

The Reader's Response to Islamic Novel in the Classroom

Ahmad Husin^{1,2}, Wahyudi Siswanto³, AH. Rofi'uddin³, Heri Suwignyo³

¹ Postgraduate Student of State University of Malang

² Faculty of Letters, Kanjuruhan University, Malang Indonesia

³ Faculty of Letters, State University of Malang

Abstract: *The teacher plays an active role in student success. Students able to read and to improve novels. This study is more related to the concept of reading and writing the reader's response to the novel. Therefore, the ability to read and respond to the intended writing is more on the ability to read and develop a response to the novel that is read.*

Keywords: reader's response, interaction, novel

1. Introduction

The teacher becomes the trigger of the students' reading spirit. Students successfully read is largely determined by how the teacher understands the concept of learning. In the event of everyday language use, if one utterance is conveyed by a person, it will trigger the presence of another utterance delivered by a different person in return. Chaika [1] said that the use of language is called utterance pair or adjacency pair (Wardhaugh [2]; Cook [3]; Schegloff and Sack [4]).

As for the pairs it says according to Chaika ([5]; Cook [6]; Taylor, [7]) in the form of greetings, questions, responses, apologies, demands, acceptances, approval appraisals, curse-acceptance/rejection. The pair's forms say, the reader's response also includes one of the word pairs in the language use event.

Herbert [8] said the diversity of reader's response forms is formed by response objects. Response objects include appearance, especially clothing and hair, possession of goods, skills, special properties, and excellent business results. If the object of response, according to Mey [9] and Herbert [10] partially divide, it was a response corresponding to the speaker's positive judgment and disagree. Responses that express agree can be expressed in two ways, namely receiving award and reject the appreciation of the speaker. Meanwhile, the response does not match the positive ratings of the speaker, which means the speaker rejects the speaker's appreciation. Halliday and Hasan [11] said the reader's response function is the use of a response language to achieve a goal.

Hatch [12] said reader's response has purposes, as (1) forge sympathy and refine the transition from the greeting to the first topic of the conversation; (2) reinforce and support a good appearance; (3) relating to the expression of gratitude; (4) Softening criticism. The reader's response function can support social functions, namely establishing, maintaining, preserving good relations in written language.

In particular, components that are always present in one communication event according to Hymes via Parera [13], as (1) sender, addresser, speaker, and writer, (2) addressee, listener, reader, (3) , (5) codes or conditions, (6) topics, and (7) settings. According to Martin McQuillan that a text only becomes meaningful when it is read, when reader interacts with the words on the page to produce meaning [14].

The study of the reader's response has been done by several researchers, Widoroyekti [15], Hanafi [16]. All the results of the study were conducted on different reader's response with different research contexts, of course have similar difficulty level, that is (1) reader's response in certain reading society done directly; (2) reader's response is also done indirectly and implies to certain pragmatics.

This study will describe the reader's response to the biography of the author of the Islamic novel, the reader's response to the author's world view Zaki Zarung, the reader's response to characterization, the reader's response to the conception of the characters in the Islamic novel, and feedback in the literature appreciation learning in SMA Malang Indonesia.

2. Methods

This study aims to describe the reader's response from the literary texts contained in the Islamic novel in the form of nonverbal-verbal speech. Verbal speech is a characteristic of diversity of forms, functions, and reader response in the literary texts contained in Zaki Zarung's novel of *Teen Student of Moslem* [18] in a literary appreciation study at SMA Malang Indonesia. Meanwhile, the nonverbal act in question is a nonverbal act that accompanies or that precedes the speech on the literary texts. Nonverbal acts accompanying verbal speech in the form of verbal speech response, such as silence, smile, laughter that accompanies the verbal speech response.

This research data in the form of writing data, result of student's work read novel of *Teen Student of Moslem* by Zaki

Zarung. The context in question, understand the content of the reading, recognize the facts, and interpret the contents of the reading. Next test the author's source, there is an interaction between the author and the reader, and accept or reject.

3. Findings and Discussion

a. Reader Response to Author Biography

Teachers prepare novels to be read by students and direct students to read novels, teachers need to know students' understanding and interest in novels. This is done to get an initial picture of students' ability and interest in reading novels. Then direct the students to make a question about the biography of the author, in the order of whether the activity of reading the novel you have done, since when to recognize the novel, if you are getting used to reading novels, then what novel genre you like, how far you read novels as teacher assignment, you try to describe; If, a task burden, what do you expect and any suggestions from you, try to elaborate, do you know about the biography of the novelist you are reading.

This action aims to evoke a student's scheme of novels. Generation of student schemata at the beginning of learning aims to explore students' literary experience. Schemata-generating activities by Rhodes & Marling [19]; Tompkins [20] can be done through illustrations, overviews, charts, titles, question subtitles, and summary before reading. Further, according to Piaget [21], the generation of the schemata is a process of cognitive assimilation by integrating perceptions, concepts, or new experiences into the scheme or pattern already in the minds of students.

b. Reader Response to the Author's World View

The reader's response to the author's world view in *Teen Student of Moslem's novel*, by looking at the phenomenon of the tradition of writing Islamic fiction. The tradition of Islamic fiction writing can not be separated from the existence of the short story magazine *Annida* and the author's organization Pen Circumference Forum (Lingkar Pena Forum) in Indonesia. And continued by publisher Matapena Yogyakarta, novelist Zaki Zarung's early journey as a novelist was once a member of Matapena Publisher.

Matapena community is a literacy community born from the tradition of reading and writing among Student at Moslems Boarding School. Starting from the publication of 6 pop novels of Moslem Boarding School In Indonesia, as *Teen Student of Moslem (Santri Baru Gede)* by Zaki Zarung, *Skating Prince* by Mahbub Jamaluddin, (*Teen Student Moslem Geeky*) Santri Semeleketete by Ma'rifatun Baroroh, *Song of Poetry Poet* by Pijer Sri Laswiji, *Forbidden to Fall in Love* by S. Tiny, and *Balls of Teen Student Moslem (bola-bola Santri)* by Shachree M. Daroini. The novels were published by Matapena in August 2005.

The reader's response questions were, how many were published to novels and how many had been filmed. Try to

describe the beginning of the first novel published, year published, and the name of the publisher and the films that have been asked. The next step readers are invited to recognize the author's biography.

Finally, by looking at the idea of writing a novel *Teen Student of Moslem* as a work of Islamic fiction. The presence of Islamic fiction can have an impact on the formation of the religious nature of the nation because the issues concerning human understanding of religion and all forms of its teachings can be used as a source of creation of literary works and the work by readers can be used as a source of knowledge, understanding, and inspiration for life.

c. Reader Response to Character Figures

Zaki Zarung creates to the novel *Teen Student of Moslem* innovative methodology in introducing the story exemplary Raha's figure. Where the story was presented beautifully, served overlapping with the love story of today. Findings data, "*Raha and Bayu are close friends. They like to write. So no wonder they agreed to make a wall magazine in the Boarding School of Moslem. They named Qama Zaid. That is, Zaid is standing. The point is that their wall magazines are always tough and stand firm. They invite Said who is skilled at drawing as layouter and illustrator and Kolel as public relations concurrently treasurer. This activity is fully supported by Boarding School of Moslem institution. In fact, got funding all. Although not enough but, enough for once rises plus the consumption of the crew*[22].

At this stage, the teacher invites students to respond to the following statements, as (1) how you respond to overlapping story statements?, (2) The presence of novel *Teen student of Moslem* is very fitting with the development of the Islamic world today.

Therefore, the teacher directs the students to respond to the statement and findings data on Raha's conception of the novel of *Teen Student of Moslems* by Zaki Zarung. The teacher invites students to study other figures, such as how the conception of the character of Kolel, Bayu's figures, Said, and Mr. Oji. Finally, the teacher directes students to find data in the form of narrative monologue, dialogue in the novel *Teen Student of Moslem* which he has read.

d. Reader Response to Raha's Figure the Struggle of Islam

The teacher invites the students to find data about monologues, dialogue, and sentences that reinforce narrative struggle figure Raha. Through the sincerity of Raha struggle as the following data. "*Okay, okay, I keep your secret. Surely you want to be seen as an ordinary person without seeing you as a teen Moslem student. You do not want the worth to be holy. But you want to show that this is me who claimed to be a Muslim and apply according to rule of Islam. Because you are a teen student moslem, and a person who claims to have an Islamic religion. Of course, not? "Mr. Oji smiled. Raha wondered, why did Mr.Oji guesses almost everything right?*[23].

Finally, the teacher invites students to recognize Raha's figure of persistent struggle for Islamic values. As the following data, "Raha is still preoccupied with his book again interrupted, "So do not have to date, so it does not make dizzy, so dating," said Raha who responded coldly by Said [24].

Raha figure highly upholds the values of Islam and fight for it especially concerning the life of adolescents such as courtship. Raha's friends are ignorant of the value even though it is clear that the courtship is prohibited by Islam. Raha's figure tried to fight for the value despite having to argue with his own friend.

e. Feedback

Based on the above description, it can be said that the learning of novel is an active process which involves many factors. The involvement of these factors is to gain an understanding through the process of interaction between the reader and the reading in the reading event. The reader should be able to process the information, thus generating sense. Various aspects of these abilities are interrelated, so, to understand one aspect required the ability of understanding of other topics. Thus, the component components required for the learners of the reader response are integrated and intact.

Gillet [25] said that the reader should have the ability of setting, the structure of text, and the search for information actively. It defines the reader's response activities as actively seeking meaning by using knowledge of the world and the text, to understand every new thing to read. Gillet, Golinkoff via Harris [26] mentions three main components of the reader's response activity: lexical access (meaning to a person's printed word), and reading organization, defined as an attempt to gain greater meaning from the unit, which is small, for example in a single word.

The essence of the opinions of these two experts implies an assumption that reading is merely a means of gaining wider information. This, they emphasize the importance of background knowledge of the reader in finding information and giving meaning to the content of reading.

4. Concluding Remark

Assessment of skills and answers to questions of students, taken during the course of learning activities and also through the results of discussion questions and answers of students conducted during the learning. Therefore, in assessing the ability to ask and respond to student questions, the assessor is equipped with guidelines for interpreting the research results.

Assessment of results can be done in two ways, globally (intact) and analytically. A global assessment is an assessment built on the impression (impression) of the teacher on the object being assessed. Reaction, analytic judgments are assessments that use the details of respectful aspects as guides.

References

- [1] Chaika, Elaine. 1982. *Language the Social Mirror*. Massachusetts, USA: Newbury House Publishers.
- [2] Wardhaugh, Ronald.1987. *Languages in Competition. Dominance, Diversity and Decline*. Oxford: Basic Blackwell in association with André Deutsh.
- [3] Cook, Guy. 1989. *Discourse*. Oxford: Oxford University Press.
- [4] Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). "A simplest systematics for the organization of turn-taking for conversation." *Language*, 50, 696-735.
- [5] Chaika, Elaine. 1982. *Language the Social Mirror*. Massachusetts, USA: Newbury House Publishers.
- [6] Cook, Guy. 1989. *Discourse*. Oxford: Oxford University Press.
- [7] Taylor, Insup and Taylor M. Martin. 1990. *Psycholinguistics: Learning and Using Language*. USA: Prentice-Hall, Inc.
- [8] Herbert, R. K. 1990. *Language in Society*.Cambridge: Cambridge University Press.
- [9] Mey, Jacob L. 1994. *Pragmatics: An Introduction*. Oxford: Blackwell Publishers.
- [10] Herbert, R. K. 1990. *Language in Society*.Cambridge: Cambridge University Press.
- [11] Halliday, M.A.K. and Hasan, Ruqaiya. 1985. *Language, Context, and Text :Aspek of Language in a Social-Semiotic Perspective*, Victoria 3217; Deakin University.
- [12] Hatch, Evelyn. 1992. *Discourse and Language Education*. Front Cover · Evelyn Hatch. Cambridge University Press.
- [13] Parera, Josh Daniel. 1986. *Educational Linguistics: Approaches, Concepts, and Theories of Language Teaching*. Jakarta: Erlangga Publisher.
- [14] McQuillan, Martin. 1999. *Introduction: There No such Thing As Reader Response Theory, in Literary Theories A Reader & Guide*, edited by Julian Wolfryes. Washington Square, New York: New York University Press. Page. 139.
- [15] Widoroyekti, Barokah. 2000. *Improvement of Critical Reading Ability with Guiding Inquiry Questions for Reading at Vth Class Sumbersari Elementary School III Malang*. Thesis Unpublished. Malang-Indonesia: Postgraduate Programs. State University of Malang.
- [16] Hanafi, Hilaluddin. 2000. *Language Characteristics of Teachers in Interaction of Indonesian Language Teaching Class in Elementary School*. Dissertasion Unpublished. Postgraduate Program. State University of Malang- Indonesia.
- [17] Zarung, Zaki. 2012. *Santri Baru Gede (Teen student of Moslem)*. Yogyakarta-Indonesia: Matapena Publisher.
- [18] Rhodes, L.K. & C.D. Marling. 1988. *Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students*. Denver: University of Colorado.
- [19] Tompkins, G. E., danHoskinsson. 1991. *Language Arts, Contents and Teaching Strategies*. New York: Macmillan.
- [20] Piaget, J. 1977. *The Essential Piaget*. ed by Howard E. Gruber and J. Jacques Voneche Gruber, New York: Basic Books.

- [21] Zarung, Zaki. 2012. *Santri Baru Gede (Teen student of Moslem)*. Yogyakarta-Indonesia: Matapena Publisher. Page 9-10.
- [22] Zarung, Zaki. 2012. *Santri Baru Gede (Teen student of Moslem)*. Yogyakarta- Indonesia: Matapena Publisher. Page 106.
- [23] Zarung, Zaki. 2012. *Santri Baru Gede (Teen student of Moslem)*. Yogyakarta- Indonesia: Matapena Publisher. Page 15.
- [24] Gillet, Jean Wallace; Temple Charles. 1994. *Understanding Reading Problems: Assessment and Intruction Fourth Edition*. New York: Harper Collins Callege Publishers.
- [25] Harris, A.J. Edward R. Sipay. 1980. *How to Increase Reading. Ability*. New York: Longman.

