Chapter Four

Findings and Discussion

This chapter provides a comprehensive explanation about the result of this research. I presents the answer of the first research question which addresses the issue of how the integration of translated version of Indonesian literature in the writing class helps students to solve their writing problems. Afterwards, I presents the answer of the second research question which addresses the issue of students' reponses to the integration of translated version of Indonesian literature in their writing class. In addition, I elaborates the relation between the result of this research with the previous studies or theory.

The Integration of Translated Indonesian Literature

Starting from to 21st of February to 3rd of April 2017, I taught thirty-one students of XI IPA 2 about twice a week. I integrated novel entitled Cemara's Family, the translated version of Indonesian literatue, into the classes as a solution which I offered for solving two problems: students' inability to form well-structured sentences and develop well-structured paragraphs. This research consisted of two cycles which had seven meetings in total and each meetings lasted for 90 minutes. In the beginning, I actually designed two cycles and each of the cycles would consist of three meetings, but I decided to have one additional meeting after some consideration. Firstly, there was an important activity that had been missed during the first cycle and it was the activity of making plot diagram of student's personal narrative story. Also, the tasks were quite much and complex

but students often took too much time in finishing the tasks. In the other hand,

students understanding about past tense and personal narrative needed some

improvement. The schedule for each meeting is presented below:

Cycle	Meeting	Date	Learning Material
Cycle 1	Meeting 1	February 21st, 2017	Simple Past Tense
	Meeting 2	February 23rd, 2017	Simple Past Tense
	Meeting 3	February 28th, 2017	Simple Past Tense
Cycle 2	Meeting 4	March 2th, 2017	Personal Narrative Text
	Meeting 5	March 14th, 2017	Personal Narrative Text
	Meeting 6	March 30th, 2017	Personal Narrative Text
	Meeting 7	April 3rd, 2017	Personal Narrative Text

Table. 2. Class Schedule

The implementation of cycle 1. The purpose of Cycle 1 was solving

students' problems in forming well-structured sentences. To be specific, students

learned how to write sentences in the past forms. They were expected to be able to

write positive, negative, and interogative sentences using simple past tense. There

were four stages of the first cycle and it consisted of planning, action, observation

and reflection.

Planning. At first, I prepared six lesson plans that included Cemara's

Family novel as a media for helping students solving their writing problems. In

the first meeting, the novel was introduced to the students along with the concept

of simple past tense. Then, students had to do collaborative writing by making

summary of the novel chapter they had read using first person point of view, in the second meeting. In the third meeting, students watched the movie version of the novel and wrote a list of differences between the story written in the novel and the story presented in the movie. Since a cycle consisted of three meetings, I only used the lesson plans designed for the first until the third meeting during this first cycle.

Action. On 21th of February 2017, I taught the students for the first time. I started the class by greetings, introducing myself and giving a brief explanation about the writing class.

As a pre-reading activity, I showed the Cemara's Family novel's cover, a few sentences from the opening paragraphs and a list of book's genres to make students guess the general content of the novel such as theme, characters, setting, and genre. Students showed enthusiasm by listening well and actively making guesses eventhough their guesses were not correct. I revealed the correct information about the novel, but suddenly some students had to leave the class because they had important things to do. They already had teacher's permission to leave so I should let them go. After that, I played a video about how to differentiate noun, adjective, verb and adverb. It could draw most of the students' attention. However, some of them still gave no attention to it. Even though they seemed to focus on watching the video, they could not explain what they just learnt. In order to improve students' understanding, I explained the elements of a sentence, the definition and stucture of simple past tense along with some examples which were taken from the novel. After that, I checked their

understanding by asking them about the lesson and it looked like their understanding got better. During the explanation, I asked students to change the examples of positive sentence into negative or interogative sentence. They did not seem to have much problem changing positive sentence to negative, but it was opposite for making interogative sentence.

During the reading activity, students had to look for example of noun, adjective, verb, adverb in the novel and made a sentence using them. It took a long time to make them understand my instruction, as a result I had to repeat it several times. After they finished the task, I asked them to voluntarily read aloud their findings. They were cooperative. They could find examples and making sentences but they still could not analyze the error of the sentences. For the next activity, I asked students to work together in groups. They had to use verbs listed in the worksheet (verb infinitive) to fill the blank spaces in a text taken from a section of the novel which all the verbs had been removed. They had to use correct form of verbs to fill the blank spaces in each sentences by changing the infinite verbs into present, past or participle forms depended on each sentence's type. During this time, some students who left class earlier came back and they joined randomly to the existing groups.

After the reading, I showed the answer and let students correcting their answers by comparing their works with the original text of the novel. Unfortunately, none of the groups could finish the task and most the worksheets were only half-finished.

In the end, I gave students a homework to read the first chapter of the novel and do the worksheet. The class was dismissed with greeting. From this first meeting, I found out that female students tended to be active while male students tended to be passive.

Two days later, which was 23th of February 2017, the next meeting was conducted. When I greeted the students, they did not seem very enthusiastic and they also looked tired. To checked their impression about the reading homework, I gave them three topics related to the homework and let the them choose two topics. Then, they had to write two sentences related to the topic that they had chosen using simple past tense. As in the first meeting, they asked me to repeat the instruction again because they did not have a clear understanding and it also took a long time for them jut to write two sentences. Many students commented about the homework that I gave them and some of them commented about the plot line of the story. These are the samples of their writings:
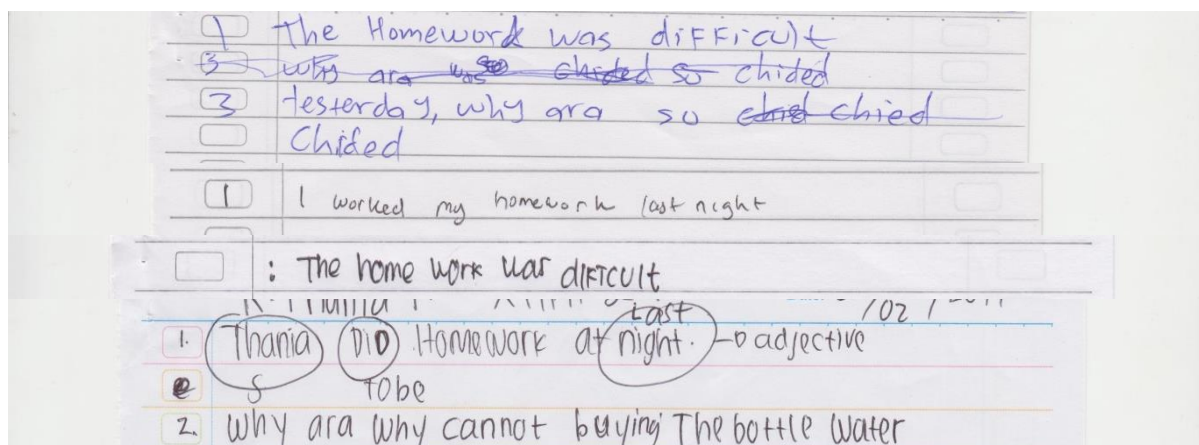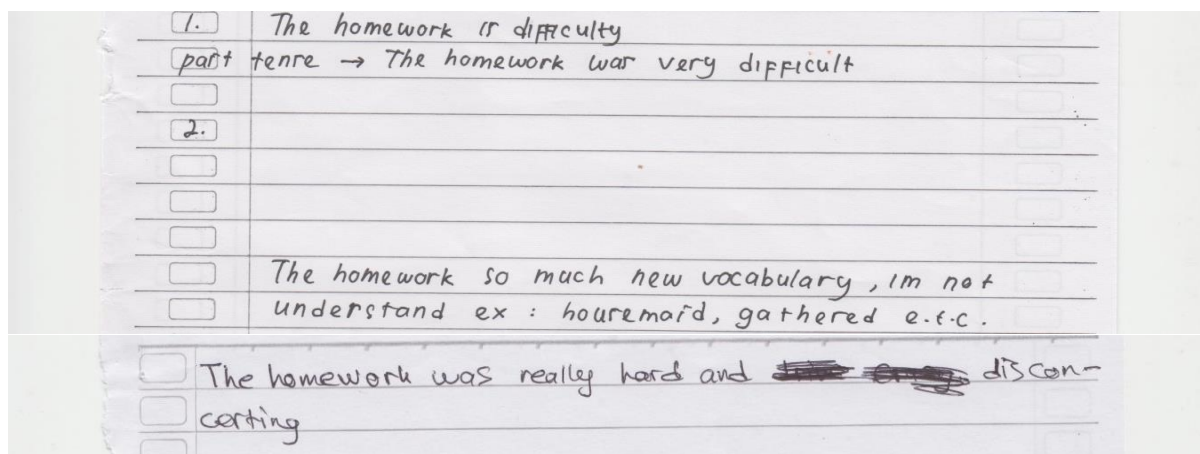
Figure.4. Collection of students' writings 1

I reviewed the previous learning material briefly. They could remember well what they had learnt in general but they could not remember it in detail, so I let the students to watch again the video about the different of noun, adjective, adverb and verb which I showed them in the first meeting. This time, they focused on watching it quitely. After I reminded them about structure of positive, negative and interogative sentences, I gave them a task which was to look for these three types of sentences. They should write it down in a piece of paper and submitted it to me. The female students were very active asking me to check their findings yet the male students tended to be reluctant to ask for my help. Most of them were succeded in findings the examples. Since there were limited interogative sentences in the novel, most students did not write any interogative sentences or wrote two examples of positive sentences instead. There was also a few students who tried to change positive sentences they found into interogative sentences. The examples of students writings could be seen below:

Kalimat Positif
- She longed for that Plastic water bottle
- Agil was still trying to figure out how much Four hundred rupiah is.
Kalimat negatif
- her classmates gathered around her

POSITIF

(2) the Plastic water bottle was Pink (kalimat Positif)

However, she did not expect that Pipin would snatch her water bottle (kalimat Negatif)

(did she expect that Pipin would snatch her water bottle?) (kalimat tanya)

+ Ara had set her heart to it

− Ara and Agil didn't not have anything could bater the water bottle which

+ Ara shushed her sister in a whisper.

Kal. Positif:
• The plastic Water bottle was pink

Kal. Negatif:
• Ara and Agil did not have anything they could barter the water bottle with.

1. Kalimat Positif
   - The plastic water bottle war pink
   - Euir determined to buy the plastic Water bottle
     ↳ Euir determined war buy the plastic water bottle.

2. Kal. Tanya
   Did + subject + verb infinitive + object
   Did plastic water bottle war pink colour?

3. Kal. Negatif
   Plastic water bottle warn't strap had the same color.

→ Kalimat positif:
The plastic water bottle was pink
→ Kalimat tanya:
How much is it, Bang?
→ Kalimat Negatif:
Ara and Agil did not have anything they could barter the water bottle with.

Figure.5. Collection of students' writings 2

Before going to the reading activity, I asked the students about the homework. Most of them did their homework and finished it, some of them did it half-finished. There was a student who said that she had finished doing the homework but she forgot to bring it to school. A few students did not even have the handouts I gave them in the previous meeting because some of them lose it and some of them did not bring it to school. Since the number of the students who did not finished or bring the worksheet was small and insignificant, I accepted their excuses and advised them not to repeat the mistake. To prepare the next activity, I showed them the answers of the worksheet and let them to correct their answer by themselves.

As a while reading activity, I told the students to use their corrected worksheet to assist them reading the whole chapter once again and for students who did not bring or do the homework, I suggested them to read together with other students who bring the copy so all of them would not be left behind.

After the reading, students had to write a summary of the first chapter together without cheating (looking at the text). I started the summary by writing a few sentences in the board and I asked them to continue what I write. There were some very active students who participate voluntarily. In the other hand, some students still needed some encouragement and they were chosen by me or their friends. They were not spontaneously write on the board. Almost all of them prepared the sentence beforehand and they asked me or their friend's help correcting their sentences, that was why it took a long time to finish writing the summary. In the end, I reviewed their work while reviewing the material they just

learned briefly. The summary's plot line matched up with the story and most of

the sentences already used past verbs but there were some sentences which were

grammatically incorrect and still used present verbs. It took a long time but the

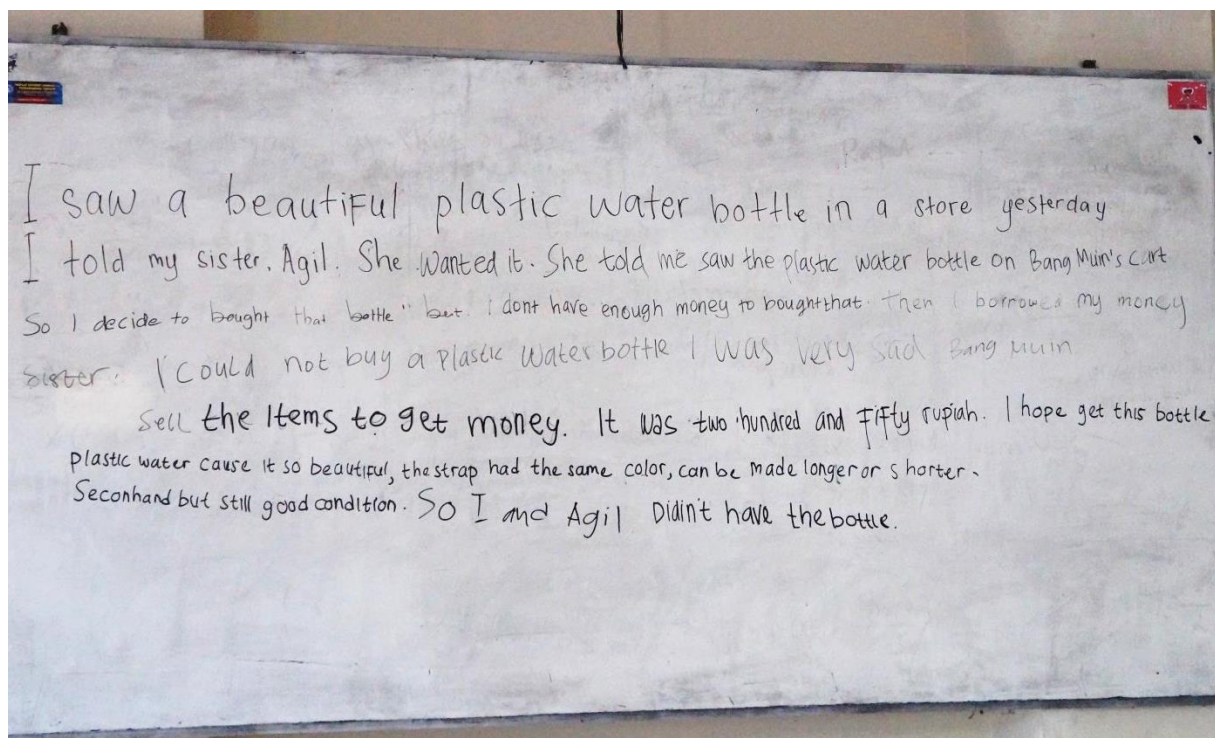result was quite good. Overall, they could write a good summary.

Figure.6. Collection of students' writings 3

I ended the meeting by giving them reading homework along with its worksheet

and greeting them.

I conducted the third meeting at 21th of February 2017. Initially, I showed

my students two different summaries of the first chapter of Cemara's Family

novel. They seemed enthusiactic because one of them was theirs. I asked them

which one was better and why it was better than the other one. They said that their

summary was better. Not only giving objective evaluation, they could also

identify the weaknesses and the strenghts of each summary in general such as the

correctness of the plot line and incorrect usage of the present verbs. Before doing the group activity, I asked them about the homework and surprisingly the number of students who did the homework increased. I showed the correct answers of the worksheet so they could check their answer and made a correction if needed. Using the corrected worksheet, I gave them time to re-read the whole chapter so everyone could get better understanding.

As the post reading activity, I devided the students into six group and gave them a group task. The task was to compare the story they read in the novel and the story they would watch in the movie version. I played the movie and they enjoyed it. They actively gave responds when there were interesting or surprising scene such as when Ara's water bottle was taken by Pipin's Mom and it was thrown to a ditch. To avoid repeating the instruction, I explained the task once again by giving them an example. It was a table with list of differences between the written version and movie version of the first chapter of Cemara's Family. After that, I let students do their work and give them some time to finish and write it in a piece of paper. The atmosphere was conducive. Students were actively asking questions, even the passive students became more active. As they finished their work, I asked one representative of each group to read aloud their findings. The result was beyond expectations because they could find small details that probably I could have missed and it was great. There was a group that could not present their findings because a member of the group who had been chosen to represent the group went to the bathroom, probably avoiding the task, and none of

them was willing to take over the responsibility. Eventhough I warned them that I would give them punishment, they would not budge.

In the end of the class, I distributed brainstorming layout which should be filled by students as a homework for them. I told them to remember the most unforgettable moment in their life and to recall their memory as clear as possible. After they recalled their memory, they had to write it down in the worksheet and to bring it to the next meeting.

Observation and reflection. As the first cycle ended, I analyzed the teaching and learning process started from the first meeting until the last one. There were some evaluation that I made as an important note to improve the effectiveness of the teaching and learing process in the next cycle.

Students derived several benefits from the literature inclusion during this first cycle. First, students could enjoy the lesson. They showed a great enthusiasm day by day. Second, students engagement appeared to increase each meeting. I could see that some of the passive students start to participate actively in the class such as asking questions more often, willing to do voluntary task, willing to do the homeworks. Third, their critical thinking was also developed. Students gradually had the ability to evaluate a writing such as being able to identifying grammatical error or analyze the weaknesses and the strengths of a piece of writing. Last, students could write more about various topics or forms. Initially, they started writing simple things such as words (noun, adjective, verb and adverb), continued with writing sentences about different things and they could write brainstorming of their stories in the end of this cycle.

However, there were some problems occured during the lesson. Firstly, students could barely listen to the video I played during the pre-reading activity because the sound of the speaker was too low and the board marker did not work. So, I had to provide the speaker by myself and gave them additional explanation about that topic. Thankfully, they seemed to understand it a little bit better after that. Secondly, students tended to choose their close friends only and it made the group division uneven. It reduced the chance for students who had higher language level to help students who had lower language level. Thirdly, most of the active students were female and it was the opposite to the male students. I put more effort on persuading them to be more active and confident. When I was going around the class to check on the progress of their task, I offered my help first before they asked for it. Next, the tasks were too much and too difficult for the students. In the first meeting, they could not finished the group task on time and most of them were only half-finished. I already gave them additional time but it was not really enough. In the second meeting they complained about the homework. During three meetings, only some students really read the novel and diligently finished the worksheets. Lastly, students understanding about past tense still needed some improvement. Sometimes, they forgot to use past verbs or did know the past forms of some verbs.

The overall result of cycle 1 is good. Some of students' problems in writing sentences could be solved. They started to develop their writing skills from simple words up to writing a lot of sentences in past tense. Also, their awareness about grammar rules was also arisen. However, students were required

to memorize a lot more verbs in the past forms and practice writing more past-tensed sentences using those verbs.

To be specific, students learned how to write sentences in the past forms. They were expected to be able to write positive, negative, and interogative sentences using simple past tense.

The implementation of cycle 2. Cycle 2 had different purpose which was solving students' problems in paragraphs development. In this cycle, students were following the process of writing a personal narrative text starting from planning, drafting, revising, until writing the final version. However, I continued to teach past tense because students' understanding about past tense should be maintained and improved. Also, they were required to use past tense to do the final task which was writing a personal narrative text.

Another difference between the first and the second cycle was the revising process. Reflecting on the previous cycle, there were several shortcomings which need some improvement. The amount of tasks which were too much and difficult for students. Beside that, students' understanding about past tense which were still not satisfying. Therefore, I revised the plan by having one extra meeting to improve the result of this cycle.

Revising plan. In the beginning of the research, I already prepared a complete lesson plans for doing two cycle of action research, so I just used the rest of the lesson plans for the second cycle. However, I made some changes and adjustment to the plans to improve the effectiveness and effciency. First, there was an important activity that had been missed which was making plot diagram of

student's personal narrative story, so I needed more time for the meeting. Second, the tasks were quite much and complex but students often took too much time in finishing the tasks. There were tasks which students did not finish or submit and I decided to delete two tasks in the end, making summary of stories that students' had read (Cemara's Family novel) and bringing picture or song lyrics which represented student's stories. I also skipped the activity to watch video about peer editing in the last meeting and I substitued the video for handout. In the other hand, students understanding about past tense and personal narrative needed some improvement so by having an additional meeting I could give more explanation about these topics. After discussing it with the teacher and my supervisor, I decided to add an extra meeting to overcome all of those problems. To conclude, I taught 4 meetings in total during this cycle.

Action. I started the second cycle of this research by conducting the fourth meeting. It was on Thursday, 2nd of March 2017. After doing the greeting, I asked the students to voluntarily read aloud the brainstorming they had made as a homework. Both female and male students were cooperative, but as usual, the female students were more active than the male students.

As the main activity, I introduced a new topic for that day and it was personal narrative text. Students did not have any idea about what personal narrative was, so I gave them a brief explanation. I distribute an example of personal narrative text, a text adapted from the third chapter of Cemara's Family novel which I wrote for teaching purpose. After they received the handouts, I explained what should they do with the text. While reading the text, I asked them

to make the plot line of the story together with their chairmates. It took several times of repetition until they could finally understand the instructions. Most of them read the story and did the task seriously and only a few students did not look like reading the story. They asked my help frequently and most of them asking about the climax of the story, so I gave them more detail explanation. Then, I asked each group to read aloud their finding in order while I was typing the correct answers in the laptop. Unfortunately, I could only evaluate their work half way because they could not finish it on time. They also did not have time to creat plot line for their story, so I planned for having an extra meeting. After hearing them reading their findings, I concluded that they could identify the plot line in general, yet understanding the climax of the story was still tricky for them.

It was 14th of March 2017 and I started the class by greeting the students as usual. There was an uncomfortable change in the atmosphere. Many students finished their homework but some of them did not bring the worksheet I gave in the previous meeting. Some male students were not in the class as well. For that reason, I decided to give them time to call their friend so they could join the class quickly and I let students who did not have the worksheet to go outside the class making a copy. I was intended to continue the class by giving a brief explanation about today's activity but then the students started to whine and complain. They requested me to dismiss the class. They said that they were exhausted because of what they did in the previous day which was university visit. Since they just finished their middle semester examination and most of the classes were dismissed, they wanted to watch a movie instead. It was quite chaos, but I could

not accept their request, so I offered them playing a game instead of watching a movie. I used this chance to check their understanding about differences of verb, adverb, noun, adjective. Thankfully, they accepted my offer and they looked excited as well. When I mentioned a letter of alphabets, they should mention a word which was started by this letter. Then, they should define the category of the word as quick as possible, whether it was a noun, a verb, an adverb, or an adjective. I started the game as soon as they understood my instruction. They were enthusiastic and actively participated on the game. After a while, students who were outside the class came back to join the class and all of the students finally could have their own worksheet. Most of them could mentioned words started by letters which I mentioned during the game and they could differ each types of those words. I thought that they already had a good understanding about the differences of verb, adverb, noun, and adjective. In the other hand, it was different for past tense theory, they could barely remember it. As their enthusisam increased after the game, I decided to countinue the lesson by giving them a review about the previous lesson.

I gave students an explanation about personal narrative text in detail which consist of its meaning and its characterictic. I distributed an example of a plot diagram which was actually the plot diagram of Water Container for Heli, the text adaptation that I used in the previous meeting. The aim of distributing the example was to give them a reference for doing the upcoming task. As a continuance of the homework, I assigned them to make a personal narrative story by developing the brainstorming which they had created before into a plot

diagram. Again, they did not understand my instruction quickly, so I repeated my explanation to make them understand. As time passing by, they started to focus and did the stask seriously. Not only the active students, some passive students even became no longer reluctant to ask my help in making the plot line or checking their works. By the end of the meeting, all of students could finish their work and submit it on time. Their works were quite good and they remembered to complete the elements of their story such as title, character, setting, up to the sequences of the events. However, they still used present tense for the past event and creating climax for their story was also not an easy thing to do. Sadly, there were four students that do plagiarism, three of them basically creating a same story and one of them creating a story which was very similar to Cemara's Family story.

The sixth meeting was held on Thursday, 30th of March 2017. In the begining of the class, the atmosphere was a little bit not conducive because some students asked for permission to leave the class and two other students were sick so there were ten students that could not join the lesson that day.

As a pre-writing activity, I let students watched a video to remind them about the previous lesson which was about personal narrative and one more video about how to delevop idea into complete personal narrative text which contained an example of personal narrative text. I distributed all of students homework with some feedbacks that I wrote before. All students who joined the previous class got the feedback but students who could not join the class did not have the worksheet or the feedback. Actually, all students were supposed to develop their idea into a

complete personal narrative text that day from the plot line that they had written in the previous meeting. Since there were students who did not write their plot line yet, I could not help but let them write their story on the spot. I let them to use my laptop to help them looking for vocabulary but the students were quite and it was a little bit unusual. In fact, they were shy to use my laptop because what they type was visible for all their friends. In the other hand, students who did plagiarism made a complain and one of them said that she did not plagiarized and she was the one who write the original version. After I observed, I thought this girl was right so I decided to accept her writing as the original one. I gave them some advices and suggested the rest to write different stories. As I walked around to check students writing, they started to actively ask for help. They started to use my laptop too, but they made the screen freezed so that their friends were not able to see. Since there were very limited dictionaries, some students use their smartphones to help them on translating, but I only give them permission to translate words, not sentences. Some of the students could not finish the task on time so I let them to finish it during the breaktime and submit it after that. It was late, but all of the students succeed on finishing and submiting their work at that day.

In April 3rd, I taught the students for the last time. I started the class by greeting them. Considering the time limit, I did not play a video that I had prepared beforehand and directly went to the main activity.

I distributed students' drafts which went along with my feedbacks. Some of the students which were absent in the previous meeting asked me about theirs.

Since they did not write drafts, they could not get any feed backs. Therefore, I just let them write a personal narrative text on the spot spontaneously without following the writing process. I devided them into groups, but it took a long time. I gave them papers which contain learning material and worksheet and I told them to make an evaluation of their friends writings. In a group, I asked them to exchange their first draft with friends and revise their friend's draft using the guided evaluation worksheet that I gave them. Briefly, they had to analyze the strength and weakness of personal narratives written by their friend using criteria of a good personal narrative. Students did not really understand the task so again, I should explain the detail one by one to many students. Some of them did the task seriously and give a quite good evaluation in general, not in specific. However, some of them were not serious give evaluation or just made it up by looking at my feedbacks which were written on the paper. They spent too much time to do the peer evaluation, so the time left for revising session was not much. After finishing the evaluation worksheet, I told them to gave the text along with the evaluation worksheet back to the writer to revise their story based on their friends or teachers evaluation and made it into a final version. Most of the final versions were not really different with the draft. Actually, there were many mistakes in students' writings, but probably they might nor be able to notice it clearly.Also, they might be lazy to revise their writing due to the limit of time. In the other hand, my feedback were probably less specific and detailed. The evaluation from their friends was not significant as well. Even though, they were late at the submission, they succeded finishing their writing. This was an example of their writing:

Name of the writer:
Name of the reviewer:

1.) Mayke, Mayke friend and Dog
2.) On the road
3.) Afternoon
4.) ~~friend~~ Pursued by the dog
5.) Mayke succeed run from the dog but pee in the pants.
6.) a. no errors in punctuation
  b. there was a mistake in the first word in the sentence to five
  c. complete sentence
  d. spelling is good
7.) when the dog pursued Mayke
8.) Note the capital letter and the story comes again make it look attractive.

Figure.7. Peer review written by one of the students

Black Dog.

Did you ever experience ~~a~~ something that make you never forget until you grow up.? for me, It was when I ~~wh~~ went to my friend home. He asked me to visit him after school. We have a planned to play PS 2. So, after school I went to visit him, After I ate of course. About 1 P.M. I went to ~~visit~~ him. felt so hot that day, because the sun is right above my head. When I ~~wanted~~ to went I had a feeling I should go use a bike, but, I to lazy to put the bike out of my garage so I walked. After ~~abt~~ about 15 minute walked. I arrived at his house. So quiet in his house like no people lived in there. I ~~tried to knock~~ tried to knock the door, but nobody answer. I called him a few times but, still no answer. So I came home with disponted. on the way to home I heard bark from the green house. Then the black dog came out. with ~~a~~ black eyes and small ears he looked at me. he barked to me. more loadly then before. I was ~~so~~ scared. So I ran ~~do~~ and that is ~~to~~ a mistake. The dog pursued me. I ran so fast, faster than the sprinter. I ~~g~~ think I ~~o~~ so greatful, I saw ~~d~~ a big road, usually the dog, never pursued on the big road. and the dog stop. I was so thankful so, I came home. I ~~was~~ was very tired. After I arrived at home I ~~was~~ ~~so~~ wonder why my pants ~~so~~ ~~w~~ wet. evidantly I pee in my pants. I ~~so~~ so ashamed. I ~~try~~ tried to hide that from my mom.

Figure.8. A final version of personal narrative text written by one of the students

As a closing, I thanked them for their cooperation and asked for their appology if there was any discomfort during the research. I told them that I would choose some of them to be intereviewed in the next meeting. Finally, I ended the lesson by greeting.

Observation and reflection. After I finished conducting the second cycle, I evaluated what I had achieved and what I had not achieved yet during this cycle. There were some progresses that students made as seen in their writing and their performance during the lesson. First, students could write a lot more than during the first cycle. They could arrange their ideas by making brainstorming for their personal narrative, writing their first drafts, revising their friend's writing, and writing a complete personal narrative text. Second, students were able to write by following the structure of personal narrative text. They put attention to the details of the story they wrote. Third, students engagement in the learning activities was better than before. Although the lessons were not conducive sometimes, I noticed that some students preformed better than the first time I taught them. In addition, there was an increasing number of students who actively participated in the learning process or eager to learn and perform better in English.

Beside that, there were also some issues which still could not be solved even after the second cycle ended. First, some students faced difficulty in relating the story which was a type of personal narrative with their own experience. As a result, they wrote typically recount text which is lack of conflicts when they were supposed to write a personal narrative text. There was also a case of plagiarism where three female students copied their friend's writing and a male student who

wrote a same story with Cemara's Family story. Second, there were a lot of grammatical mistakes made by students since they also wrote a lot. The most noticable mistake was the use of present verbs in the past-tensed sentences. Third, students still had some problems in understanding grammar, so they could not give a comprehensive review or detail evaluation for their partners' writings.

Overall, cycle 2 had quite positive results. Students were able to follow the process to develop a well-structured paragraph. At the first time, it took a long time for them just to write a few sentences. In the end, they could write a personal narrative story in paragraphs. However, they were still lack of grammar knowledge. There were many grammatical mistakes in their writings.

Students' Reponses to the Integration of Translated Version of Indonesian Literature in Their Writing Class

On 6th and 7th of March, 2017, I conducted some interviews with students whom I chose in purpose by considering their diligence in reading the novel and submitting their writing tasks regularly. I chose 5 participants which consist of 3 female students and 2 male students and asked them to do an interview with me after all the classes ended. There were seven topics which I discussed with them during the interview. These topics were students opinion about the integration of translated Indonesian literature in their writing class, the advantageous and disadvantageous they got from it, their most and least favorite activity in the writing class, their impressions about the novel used in the class, and how the novel help them to solve their writing problems.

Students' opinion about learning English using translated version of Indonesian literature. In general, students considered the usage of translated version of Indoneisan novel was enjoyable, effective and helpful in the English classes. Two participants agreed that the novel was enjoyable. Participant 1 said, "I think it was quite enjoyable" (Participant 1, P1.1, 2017). Similarly, Participant 3 stated, "Well, in my opinion, the class was quite enjoyable when I learnt using the novel, Sis. Well, it was good, a relaxed situation . . ." (Participant 3, P3.1, 2017). Beside that, there were two participants who tought that the novel was an effective media for learning English. Participant 2 stated that "The novel? Well, I think, from my point of view, when we used this novel, it was quite effective . . ." (Participant 2, P2.1, 2017) and Participant 5 said that, "I think it was very effective . . .". (Participant 5, P5.1, 2017). Coming up with similar opinion, participant 4 said that the novel was helpful for the learning process. He told me that, "It was quite helpful then . . ." (Participant 4, P4.1, 2017).

According to participants' responses, they argue that the inclusion of literature in their English classes is valuable. It is in line with some previous studies by Atmaca and Günday (2016), Hişmanoğlu (2005), Oda and Khaz'al (2009), Tso (2014), and Vural (2013) which mention values of literature. Literature is a helpful source for learning foreign language (Hişmanoğlu, 2005; Tso, 2014) and it is useful for developing both critical and cultural literacies, but certainly it needs careful and extra preparation (Tso, 2014). Furthermore, it can activate students' enthusiam in learning as well (Oda & Khaz'al, 2009; Vural, 2013). For children, learning foreign language using stories and fairy tales are

really efficacious. In the other hand, classical novel and poems both from native and non-native countries provide enjoyment for adult learners (Atmaca & Günday, 2016).

Benefits of using translated version of Indonesian novel. There were mainly 7 benefits of using translated version of Indonesian novel in learning English. First, it could enrich vocabulary. This statement was made by all of the participants except participant 5.

". . . we did not know the English translation of some words at first, then we start to know the translation." (Participant 1, P1.4, 2017)

"Well, the novel really helps me in writing especially using English or writing story or searching or memorizing new vocabulary." (Participant 2, P2.2, 2017)

". . .then, we also learn vocabulary used in the text that we do not know." (Participant 3, P3.3, 2017)

"In the novel, there are some English words which are not so easy to be understood, then there is a task about these unknown words, so it can enrich vocabulary. (Participant 4, P4.3, 2017)

These following studies supports the view that literature is beneficial for vocabulary mastery. Literature broaden students knowledge about vocabulary (Agustin, 2017; Hişmanoğlu, 2005; Khatib, Rezaei, & Derakhshan, 2011; Oda & Khaz'al, 2009;) especially through reading activity (Hişmanoğlu, 2005; Khatib, Rezaei, & Derakhshan, 2011). One of the most obtained language elements, yet also the most challenging thing from reading literature is vocabulary (Tsai, 2012).

Moreover, examples of the language system such as vocabulary utilization are also available in literature (Gray, 2005).

Second, the novel integration had helped them to write in English. Participant 2 considered the integration of the novel could help her to improve her knowledge and skill in writing using English, as she said, ". . .improving our knowledge and skill in writing, escpecially using English" (Participant 2, P2.14, 2017). Participant 5 had a same opinion with participant 2 in a way that they were able to get ideas for writing. They made these statements:

". . . Maybe, getting more ideas for creating next stories . . ." (Participant 2, P2.3, 2017)

"Uh-huh. Oh, maybe it was the steps. We should write the introduction first, writing, taking the important points, Miss. So, if we take the important points, automatically, when we continue the writing, automatically, we can explain it. So, the first thing is the idea, the technical term is the main idea." (Participant 5, P5.9, 2017)

The use of literature is beneficial for language learners because it can improve their ability to write well (Oda & Khaz'al, 2009; Premawardhena, 2007; Vural, 2013) for instance, in a literature-based english instruction class (Kim, 2010). For writing practices or writing classes, it is really great to use literature as a model (Hişmanoğlu, 2005), a subject (Hişmanoğlu, 2005; Khatib, Rezaei, & Derakhshan, 2011), or a stimulus (Chen, 2006). Moreover, a study by Vural (2013) has revealed that learning language using literature is better than without

literature because students become more skilful in writing and they become more ethusiastic in following the lesson and doing the reading.

Third, two of the participants reported that they could learn about translation. It was concluded from the statements below which were made by Participant 1 said that she knew more about translation through checking the accuracy her own translattion or assumption about the story and comparing it with the movie version (Participant 1, P1.7, 2017). Meanwhile, participant 5 learnt that certain words had certain translation and then he could know their meaning along with their writing order in the sentence. (Participant 5, P5.4, 2017)

Their opinions are similar with Atmaca and Günday (2016) who said, "Using literary texts in foreign language classroom can be an opportunity to teach various grammar structures of foreign language in context and to internalize the grammar rules" (p. 128). In addition, Chen (2006) explained, "When students read literature, they learn the target language in a whole context rather than memorizing words and rules" (p. 212).

Fourth, the novel was also proven as a good media to learn moral values. This was reported by two participants. Participant 1 said, "Understanding moral value as well, from the learning process . . ." (Participant 1, P1.3, 2017) . Participant 4 who shared similar point of view also stated, "Well, it is quite helpful because there are social messages. There are moral lessons in the novel.". "So, in addition to English, I can learn social matters too." (Participant 4, P4.2, 2017), he added.

Amer (2012), Aoudjit (2012), Chen (2006), and Floris (2005), previous researchers, has suggested the advantage of literature for teaching or learning moral values. Acording to Chen (2006), literary texts in education, besides its function as media for teaching language skills, is positioned as a medium to help learners understand about themselves and the world. Floris (2005) has argued that wisdom and values of a certain community can be passed on by older people to younger people through education in school or college by incorporating folktales and local stories into the course. It facilitates students, especially from developing countries, learning about their national identity and growing it as nation's strength. Furthermore, Amer (2012) has said that literary texts initiate cross-cultural understanding, build capability in problem solving, encourage people to think and contemplate about ideas (Amer, 2012). Lastly, Audojit (2012) has explained "Indeed, literature in general and novels in particular challenge ethical theory and moderate its pretensions to explain moral experience and solve moral problems" (Audojit, 2012, p. 63).

Fifth, students could learn grammatical matters from the novel. Participant 5 explained that, " I think the novel is very effective because sometimes it uses past tense words that we do not really understand, so it can make us understand a bit." (Participant 5, P5.2, 2017). When I tried to ask him about what he had understood, he replied "It was the verbs, the correct order in writing." (Participant 5, P5.3, 2017). In conclusion, he not only got some knowledge about past tense, but he also learnt about writing order of verbs.

Learners agree that literature, especially short story (Pardede, 2010), is a great help for students to be proficient in English, (Dass, Chapman, & O'neill, 2012; Pardede, 2010). "Literary texts are the major sources where complex structures such as dangling structure, inversion, subjunctives, etc occur" (Khatib, Rezaei, & Derakhshan, 2011, p. 202). Incoporation of literature as teaching material facilitates learners to learn about grammar (Amer, 2012), for instance, increasing knowledge about grammatical terms (Agustin, 2017), understanding numerous grammar forms contextually and acquiring the principles of grammar to their language system (Atmaca & Günday, 2016).

Sixth, students could improve English knowledge in general, as participant 3 said, "Well, the benefits are . . . we can deepen our knowledge about English . . ." (Participant 3, P3.4, 2017).

The finding above is linear with these following opinions. Through literature, language learners have the chance to widen the range of their personal knowledge (Khatib & Rahimi, 2012; Premawardhena, 2007; Hişmanoğlu, 2005) which is varied from educational matters to non-educational matters (Agustin, 2017).

The last one was improving creativity. Participant 3 mentioned it in the end of her statement, ". . . improving creativity in the future." (Participant 3, P3.5, 2017)

Previously, several researchers has mentioned the improvement of creativity as one of literature benefits. Takagaki (2002) stated the following:

I believe the reading of literature has a vital role to play in teaching foreign

language readers that it is a living, rich language and that literary works

such as novels, poems, dramas, and short stories are full of feelings and

emotions, along with imagination and creativity. (p. 1)

Assigning students to read and rewrite novel or short story by reflecting to their

life experience or freely following their imagination can build their "literary

creativity" (Khatib & Nourzadeh, 2011, p. 260). Furthermore, teachers and

students has also found the great values of studying literature as a subject in

school. It promotes creative and high level thinking (Dass, Chapman, & O'neill,

2012).

Difficulties in using translated version of Indonesian novel. Based on

the interview findings, it was found out that three students mainly faced same

problem during the learning process. It was hard for them to understand the text

but the causes were different for each of them. Participant 1 thought that the

language was too advanced and this was her explanation:

"Difficulty? The difficulty is on the texts, the language used is a bit

difficult. The language is not, not as easy as it usually is. Probably, it is

already using advanced level of language so it feels quite difficult."

(Participant 1, P1.5, 2017)

Participant 2 had limited vocabulary that caused difficulty in

understanding the text. This was her statement:

"The first problem maybe, as I said before, understanding the novel itself,

such as having limited vocabulary or we feel difficult to understand the

novel . . ." (Participant 2, P2.5, 2017)

Having partial understanding about the novel could be a problem too, as it

was said by Participant 3:

". . . from our previous lessons, well, I could not understand the story

completely but I could understand some parts of the story." (Participant 3,

P3.2, 2017).

She said that another causes she had was having no previous information

about the story or having a bad mood when reading the text.

". . . but, if we were given the story when we have no clue aboyt the story

or have bad mood, we do not know the content of the story . . ."

(Participant 3, P3.10, 2017).

Studying language through literature is absolutely not an easy task to be

accomplished because it often use advanced language which contain syntax, lexis

(Khatib, Rezaei, & Derakhshan, 2011), various forms of grammar (Bobkina,

2014) slang words (Agustin, 2017) and literary words (Agustin, 2017; Bobkina,

2014). Reading literature become an arduous job because of the complexity of the

language elements (Bobkina, 2014; Khatib, Rezaei, & Derakhshan, 2011). "Even

with all words checked up, some sentences can still be hardly comprehensible due

to their syntactic complexity" (Tsai, 2012, p. 110). Amateur language learners

have to deal with many problems in order to apprehend the advanced language

used in literature Mujumdar (2010).

One more problem that she mentioned was the length of the novel. A long novel made Participant 3 feel lazy to read and if she had problems in understading a certain part of the text, she would miss the storyline (Participant 3, P3.11, 2017).

The challenge of integrating literature into language classrooms is selecting the most suitable type of text to be used. People should consider these following features: students' language ability, students' background, the length of text, etc (Atmaca & Günday, 2016; Khatib, Rezaei, & Derakhshan, 2011). One of the greatest challenge is choosing a text which has adequate pages (Bobkina, 2014). Literature which has a lot of pages, unusual and unkown expressions may results an impediment (Mujumdar, 2010).

The next problem was understanding grammar especially past tense. This problem had been mentioned by three participants. Participant 2 said that, "When we have to write a narrative text we should understand, what is it? Past tense." and she added, "Past participle, past simple verb, verb ing, they should be mastered well." (Participant 2, P2.6, 2017). Participant 3 stated that, "The difficulty is using past simple verb and simple past tense." and he continued, "We should learn more about simple past tense along with past simple verbs, past participle verb, or etcetera." (Participant 3, P3.6, 2017). Beside that, Participant 5 reported,"It is the order, Miss." and he emphasized, "For instance, when using to be, is can be changed to are, that's it." (Participant 5, P5.5, 2017)

Studying language through literature is absolutely not an easy task to be accomplished because it often use advanced language which contain syntax, lexis (Khatib, Rezaei, & Derakhshan, 2011), various forms of grammar (Bobkina,

2014) slang words (Agustin, 2017) and literary words (Agustin, 2017; Bobkina, 2014). Learning grammar through autonomous probing into grammatical patterns contained in literary texts does not really work for some students, having teachers to explain grammar explicitly is more efficacious (Tsai, 2012).

Another difficulty faced by students was the small-sized font of the text. The original version was actually readable which used standard-sized font, but the copy had smaller font size. Participant 1 reported that, "It is a bit difficult because the font size is small." and she added, "So it is difficult to read the text.". She also said,"And the text is so long, ha ha." (Participant 1, P1.11, 2017).

In the other hand, the last problem was reported by participant 2. She had difficulty in choosing suitable vocabulary while writing composition, as she said "Looking for suitable vocabulary for writing the story. It is difficult, Sis. Ha ha." (Participant 2, P2.11, 2017)

Lack of understanding on mechanics, vocabulary and grammar become stumbling blocks for learners to express their thought in the form of witten text fluently along with the accuracy (Megaiab, 2014), particularly narrative text (Nurcahyasari & Irawati, 2012). Another study by Hiew (2010) also provided explanation about this issue as following:

> Low and average proficiency students tend to think and mentally construct sentences in their mother tongue and translate the sentences word-for-word into English, sometimes, rendering the sentences meaningless. It is important that teachers guide their students in choosing the right dictionary and teach them the accurate and effective way of using it. It is futile for

students to memorize a long list of words but unable to use them correctly

in a sentence and context. (p. 33)

Students' most favorite activities. There were four activities that students

loved the most. Three of them chose the activity of comparing the story between

the novel version and the movie version. These were their complete statements:

"Yes, watching the movie, so, after doing the translation, then watching

the movie version straightaway. For instance, I made an assumption about

the meaning of the text, then, while I watch the movie version, I make sure

that 'is it right?'. So it was not, so it could not, what is it? Our, our

assumption is probably right. Our understanding become accurate."

(Participant 1, P1.6, 2017)

"It is the moment, the moment I learn using comparison between the novel

and the movie version. We can see the differences in which um, the novel

and the movie are adapted." (Participant 2, P2.7, 2017)

"Yeah, watching the movie version. It is uncommon Miss, a novel which

is adapted into a movie. It is uncommon." (Participant 5, P5.6, 2017)

Omar (2014) has explained in his study that plot and character in a work

of literature can be better undersood by students if teachers provide its audiovisual

version as a supplement. It is not only will increase their motivation to read the

text but also encourage them to be able to distingush elements of a written work

and a cinematic work by thinking citically and analitically. Additionally, study by

Chen (2012) has proved that the combination of literature, children's literature in

particular, and its movie version as learning material enable learners to arouse

their love for reading as well as build their language skills. Coming with same opinion, Tsai (2012) said that to help students learn using literature, supplying them with other non-literature materials such as internet, presentation slides, or movie, is a great choice. Students are able to explore language richness of literature, understand how the story flows, get cultural and a lot more information from these additinal resources. At best, the aims of reading is elevated not merely to reach certain standard of language competence, but it facilitate people to get unlimited knowledge.

Writing personal narrative was also surprisingly became the most favorite activity for two of the participants. It could be seen from statements of partcipant 2 and 4 below:

> "It is, well, maybe the last one we did in this class, writing personal narrative text, personal story." (Participant 2, P2.8, 2017)

> "The moment I write a story." (Participant 4, P4.4, 2017)

As cited in Alwasilah (2006), students prefer to write short story rather than essay because they have a bigger space for them expressing thoughts or feelings, exploring imagination, and writing without burneded too much by rules. It is also in line with previous study by Chen' (2006) who has argued, "These students discovered meaning and constructed desired realities through the process of creating stories. They found their writing process either a self-healing, revealing means, or an adventurous discovery" (p. 225). Also, Khatib and Nourzadeh (2011) said the following:

Another useful technique to provoke learners' literary creativity is to ask

them read a short story or a novel and then to rewrite it, relating it to their

own experiences or relying on their imagination to expand it. Such

practices would generate a sense of excitement in learners and would make

them use their imaginative powers in ways which are helpful for the

development of their communicative skills. (p. 260)

In the other hand, Participant 4 also said that:

"Beside that, the moment, it is, enriching vocabulary." (Participant 4, P4.4,

2017)

The statements above means that enriching vocabulary was one of the

most favorite activity for students too and Tsai's (2012) study support the view.

One of the most obtained language elements, yet also the most challenging thing

from reading literature is vocabulary (Tsai, 2012).

Beside doing comparation of the novel and the movie, Participant 1 also

loved to do the collaborative writing. She confessed:

"The most interesting thing is that moment, making, guessing to continue

the word taken from Cemara's Family, Cemara's Family." (Participant 1,

P1.8, 2017)

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The last activity which became students' favorite was answering questions about elements of the novel such as character, climax, and plot line. Participant 3 explained that she really liked answering questions related to the story, such as questions about characteristic, climax, or sequences of problems (Participant 3, P3.7, 2017).

Poetry and novel are suitable as reading material for training students' reading skills, such as scanning and skimming, through intensive or extensive reading tasks. Students can get information and find pleasure at the same time from reading literature (Khatib, Rezaei, & Derakhshan, 2011). Literature is a helpful source for learning foreign language, but choosing the most suitable one for students is a tricky job because it needs vigorous selection. However, if the choice is right, students will consider reading class as enjoyable and exciting activities (Hişmanoğlu, 2005).

Students' least favorite activities. Mainly, there were only two activities that students do not like. Firstly, it was every activities dealing with grammar. All of participant agreed that this activity is the worst because they do not have a clear understanding about grammar especially past tense. Participant 1disliked the task to change verb forms and he did not know present verb, past verb or noun so he did not like it (Participant 1, P1.9, 2017). Participant 2 did not really understand how to use verbs with different tenses so she was not happy to deal with it (Participant 2, P2.10, 2017). Participant 3 (Participant 3, P3.8, 2017) and 4 (Participant 4, P4.5, 2017) least favorite activity was same, writing a story using past tense as. Participant 5 did not activites dealing with verb, past tense (Participant 5, P5.7, 2017)

Studying language through literature is absolutely not an easy task to be accomplished because it often use advanced language which contain syntax, lexis (Khatib, Rezaei, & Derakhshan, 2011), various forms of grammar (Bobkina, 2014) slang words (Agustin, 2017) and literary words (Agustin, 2017; Bobkina, 2014). Lack of understanding on mechanics, vocabulary and grammar become stumbling blocks for learners to express their thought in the form of witten text fluently along with the accuracy (Megaiab, 2014), particularly narrative text (Nurcahyasari & Irawati, 2012). Supporting the same idea, Kilickaya (as cited in Agustin, 2017) has consider that authentic material, for instance literature, can discourage students who have low language proficiency and make their motivation decrease due to their inadequate knowledge of the target language. It is common fenomenon that writing process often discourages or puzzles amateur

writers and EFL students, but they still need more intentional help and attention during the process (Chen, 2006).

Secondly, the activity which students dislike the most was answering questions. This one was only mentioned by participant 2. She said, " I dislike the most, um. What is it? Assigned to do tasks frequently, assigned to answer question. . . " (Participant 2, P2.9, 2017)

In line with the finding, Oda and Khaz'al (2009) stated in their study that the implementaion of teaching approach which focuses more on literary elements rather than language activites may cut off the connection between students and the text. As a result, student's language comprehension will decline.

Strength of translated version of Indonesian novel. Students never learn English using translated version of Indonesian novel before this research. Through interviews, I was able to find out their impressions about this type of literature. Overall, students thought that the novel gave them a good impression which was defined as enjoyable, interesting, good, educative, understandable, rich of moral messages and also helpful for learning about translation.

Participant 1(Participant 1, P1.13, 2017) and 4 (Participant 4, P4.6, 2017) agreed that the novel was great. Participant 2 tought that the novel was quite interesting (Participant 2, P2.4, 2017) and very educative because it taught moral values and attitude (Participant 2, P2.13, 2017). For Participant 3, the novel was enjoyable and easily understood if she watched the movie version before reading the text (Participant 3, P3.9, 2017). Participant 1 (Participant 1, P1.12, 2017) and 3 (Participant 3, P3.12, 2017) agreed that read story from her country was better

than foreign country. Lastly, Participant 5 considered the novel helping a lot in learning English, specifically learning to translate carefully (Participant 5, P5.8, 2017).

Alwasilah (2006), Florentino (2014), Gray (2005), (Kirkpatrick, 2008), Parsaiyan et al. (2014), and Prastiwi (2013) had acknowledged the importance of translated first language literature through their research. To be able to communicate globally using english, people needs to know the general custom and belief of foreign people. Equally important, people have to be aware of their own culture in order to be able to share information about themselves (Kirkpatrick, 2008). According to Prastiwi's (2013) study, "learning the target language (L2) can be a means of learning C1 (culture of the language learners) instead of associating with and emphasizing on learning C2 (culture of the target language)" (p. 512). Students' native literature give a huge opportunitiy for them to gain a deeper and better understanding about their own national or local identity such as cultures, values, beliefs, wisdoms, etc (Florentino, 2014; Parsaiyan et al., 2014). Furthermore, Parsaiyan et al. (2014) has argued that students' understanding about national or local identity will make them capable to produce or reproduce "a 'familiar' language—the language which comes from their everyday lives and rooted in their beliefs, values, collective literary and spiritual legacy" (p. 106). Also, Gray (2005) has explained the greater value of this literature over the other type of literature in his study. It supports the build-up the retention and apprehension of the target language. First language literature is a significant part of student's cultural heritage, so they are usually confident in

expressing their views because their views are sturdy. After students can read translated version of non-native literary texts comfortably, students are ready to learn native literary texts which is equipped with the cultural information (Gray, 2005). Non-native literary works, originally the one which comes from students' nations, whether they are translated into English or not, both are advantageous for learning English. Alwasilah's (2006) study found the following:

> Ethnic literature can be incorporated into writing courses. Students learn not only how to write but also how to appreciate their ethnic literature. Through well-designed assignments such as reading for reproduction and writing literary criticism, students gain a heightened appreciation of the richness and vitality of the ethnic literature, and at the same time develop high confidence in writing in a foreign language. (p. 23)

How translated version of Indonesian novel helps students to learn writing skill. Students had mentioned several benefits of Indonesian literature integration in their English class and one of them was improving their writing knowledge and skills. This part described the way students learnt using this novel to improve their writing knowldege and skills. First, students used the novel as a model to creat their story. By examining the illustration of the story in Cemara's Family novel, student took some important point which could be applied in her writing or added vocabulary or learnt the writing method. It was reported by Participant 2 who said, "Nah, after that, we only take some point which can be applied to our story or add voabulary or um, style of writing, a story." She continued,"The first one, I am able to get an idea. The second one, I get an

overview. The third one, I am able to have more vocabulary." (Participant 2, P2.13, 2017). Participant 4 also did the same thing in which he took some vocabulary from the novel to be used in his writing as he said, "The words". He emphasized, "I use them as well." (Participant 4, P4.8, 2017).

The result is in line with a study by Hişmanoğlu (2005) who made this follwoing explanation:

Literature can be a powerful and motivating source for writing in ESL / EFL, both as a model and as subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. (p. 57-58)

In addition, Khatib, Rezaei, & Derakhshan (2011) also wrote in their study the following:

For writing purposes, literature shows to set a good ground for writing practice. Having the learners complete a poem or short story in cloze form is very encouraging. Also we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, novella, or novel. (p. 203)

Second, Participant 4 revealed that he wrote the introduction of his story by copying and modifying the introduction of the personal narrative adapted from the novel. He explained,"So, it firstly, initially I was assigned to make an opening. From the opening, I imitate the opening of Cem- Family's Cemara, Cemara Families." And he added, "Yes, from the opening but I modify the sentence to attract the reader." (Participant 4, P4.7, 2017).

Hişmanoğlu (2005) study supports this finding. It is stated the following:

However, when student writing exhibits original thinking like

interpretation or analysis, or when it emerges from, or is creatively

stimulated by, the reading, literature serves as subject matter. Literature

houses in immense variety of themes to write on in terms of guided, free,

controlled and other types of writing. (p. 57-58)

Third, the existence of an arrogant antagonist inspired student to write a

better story and creat a strong characteristic. Participant 1 explained, ". . . There is

an arrogant person as well, right? Nah, it makes me become it makes us become,

well, get an imagination, ideas for writing, write better works. Moreover to make

the character alive, it can be created that the character has theirown distinctive

character such as evil, etcetera, that's it, that is all." (Participant 1, P1.14, 2017).

Previous studies conducted by Chen (2006) and Kim (2010) have similar

point with the statement above. Based on students reflection, it is really worth and

satistfying to write story. During drafting and revising stage, they make sure that

every part of the story will make the readers excited and interested. They give

voices to the characters and they put dialogue to give realistic image into the

scenes. If they read stories, they also become consious about the details, such as

what the story is about, what the main problem is, or how the story ends (Chen,

2006). Writing helps students to appreciate literary works, persuades them to

think creatively or critically, makes them contemplate upon what they read or

write during on the process and in the end, they become more engaged to it (Kim,

2010).

Fourth, the novel inspired student to write more advantageous story with moral values and the theme is family. Participant 1 liked to write and she got the insight about how to make story with valuable messages through Cemara's Family novel. She was inspired by the novel to write a story liked the novel which was different than typical story she usually wrote and it was about family (Participant 1, P1.15, 2017).

This opinion is linear with opinion from Chen (2006), Kim (2010), Oda & Khaz'al (2009). According to Chen (2006), writing and reading stories may lead to discovery of individual talent or passion in writing. To the greatest degree, it increases someone's productivity in writing and reading. Kim, (2010) states that writing helps students to appreciate literary works, persuades them to think creatively or critically, makes them contemplate upon what they read or write during on the process and in the end, they become more engaged to it. Lastly, Oda and Khaz'al (2009) has suggested the following:

> Literature may be seen as vicarious. In a sense, it provides learners with important insights by means of which they can see and understand much about themselves and life. (p. 56)