



---

**Analysis of Didactic Aspects In a Novel Titled the Witches by Roald Dahl**

**Mu'thia Mubasyira**

Faculty of Language and Art – English Language Study Program English Education  
Department University of Indraprasta PGRI Jakarta

Email : [muthia.mubasyira@yahoo.com](mailto:muthia.mubasyira@yahoo.com)

---

**Article Info**

Article History:

Received: October 28, 2020

Revised: November 13, 2020

Published: December 2020

e-ISSN: 2654-2528

p-ISSN: 2623-2324

DOI: 10.5281/zenodo.4314360

---

**Abstract:**

The didactic aspects can be found in various sources including in a novel. The focus of this study is to analyze cognitive, psychomotor and affective aspects in the novel. The purpose of this study is to further find out and analyze the didactic aspects contained in the novel entitled *The Witches* written by Roald Dahl. This study uses a descriptive qualitative approach with didactic/educational analysis.. In addition this study also aims to determine the grouping of didactic aspects based on Bloom's theory which consists of three aspects namely cognitive, affective, and psychomotor. Three aspects could not stand alone. It must be integrated each other. This research is considered as qualitative research and uses descriptive analysis to perform the result data. Novel found 75 didactic quotation aspects consisting of cognitive aspects of 21 findings or 28 %, affective aspects of 21 findings or 28% and psychomotor aspects of 33 findings or 44 %. The implication of this research findings are therefore, the discovery of novel psychomotor aspects of research results is greater than affective and cognitive, so educators need to consider the use of this novel as teaching material related to motion, physical fitness and others.

**Keyword:** *Didactic, novel, literature*

---

**INTRODUCTION**

The literary value of the novel contains a broad and diverse educational value. This can be seen from the results of several studies conducted. Research conducted by Intan Saraswati in 2014, which analyzed a novel entitled *Lalita* shows, this novel contains educational values consisting of religious, moral, social and cultural education. This was also done by Yanis Erlina et al in 2016, who analyzed a novel entitled *Father Endlessly Loves Kirana Kejora's* work, showing novels that contain religious, moral or ethical, social, aesthetic, and cultural / customary values. Based on the results of research on the results of research conducted the need for research conducted for

cognitive, affective and psychomotor assessments. Novels that have educational value cannot be separated from the literary values contained in the novel itself and Literary works that can be used as media for learning literature there are several types, such as novels, short stories, poems, rhymes, and others Erlina, Y dkk (2016).

Literature can be understood as a work as well as the culmination of a culture of society that is able to educate humans from time to time. As in a history of human thought and civilization. Some countries mentioned as ancient civilizations in the world are never separated from the development of literature. In fact, before science led the world civilization, literature had stood up earlier to establish the momentum of human civilization, so reason and ratio must be balanced with a good personality so human civilization does not rolled into the wrong direction. Djiwandono, P. I. (2014).

Literary works at that time could be manifested through heroic stories and literary works capable of inspiring generations of Indonesian people to inspire human development and progress with various aspects of education in literary works that contain values in education, morals, humanity, ideology and others. . Literary works in the form of fiction, such as novels, always has a variety of stories, goals in the stories contained in it, and belated educational values, Saraswati, I. (2014). Each novel basically carries the mission of how to present the message and the value it contains to the reading community. Therefore, each novel certainly has a condition for the values of building soul and education for the process of human maturity. One of the values contained in the novel is educational or didactic values.

It is understandable that the didactic aspects often appear in every novel. This is because education is an inseparable part of human life. How important didactic power is to a human being so that his degree and human dignity are very much determined by his educational factors.

Education does not have to always go through a formal process such as school or madrasa. Novels are also a good way to make choices to become educated humans. Gaining knowledge (cognitive), appreciation (affective) and experience (psychomotor) can be through novels.

Roald Dahl through a novel called *The Witches* invites children to imagine about the world of witches. The main character 'I' in this novel is an orphan and raised by his grandmother. They often talk about witches. His grandmother told me about the characteristics of witches and said that witches really existed and they hated children. The witch tried to get rid of children in various ways. This novel seeks to give advice to children about the importance of protecting themselves from strangers who are just known and provide education to children so that they do not easily trust strangers.

This novel is rich in content of educational and moral values which are packaged in interesting writing to read and one of the requirements of a novel that can be said good is a novel that can make the reader feel inside story and can dissolve in the story being told , Saraswati I ( 2014) . For this reason, the writer tries to raise the theme of this education in writing a research entitled didactic analysis in a novel called *The Witches* by Roald Dahl

## **LITERATURE REVIEW**

### **The Nature of the Didactic Aspect**

The didactic element is related to efforts to change in a person. Therefore, changes can occur through the learning process. Slameto (2010,p.2) states that "Education in the perspective of learning is a process of effort by someone to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment."

According to Tirtarahardja (2008,p.34), didactic is defined as a systemic and systemic activity directed at the formation of the learner's personality. Systemic because the education process takes place through stages (procedural) and systemic because it takes place in all situations and conditions.

Based on RI Law No. 2 of 1989 (Tirtarahardja, 2008,p.129) didactic is a conscious effort to prepare students through guidance, teaching and or training activities for their role in the future. Whereas Mudyhardjo (2010,p.11) argues that:

Didactic is a conscious effort made by the family, community and government through the activities of guidance, teaching, and / or training, which take place in school and outside of school for

life, to prepare students to be able to play a role in various environments in the right time which will come.

According to Shah (2010,p.10), didactics can be interpreted as a process with certain methods so that people gain knowledge, understanding and ways of behaving in accordance with needs. According to Bloom, educational goals are divided into three domains, namely:

1. Cognitive Domain (Cognitive Domain), which contains behaviors that emphasize intellectual aspects, such as knowledge, understanding and understanding of thinking. In the cognitive realm there are six aspects or levels of the thought process, from the lowest level to the highest level. The six levels in question are:
  - a. Knowledge / memorization (knowledge) is the ability of a person to recall or re-recognize names, terms, ideas, formulas and so on without expecting the ability to use them.
  - b. Understanding is the ability of a person to understand or understand something after something is known and remembered. In other words, understanding is knowing about something and being able to see it from various aspects.
  - c. Application is the ability of a person to apply or use general ideas, procedures or methods, principles and so on in a new and concrete situation.
  - d. Analysis (analysis) is the ability of a person to detail or describe a material or situation according to smaller parts and be able to understand the relationship between the parts with one another.
  - e. Synthesis (synthesis) is a process that combines parts logically so that they are transformed into a new structured or patterned pattern.
  - f. Assessment / appreciation / evaluation (evaluation) is the ability of a person to make a judgment about a condition, value or idea.
2. Affective Domain contains behaviors that emphasize aspects of feelings and emotions such as interests, attitudes and ways to adjust. The affective domain is a domain that is related to attitudes and values. The affective domain includes behavioral traits such as feelings, interests, attitudes, emotions and values. The affective domain is divided into five levels, namely:
  - a. Receiving or attending. At this stage students are fostered so that they are willing to accept the values taught to them and they want to incorporate themselves into that value or identify themselves with that value.
  - b. Responding is the ability a person has to actively involve himself in certain phenomena and react to them.
  - c. Valuing is giving an appreciation of an activity or object so that if the activity is not carried out it will bring loss or regret.
  - d. Organizing is the development of values into one organizational system, including the relationship of one value with another value, the stabilization and priority of the value it has.
  - e. Characterization by evaluate or value complex, which is the integration of all value systems that have been owned by someone, which influences his personality patterns and behavior.
3. Psychomotor Domain (Psychomotor Domain) is a domain related to the ability to act after a person has received a certain learning experience. Psychomotor learning outcomes expressed by Simpson who stated that psychomotor learning outcomes appear in the form of individual acting abilities.

Based on the explanation above, it can be concluded that the didactic element can be a learning media for the reader in gaining inner and aesthetic experiences and guiding a person to develop all his potential so that he reaches a better quality of self. The didactic element teaches everything that is beneficial to human life and improves the quality of human life.

## The Nature of Literature

According to Faruk (Zulfahnur, et al, 2007,p.5) revealed that the notion of literature at first was very broad, including various activities and results of written language activities. Along with the widespread habit of reading and writing to various environments, literary understanding also narrows into all the activities and results of imaginative language activities, both in terms of life depicted in them, and in terms of the language used to describe life.

Based on this opinion it can be seen that there are specific goals that are carried out consciously by the authors of these literary works. The goals to be achieved are aesthetic goals.

Abrams (Wiyatni, 2006,p.16) argues that based on objective theory, literature is defined as works of art that are autonomous, independent, free from authors, reality or readers. Based on expressive theory, literary works are seen as literary expressions, as an outpouring of feelings or overflowing feelings and thoughts of writers or as a product of literary imagination that works with perceptions, thoughts or feelings. Meanwhile, pragmatic theory reveals that literary works are seen as a means to convey certain goals, for example values or teachings to the reader.

According to Wellek and Warren (Luxembrug, et al, 2006,p.14) explained that there are several literary understandings. First, literature is everything that is written and printed. Thus, everything that is written including medical science, social science or whatever is written is literature. Second, literature is limited to masterpieces, which are books that are considered prominent because of their literary form and expression. In this case, the story used is aesthetically combined with scientific value. Third, literature is applied to literary art, which is seen as an imaginative work.

According to Semi (2012,p.1) argues that literature is one branch of art that has always been in human civilization since thousands of years ago. Language (words, style of language) used in books that are not everyday language.

From the explanation of the above theory, it can be concluded that literature is a form and result of creative art work whose object is human and its life by using language as its medium. Literature as a creative art uses humans and all kinds of aspects of life, literature is a medium for conveying ideas, theories or systems of human thought.

## The Nature of the Novel

The novel presents the results of thought through the form of images, concrete human experiences in the form of long stories. The novel is an attempt to describe, embody, concretize one's subjective experience. From this a literary work is determined by its value, whether it embodies light and superficial experiences in life or it manages to show aspects of new, fresh, authentic and important aspects of life.

The object of storytelling is often sourced from the phenomenon of human life with various problems and conflicts that accompany it. The author of the novel seeks to arouse the reader's mind by presenting stories in the novel related to real life in society. This is so that the reader can take lessons from the events told in the story in the form of a novel.

Based on the explanation above, it can be concluded that the novel is a literary work in the form of prose. Novels have developed rapidly up to now and are widely favored by literary readers. Novels can be said to be the most popular literary works today. The novel contains a very complex story as an expression of the author's feelings about the conditions of life that he faces or becomes his anxiety

## RESEARCH METHODOLOGY

This study uses a descriptive qualitative approach with didactic/educational analysis by using Bloom's theory. According to Moleong (2007,p.6) what is meant by descriptive qualitative research is research to understand phenomena about what is experienced by research subjects holistically and in a descriptive way in the form of words and language, in special natural contexts and by utilizing various methods scientific.

## Instrument

This research is to analyze the novel, the research needs a good instrument to get the data. Such as a book, and the novel *The Witches* By Roald Dahl and other instrument for this research is human's instrument because it is the only instrument that is capable in doing this task. So, the researcher herself is the main instrument to collect and analyze the data from the novel.

## Data Collecting and Analysis Technique

The research technique used is content analysis (content analysis). According to Kelvin (2012,p.72) said this analysis technique is the most common and abstract qualitative data analysis technique. This technique includes efforts to classify the symbols used to communicate using the criteria in the classification and use certain analytical techniques to make predictions. This method includes methods that emphasize the context and content contained in the contents of the text and the overall text contained in the novel.

## FINDING AND DISCUSSION

Data analyzed were didactic elements in Roald Dahl's novel *The Witches*, which consisted of cognitive, affective and psychomotor aspects. Based on the research findings that the author will convey, the author will take a sample based on the focus contained in the novel *The Witches* by Roald Dahl, totaling 208 pages. This research emphasizes aspects of extrinsic studies that focus on didactic or educational studies.

The explanation of didactic aspects in the novel entitled *The Witches* by Roald Dahl can be seen in the following table:

Table.1 . Didactic Aspects

No	page	Article of Novel	Cognitif	Afektif	Psikomotor	Discuss
1.	7	Withches always wear silly black hats and black cloaks, and ride on broomsticks	√			Refer to knowledge
2.	7	Real witches dress in ordinary clothes and look very much like ordinary women		√		Valuing other and receiving valuing
3.	8	A real witch gets the same pleasure from squelching a child as you get from eating a plateful of strawberry and cream.			√	Basic fundamental or acting ability
4.	8	Then the witches stalks the wretched child like a hunter stalking a little bird in the forest			√	Action ability
5.	9	A witch, you must understand, does not knock children on the head or stick knives into them or shoot at	√			understanding

		them with a pistol				
6.	9	She can make stones jump about like frogs and she can make tongues of flame go flickering across the surface of the water.			√	Action or kinesthetic ability
7.	9	A witches is always a woman	√			understanding
8.	9	A ghoull is always a male	√			understanding
9.	10	What makes her doubly dangerous is the fact that she doesn't look dangerous	√			Analysis
10.	10	She might be the lady with the dazzling smile who offer you a sweet from a white paper bag in the street before lunch		√		receiving values
11.	12	The Norwagians know all about witches, for Norway, with its black forests and icy mountains, is where the first witches came from	√			knowledge
12.	14	You won't last long in this world if you don't know how to spot a witch when you see one		√		Responding
13.	16	She took Ranghild by the hand and led her away.			√	Skill movement
14.	18	That's Solveg feeding the ducks			√	Action and acting ability
15.	20	I gazed up at my grandmother who sat there like some ancient queen on her throne.			√	Action and acting ability
16.	28	To me you are smeeling like raspberries and cream		√		Valuing other
17.	28	So if you see a woman holding her nose as she passes you in the street that woman		√		Valuing other

		could easily be a witch				
18.	34	It is something you write before you die			√	Acting ability and basic fundamental
19.	35	There are not as many witches in England as there are in Norway	√			Understanding
20.	36	You're making me nervous, Grandmamma		√		respond the value
21.	37	Although I have heard it said that over there the witches are able to make the grown-ups eat their own children			√	Ability
22.	39	Witchophiles all over the world have spent their lives trying to discover the secret Headquarters of The Grand High Witch.	√			Understanding and knowledge
23.	40	Rumour has it that there is a machine in her headquarters which is exactly like the machine the government uses to print the bank-notes you and I use.	√			Analysis
24.	41	My grandmother gave me a long and very severe look		√		Receiving value
25.	43	I noticed she had black gloves on her hands and the gloves came nearly up to her elbows.		√		Responding the value
26.	46	She led me into the house and gave me a cup of hot cocoa with lots of sugar in it.			√	Basic ability
27.	49	I flew up the stairs and burst into my grandmother's room and threw myself into her arms.			√	Acting basic ability
28.	50	Within a week, my grandmother was thumping around the house with her gold-topped cane and			√	Action and acting ability

		interfering with Mrs Spring's cooking.				
29.	52	Then I taught them to climb up the back of my neck on to the top of my head.			√	Action and acting ability
30.	54	I decided to seek a safer place where I could carry on with the training.	√			Application,determine
31.	57	I tiptoed to the back of the room and settled my self on the thick green carpet behind the big screen.			√	Action and acting ability
32.	60	I was about halfway through Mary's training when suddenly I heard voices outside the Ballroom door.		√		Receiving valuing
33.	63	She was wearing a wig! She was also wearing gloves! I glanced swiftly around at the rest of the now seated audience			√	Action and acting ability
34.	65	She looked quite young, I guessed about twenty-five or six, and she was very pretty.		√		valuing
35.	68	Her voice, I noticed, had the same hard metallic quality as the voice of the witch I had met under the conker tree, only it was far louder and much much harsher.		√		Responding other
36.	70	There now appeared in front of me row upon row of bald female heads, a sea of naked scalps, every one of them red and itchy-looking from being rubbed by the lining of the wigs		√		Responding other
37.	73	I saw the witches all			√	Action and acting

		looking at one another with deeply troubled expressions.				ability
38.	81	I'm quite sure they all thought, as I did, that the terrible white-hot sparks were about to start flying again.		√		Responding other and valuing
39.	84	The Grand High Witch stretched her stringy neck forward and grinned at the audience, showing two row of pointed teeth, slightly blue.			√	Action and acting ability
40.	88	My only hope, as I saw it, was the fact that I hadn't washed for days.		√		Responding other and valuing
41.	89	The mice were there all right, two of them, running around near The Grand High Witch's skirts.			√	Action and acting ability
42.	92	Give us the recipe, O Brainy One! cried the audience impatiently, tell us the secret.		√		Responding other and valuing
43.	99	A small boy wearing a white tee-shirt and grey shorts and gymshoes entered the room.			√	Action and acting ability
44.	106	The Grand High Witch stood on the very centre of the platform, and those dangerous eye of hers travelled slowly around the audience of witches who were sitting so meekly before her.			√	Action and acting ability
45.	108	She held it up and shouted, In this tiny bottle is five hundred doses of Mouse-Maker!	√			knowledge
46.	113	They rushed at me then, and about five of them grabbed me by			√	Action and acting ability

		the arms and legs and lifted me clear off the ground.				
47.	118	I wasn't seriously expecting that I would be able to speak at all now that I had become a mouse.			√	Action and acting ability
48.	122	Bruno considered this for a moment. I think that my father is going to be a bit put out.		√		characterization
49.	124	My grandmother's room and my own were on the fifth floor.	√			Knowledge
50.	125	Her face turned even paler than marble and her eyes were stretched so wide I could see the whites all around them.		√		valuing
51.	127	My grandmother took a new long black cigar out of a case in her handbag and put it in her mouth.	√			Knowledge
52.	129	I could see the old glint of excitement slowly coming back into my grandmother's eyes and all of a sudden she sat up very straight in her chair.	√			Understanding
53.	130	So then I told my grandmother about the Delayed Action Mouse-Maker and when I came to the bit about turning all the children of England into mice.	√			knowledge
54.	133	All the rooms in the Hotel Magnificent had small private balconies.	√			Analysis
55.	136	She carried me back into my own bedroom and went out once again on to the balcony.			√	Basic fundamental or acting ability

56.	137	My grandmother hustled me back into my own bedroom and out on to the balcony	√			Knowledge
57.	137	I jumped out of the sock and ran into The Grand High Witch's bedroom.			√	Basic fundamental or acting ability
58.	138	As far as I could see, the room was tidy enough.	√			Understanding
59.	141	Suddenly The Grand High Witch's face came into view, peering under the bed.	√			Knowledge
60	144	The door was opened and then I saw a whole lot of feet and shoes beginning to enter the room.	√			Knowledge
61.	147	My grandmother carried me back into her own bedroom and put me on the table.			√	Basic fundamental or acting ability
62.	152	At this point, my grandmother's patience came to an end.		√		valuing
63.	155	My grandmother stared at me.	√			knowledge
64.	156	I shall then release you under the table together with the precious bottle and from then on you'll be on your own.		√		Responding other and valuing
65.	158	Bruno was in the bowl finishing that fourth banana.			√	Basic ability
66.	159	My grandmother picked up her walking-stick and out she went into the corridor to the lift.			√	Refer to ability and activity
67.	166	But first I must somehow get across to the other side of the kitchen and then up on to the middle shelf.			√	Acting ability
68.	179	Mr Jenkins came striding up to our		√		Responding other and valuing

		table with a very purposeful look on his face.				
69.	182	Knives and forks and spoons had been put down and all over the palce heads were turning round to stare Mr Jenkins as he stood there spluttering and shouting.			√	Basic ability
70.	184	Suddenly all the other witches, more than eighty of them, were beginning to scream and jump up out of their seats as though spikes were being stuck into their bottoms.			√	Acting ability and psysicall skill
71.	186	In another few seconds, all the witches had completely disappeared and the tops of the two long tables were swarming with small brown mice.			√	Perceptual skill
72.	191	She got a carpenter to put together a number of slim tall stepladders and she placed one of these against each table in the house so that I could climb up whenever I wanted to.			√	Acting ability
73.	193	My grandmother made me a tiny toothbrush, using a matchstick for the handle, and into this she stuck little bits of bristle that she had snipped off one of her hairbrushes.			√	Acting ability
74.	198	For supper that evening my grandmother had a plain omelette and one slice of bread.			√	Basic fundamental

75.	199	I was looking up at her face when she said this, and all at once I noticed that a little secret smile was beginning to spread slowly around her eyes and the corners of her mouth.		√		responding
-----	-----	--	--	---	--	------------

In accordance with the results of the above table, it can be seen a recapitulation of cognitive aspects consisting of knowledge, understanding, application, analysis and affective consisting of acceptance, response, success, character and psychomotor from the novel in accordance with the discussion of the following theory :

No	Aspect	Didactic aspect	Taxonomy Bloom	Prosentase
1	Kognitif	21	Knowledge : 11 Understanding: 6 Application: 1 Analysis: 3	28 %
2	Afectif	21	Receiving : 3 Responding : 9 Valuing : 8 Characterization : 1	28 %
3	Psikomotor	33		44%
	Total	75		100%

From the recapitulation table above, it can be seen that psychomotor aspects are greater than cognitive and affective aspects, psychomotor aspects, it can be concluded that the didactic element can be a learning media for the reader in gaining inner and aesthetic experiences and guiding a person to develop all his potential so that he reaches a better quality of self. The didactic element teaches everything that is beneficial to human life and improves the quality of human life. Furthermore Sagala, (2010,p.12) said "Psychomotor is the ability that prioritizes physical skills consisting of perception, readiness, complex movements, adjustment of movement patterns . In this case it better educators need to consider the use of this novel as teaching material related to motion, physical fitness and others.

Cognitive aspects need to be individualized in learning. That is, in the learning process, the treatment of individuals must be based on cognitive development (Sutarto, 2017,p.1), which contains behaviors that emphasize intellectual aspects, such as knowledge, understanding and understanding of thinking. In the cognitive realm there are six aspects or levels of the thought process.

Meanwhile educators also need to look at the affective of students. Affective affects the quality of learning and learning outcomes. In this case the affective aspect is positioned for the assessment of the process and learning outcomes that must be carried out on an ongoing basis, so it is expected to help teachers to make improvements to learning that are more optimal. This is consistent with Allan C. Orastein 's opinion which emphasizes the assessment of learning outcomes through affective taxonomy, which includes five stages (receiving, responding, valuing, organization, and characterization).

## CONCLUSION

Didactic aspects based on Bloom's theory can be divided into three namely cognitive, affective and psychomotor aspects. In the novel titled The Witches found 75 didactic aspects consisting of cognitive aspects of 21 findings or 28 %, affective aspects of 21 findings or 28% and psychomotor aspects of 33 findings or 44%. The cognitive domain contains behaviors that emphasize intellectual

aspects such as knowledge, and understanding of thinking. The affective domain contains behaviors that emphasize aspects of feelings and emotions such as interests, attitudes, appreciation and ways of adjustment. While the psychomotor domain contains behaviors that emphasize aspects of motor skills such as handwriting, typing, swimming and operating machines. In this study, the greatest findings were found in the psychomotor domain of 33 findings or 44 %. In this case it better educators need to consider the use of this novel as teaching material related to motion, physical fitness and others

## ACKNOWLEDGEMENT

This research was able to be carried out thanks to the support of fellow lecturers, especially those who helped directly or indirectly until the publication of this article. Do not forget the colleagues who were taking the doctoral lecturer group S3 program such as , Hugo Aries Suprpto, Dellia Mila Vernia, Sigit Widiyarto, Sepni Yanti, Lusiana, and so on. Hopefully all colleagues were given a smooth and successful .

## REFERENCES

- Ati, A. P., & Widiyarto, S. (2019). Peran Literasi Bahasa Dalam Meningkatkan Minat Baca Dan Menulis Pada Siswa Smp Kota Bekasi. *Basastra* 9(1), 105 - 113.
- Allan C. Orastein, Curriculum: Fondations, Principle, and Issues, (USA: Perason Education, 2009), h. 230
- Djiwandono, P. I. (2014). Pengembangan Pembelajaran Sastra Lokal untuk Membangun Karakter Positif Anak Sekolah Dasar. In *Proceeding of Seminar NAsional Paramasastra (1-16)*. Surabaya: Universitas Negeri Surabaya.
- Erlina, Y., Rakhmawati, A., & Setiawan, B. (2017). Kajian psikologi sastra, nilai pendidikan, dan relevansinya sebagai materi ajar sastra di SMA pada novel Ayah Menyayangi Tanpa Akhir karya Kirana Kejora. *BASASTRA*, 4(1), 203-216.
- Hamonangan, R. H., & Widiyarto, S. (2019). Pengaruh self regulated learning dan self control terhadap hasil belajar Bahasa Indonesia. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 7(1), 5-10.
- Iskandar. (2013). *Metode Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*. Jakarta: Gaung Persada Press.
- Kenny, W. (1996). *How to Analyze Fiction*. New York: Monarch Press.
- Lubis, F. W. (2018). Analisis Diskriminasi Pada Novel “Amelia” Karya Tere-Liye. *Journal of Science and Social Research*, 1(1), 53-59.
- Luxemburg, Jan Van. (2006). *Tentang Sastra*. Jakarta: Intermedia.
- Moleong, Lexy J. (2007). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mudyhardjo. (2010). *Cerdas Bahasa Cerdas Komunikatif*. Bandung: Widya Yrama.
- Priyatni, E.T. (2010). *Membaca Sastra dengan Rancangan Literasi Kritis*. Jakarta: Bumi Aksara.
- Rosadi, N., & Widiyarto, S. (2020). Character Development for Class IX Students through Critical Reading Activities at MTs Nurul Hikmah and Driewanti Middle School Bekasi, West Java. *KANGMAS: Karya Ilmiah Pengabdian Masyarakat*, 1(1), 8-12.
- Sunarmintyastuti, L., & Suprpto, H. A. (2020). Pengembangan SDM Melalui Minat dan Motivasi Santriwati pada Yayasan Taufidzul Qur'an Ar-Rahmani di Ciputat Tangerang Selatan. *JURNAL ILMIAH WAHANA PENDIDIKAN*, 6(2), 104-109.
- Supandi, A., Sahrazad, S., Wibowo, A. N., & Widiyarto, S. (2020). Analisis Kompetensi Guru: Pembelajaran Revolusi Industri 4.0. *PROSIDING SAMASTA*.
- Sutarto, S. (2017). Teori kognitif dan implikasinya dalam pembelajaran. *Islamic Counseling: Jurnal Bimbingan Konseling Islam*, 1(2), 1-26.
- Sagala, S. (2010). Konsep dan Makna Pembelajaran. Bandung: Alfabeta.
- Semi, M.A. (2012). *Metode Penelitian Sastra*. Bandung: Angkasa Press.
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.

- Saraswati, I. (2014). Novel Lalita Karya Ayu Utami (Kajian Psikologi Sastra dan Nilai Pendidikan). *Basastra*, 1(3).
- Sumardjo, dkk. (1997). *Apresiasi Kesustraan*. Jakarta: Gramedia Pustaka Umum.
- Suwandi, Sarwiji. (2012). *Serba Linguistik*. Surakarta: UNS Press.
- Syah, Muhibbin. (2010). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.
- Tirtarahardja. (2008). *Menggagas Manusia sebagai Penafsir*. Yogyakarta: Cakrawala.
- Widiyanto, S., Wulansari, L., & Hasanusi, F. S. (2020). Pelatihan “English Communicative” Guna Mempersiapkan SDM Berkualitas dan “Competitive”. *Intervensi Komunitas*, 1(2), 125-131.
- Widiyanto, S., & Ati, A. P. (2018). Penerapan English communication skill pada siswa SMP. *Abdimas Siliwangi*, 1(2), 75-80.
- Wahyuningtyas, dkk. (2011). *Sastra Teori dan Implementasinya*. Surakarta: Yuma Pustaka.
- Wiyatmi. (2006). *Pengantar Kajian Sastra*. Yogyakarta: Pustaka.
- Zulfahnur. (2007). *Teori Sastra*. Jakarta: Universitas Terbuka.