research is English novels have some impacts on student ability. English novels can improve the student's ability and the result is similar to the previous study even though some people do not use English online novels for learning. The ability that increase is in grammar, pronunciation, social culture, and vocabulary. The result is in line with the previous study.

CONCLUSION AND SUGGESTION

The conclusion from this research is English online novels can improve students ability in English skills. The improvement of English skills is grammar, vocabulary, pronunciation, and social culture. So, English online novel is one of the parts of learning media. But of course, not all the English online novels have a safe plot for students, especially for young learners. The student still needs parent and teacher guidance to choose the novel for their ages.

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