

Simplification of Teacher Aini's Novel by Andrea Hirata Based on the Theory of Structuralism Narrative Model Seymour Chatman

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Abstract

Learning Indonesian language in Higher Secondary School consists of the fields of language and literature. One of the activities of literary appreciation in schools is reading literature, but the restriction on literary reading material and the low interest of students in reading makes learning less optimal. Literary reading materials available in schools are novel forms that are considered less effective because they are too long and take a long time in reading. This research attempts to simplify the novel of Guru Aini by Andrea Hirata as well as his sympathy in the learning of Indonesian language. This research aims to uncover patterns and forms of simplification of Guru Aini novels as a means of strengthening learning reading literature based on the theory of narrative structuralism of the Seymour Chatman model. This research uses the Theory of Narrative Structuralization of the model of Seymour Chatman with a descriptive approach to analysis. The results of this research are a design of digital simplification novel of Professor Aini by Andrea Hirata with simplification events and exists in the novel. The findings in this study are a pattern of simplification based on the theory of the narrative structuralism of Seymour Chatman's model. The benefits of this research can provide new perspectives in the analysis of novel texts and the resulting simplification products can be a means of reading for teachers and learners in literary reading learning.

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INTRODUCTION

One of the literary activities that exists in the school is literary literature which then develops into literary appreciation. Literary valuation encompasses various stages such as activity of identification, activity of enjoyment, understanding activity, up to the activity in appreciation of a literary work. Learning with literature and literary analysis activities are one of the examples in literary evaluation. According to Sayekti (in Habibi, 2022) literary literature has the purpose of making ethical, aesthetic, and moral values more widely digged and implemented for a better life. However, there are so many things that ultimately cause literature literacy not to go well or even may be impaired. Learning literary appreciation has been boring, uninteresting, and monotonous. Students are also not invited to appreciate a literature including novels, Lubis & Nurelide (2019). Teachers in this matter have an important role to play in changing the boring perspective of literature with a professionalism supported by a multitude of things: (1) expertise, (2) commitment, and (3) skill, Zulaeha (2021).

Literary works are divided into three categories: poetry, drama, and prose. Poetry is divided into old poetry and modern poetry. Drama consists of various kinds ranging from singratar, melodrama, opera and other, while prose is split into old prose that includes stories, tambo, fairy tales, as well as new prose such as cerpen, novel, review. Prose is also referred to as fiction or narrative discourse, fiction is a story of design or fiction that does not refer to the truth of a history, prose is an imaginary work of the author that blends the problems of man, life, and life, Aziz (2021). Pertiwi (2023) stated that "One type of literary work is a novel. Novels consist of characters development, plot and setting".

According to Salfia (in Khoiriyah, 2020) the novel is a medium of removal of the writer's thoughts, feelings, ideas and ideas in responding to events in life around him. A simple definition of the novel was provided by Rozali (2018) which states that the novel is a portrait of human life studied in a long story. The novel by Andrea

Hirata contains the values of the struggle to the ideals of the character accompanied by the problems of life that can fade the spirit, but with courage and determination, Arumda (2023).

The main factor of literary learning failure is that there is no obligation to read literary books. There are also some other reasons, such as combining literary lessons with Indonesian language lessons that must require the teacher's competence in teaching two fields at once. The understanding and knowledge of the teacher's literature is also limited because it generally does not come from the discipline of literature, but language. In addition, the limited literary books available in the school libraries, the average quality of Indonesian language and literature textbooks is still low, limited learning media, as well as short learning time is also the cause of literary lesson learning maximum (Syahrul 2022).

Responding to the above problems requires an effort to meet the needs of literary learning materials. In addition, it is also able to satisfy the needs of reading materials that can attract the interest of reading or literacy of students. The challenge for teachers is also the same as the Wijayanti (2015) opinion that a teacher should also choose the right teaching material and according to the needs because the teaching materials or learning materials today are mostly only large lines of material. One that can answer these two questions is a novel simplification. Simplification of novels or can be said as literary reading material is the same as a textbook which seeks to facilitate learning for students. (Afandi, 2017).

Simplification is a process of simplification carried out with a particular theory that aims to make it easier for the reader to understand the meaning and message of the text written by the author or author in the form of books, novels, and story texts, or can also be understood as the process of the simplification to obtain a picture more easily and clearly of the author without having to read the whole of a text reading. (Nurhasanah, 2015). "A text simplification system usually replaces difficult or unknown phrases with simpler equivalents and transforms long and syntactically complex sentences into

shorter and less complex ones." (Sistem penyederhanaan teks biasanya menggantikan frasa yang sulit atau tidak dikenal dengan padanan yang lebih sederhana dan mengubah kalimat yang panjang dan rumit secara sintaksis menjadi kalimat yang lebih pendek dan tidak terlalu rumit). From this it can be understood that simplification makes a narrative or text easier to read and understand, but the meaning and basic information remains the same, Sagion. (dalam Wan, 2018).

Several studies on text simplification have been conducted by Gala (2018); Javourey-Drevet (2022); & Alkaldi (2023). Their research discusses the benefits of text simplification on life and learning. Simplification of text is useful to make it easier for the reader to understand what is to be read or has been read. Moreover, simplification of the text also helps readers who have difficulty understanding a reading. The three differences between such research and this research are differences in methods, subjects and sources of research. The only commonalities are research focused on simplification.

The novel of Guru Aini by Andrea Hirata was once also studied by Ginting (2022). In his research, he discussed the relevance of Andrea Hirata's novel Guru Aini to literary learning in high school. The method used was qualitative description. The results of the study showed the relevance or correlation of the novel of Guru Aini by Andrea Hirata in literary learning in high school. There is also the research of Nisa (2020); Nanda and Arifin (2022); Maulana R and Setyarum (2022), which discusses the novel about Guru Aani by Andrea hirata as a means in learning. The results of these three studies indicate that this novel by Andrea Hirata has positive results that can be used for learning means.

METHODOLOGY

Research on Simplification of Teacher Aini's Novel Andrea Hirata's work as a means of strengthening literary reading learning uses the theory of narrative structuralism of Seymour Chatman's model. The research uses a mixed

method with John Creswell's Exploratory Sequential Design. The design of this research method began with the collection of data, followed by the qualitative analysis of a data, then the data collection and quantitative analysis. It has the purpose of supporting the success of the results of the qualitative research that has been carried out, Fatwa (dalam Indrawan, 2021). Simplified novel composition based on the theory of narrative structuralism model Seymour Chatman consists of plot structure, physical structure, race, and gender relations, space and time structure and narrative transmission structure.

RESULTS AND DISCUSSION

Simplification of Guru Aini's novel Andrea Hirata's work is based on the analysis of the need for read material as a means of literary learning. The following will describe the simplification of Guru Aini's novel Andrea Hirata's work which includes (1) a pattern of simplification based on the theory of narrative structuralism of Seymour Chatman's model (2) a design of digital novel simplification, and (3) acceptance of novel simplification in learning.

1. Novel Simplification Patterns Based on the Theory of Structuralism Narrative Model Seymour Chatman

Aspects of the novel according to the theory of structuralism narrative Model seymour chatman are divided into events and existence. Events are acts and events in the novel, while existences include characters and consolidations, settings or backgrounds, currents and plot, as well as themes. Simplification of Andrea Hirata's novel "Master Aini" has been developed according to the need analysis of aspects of literary readability and in accordance with Seymour Chatman's Model Narrative Structuralism Theory. Thus, the simplified presentation of the novel does not change the mainstream and theme. Simplification lies in actions and events, characters and consolidations, as well as setting or background. Here's a streamline of novels based on the theory

of narrative structuralism of Seymour Chatman's model.



Diagram 4.1 Model of Novel Simplification Based on Theory of Narrative Structuralism Seymour Chatman Model

Based on diagram 4.1 explains that the theory in performing the novel simplification with the seymour chatman model consists of six main steps, i.e., 1) reading the whole, 2) recording the subtitle or sub-story of the novel of master Aini, 3) identifying the story core of each sub-history, 4) analyzing the idea/idea poo of the paragraph in the substory, 5) eliminating the

story/dialogue/persons that do not support the main stream, and 6) transforming some ineffective dialogue into a narrative form. Table 1 Studies of Relationship of Simplification of Teacher Aini's Novel" by Andrea Hirata Based on the Theory of Structuralism Narrative Model Seymour Chatman Studies theory of simplification performed:

Table 1 Study of the Relationship of Simplification of Teacher Aini's Novel" by Andrea Hirata Based on the Theory of Structuralism Narrative Model Seymour Chatman

Serving	Theory	Simplification done
1. Event		
a) Action	<ol style="list-style-type: none"> 1. read overall 2. record subtitles or sub-stories of Guru Aini's novel, 3. identify the core story of each substory, 4. analyze the core idea/ideas of paragraphs in substories, 5. remove stories or dialogues that do not support the mainstream, and 	Some of the characters' actions that did not support the mainstream were removed or changed to a short narrative.

	6. turn some ineffective dialogue into a narrative form	
b) Incident	<ol style="list-style-type: none"> 1. read overall 2. record subtitles or sub-stories of Guru Aini's novel, 3. identify the core story of each substory, 4. analyze the core idea/ideas of paragraphs in substories, 5. remove stories or dialogues that do not support the mainstream, and 6. turn some ineffective dialogue into a narrative form 	Some incidents that do not support the mainstream are eliminated; some incidents are simplified into narrative forms.

2. Manifestation

a) Characters and Strengthening	<ol style="list-style-type: none"> 1. read the whole 2. record the subtitles or sub-stories of Guru Aini's novel, 3. identify the characters involved in each substory 4. analyze the involvement of characters in events or actions, 5. remove some characters considered not to support the mainstream, and the main characters 6. change some ineffective dialogue into a narrative form 	<p>Characters who do not support the mainstream and the main characters in the story are eliminated.</p> <p>Simplified consolidation of language into a narrative form, but some consolidation that does not support the background of the character is not mentioned.</p>
b) Setting or Background	<ol style="list-style-type: none"> 1. read the whole 2. note the subtitle or sub-story of the novel of Guru Aini, 3. identify the setting or background in each substory 	The background that does not support the mainstream is not mentioned, adjusting to the actions and events included in the novel's simplification.

4. analyze the setup or background that corresponds to the mainstream of the story in every sub-history
5. the background is presented according to the actions of the characters and events in the novel that have undergone simplification.
6. the background of place, time, and atmosphere that does not support the mainstream is not created in the simplification novel

c) Circles and Plots	Cronological (Forward)	Flow	Cronological (progressive) is simpler	Flows
d) Theme	Education		Education	

Based on Table 1 paragraph 1.a on the simplification of novel acting aspects where the character performs various actions in detail in the novel, but on the novel simplification some acts of the character that do not support the mainstream are removed or changed into a short narrative. As can be seen in the following quotation.

"Traditionally, the best graduates have the privilege of being able to choose the location of placement. Can choose in the big city, can in the city of birth, can anywhere of your choice. "Thank you so much, Ma, I'd like to go to the lottery just like all my friends."

(Guru Aini, 8-9)

In that quotation, Aini's actions refused to take the privilege of being the best graduate universities to be able to choose job placement wherever described in the form of a dialog. To simplify the action, the simplification is changed to the narrative form as follows.

Because of the privilege of being the best graduate, Desi could actually choose where she would serve as a teacher. However, Desi still followed a lottery system that puts the fate of the graduates on the little papers that were voted for.

(Simplification of Guru Aini Novel)

Then, in addition to being changed from a form of dialogue to a narrative form, the process of simplifying actions is also done by shortening the narrative to be shorter.

Based on Table 1, paragraph 1.b of the novel on simplification of aspects of events that do not support the mainstream are eliminated and some events are simplified into narrative forms. Here is one of the simplifications in the aspect of the event that when Aini's mathematical skills began to improve, Mrs. Desi tested her by complaining about her skills with two other mathematics students in the class. This event is depicted in detail from the way Ms. Desi asked Aini to move on to work on matters, the class atmosphere of a quarrel when all the children

cheerfully supported their respective teachers, until Aini finally managed to quickly solve questions on the board and defeat both maths teachers. To simplify the event, here's a quote from the simplification of the novel that has been developed.

As Aini advanced and began to lower the formulas on the board, the class began to quarrel. Well, Aini, who ended up being sentenced to stand in the corner of the classroom when asked to work on the board, now becomes skilled to do the right thing. The students cheered and encouraged each other, so that the class began to quarrel and the people outside the class were surprised. The class was getting crowded with applause when Aini managed to solve the matter accurately and quickly.

(Simplification of Guru Aini Novel)

The event is an event that supports the main course of the story, so it is included in the simplification of the novel by reducing it to a short narrative. Events that have no influence on the course of the story have been eliminated, such as the event when one of the supporters named Djumiatur who mimicked Aini's actions for self-righteousness came to Bu Desi's house for intensive mathematical learning.

Based on Table 1, point 2.a on Characters and Strengthening. The example of the implementation of his assault on this Djumiatur character is not actually a character that is too supportive of the course of the story. So, this character didn't come up with a novel simplification. Djumiatur is a friend of mine, Aini, who sits on the back bench of Mrs. Desi's class. His story is just as a sweetener, for example, he was beaten when Aini was beaten, he got a beating from Mrs. Desi when his grade was not good, and finally got an inspiration when Aini succeeded in mathematics lessons.

In addition to the characters that do not appear in the novel simplification, the form of simplification is done by making the consolidation briefly expressed. For example, in the portrayal of the struggle character of Mrs. Desi who was initially a smart teenager with strong desires. He has been a teacher since

graduating from high school. Desi's character reinforcement is formed through the explanation of events and the interaction of characters with other characters.

Desi's mother asked the head of the school to persuade the teen Desi not to be a teacher, but she remained firm with her establishment. Although his mother was worried that Desi would be placed in a remote place after graduation, Desi still pursued a teacher's education at one of the leading universities. To describe Desi's character, this character consolidation is described in the form of a short narrative in a novel simplification as can be seen in the following quotation.

Desi Istiqomah is a 16-year-old teenager who is strong and hard to regulate. Although he was the smartest kid in his school who could choose any profession easily, he was determined to be a math teacher. Desi's desire to become a mathematics teacher began with her being inspired by Mrs. Marlis, her first math teacher in 3rd grade.

(Simplification of Guru Aini Novel)

The paragraph has been able to represent the strengthening of Desi's character because it has described his character explicitly. However, there are some Desi characters that are not described in detail in the novel simplification. This is because the events that occurred have been able to describe the character. For example, Desi's character as a tough and energetic mathematics teacher is described in the following novel simplification quotation.

The cold water boils in the glass, that's the situation Aini experienced in Mrs. Desi's class. Aini was asked to move forward to solve the matter, don't answer, he doesn't even understand the meaning of the question. She's got a little bit of shame on Mrs. Desi, and she's getting deeper and deeper. Based on Table 1 Point 2.b about setting or background. In the novel, the background is presented according to the actions of the characters and events. However, since the actions and events have been simplified, then the background also adjusts. A place background, a time background, and an atmosphere background

that does not support the mainstream do not emerge in the novel's simplification. It can be seen in the following quotation.

"Mrs. Desi," said Desi slowly to every student who approached her. Desi's getting more and more. He's got a certificate as a mathematics teacher; he's already got an appointment from the state as a teacher and as a civil servant. But it wasn't until that morning, when his disciples kissed his hands, that he really felt like a teacher. All the students entered the classroom. Desi stared at one by one of his students sitting tightly. He turned, and walked toward the board, and took the limestone, and wrote his first words on the board of mathematics; and he turned again and looked again upon his disciples with joy and pride and prepared to speak his first word to his first disciples in his first class.
(Guru Aini, 27-28)

The quotation describes the thrilling background when Desi first started his day as a math teacher. Desi was nervous but excited to start teaching in her first grade.

Desi, conscious of his confusion, immediately answered with a smile, "Mrs. Desi only, Ms. Desi." That day when she first stood in front of the class and greeted her students, Desi felt truly a teacher even though he had previously been certified as a teacher of mathematics and appointed as a civil servant.
(Simplification of Guru Aini Novel)

The quote has been able to describe the mood and feelings Desi felt when she started her first day as a mathematics teacher. In addition to the abbreviated atmospheric background, the other thing that is simplified is the time background. Here's one of the quotes that describes it.

A week, not less than a week, day and night, without a minute's pause, Aini was in the middle of a gundah of mixed gulana mixed doubts mixed gamas mixed scents mixed nerves mixed fear made a decisive decision that was communicated to the Duo Aljabaria, Enun and Sa'diah. During the week, she was constantly pressing to face Mrs. Desi and shouldered to her class, especially when she saw her father standing

helpless, but suddenly she felt very upset. Pessimistic feelings and fear of impunity rushed into his head; what if Mrs. Desi was exhausted? Considered a labyrinth student who doesn't know himself? He's a great mathematician, but he doesn't go to class! Then underestimated, tortured, expelled? What if the students of the choice in that class were rejecting it? Humiliating him? He's gonna be a duck kid targeted at the deer's cage. Then what if what Sa'diah was worried about happened? It's very likely because the standard of the class is much higher than that of Mr. Tabah. Well, that's a huge risk. It's hard to bear.

(Guru Aini, 76-77)

The quotation says that for a week Aini was worried about her decision. He wanted to move to Mrs. Desi's class to learn math instinctively, but on the other hand he was hesitant to confront the teacher. To simplify the timing of the events, here's a quote from the novel's simplification.

It's been a week since Aini was impressed with the decision she told her two friends. Sometimes he feels an overwhelming sense of optimism, especially when he sees his father lying helpless. However, the fear of Mrs. Desi's reputation also fosters unbeatable pessimism. What if Mrs. Desi's ass is all over her? Or is it considered an ignorant pupil who dares to face the greatest teacher while he doesn't go to class?

(Simplification of Guru Aini Novel)

The quotation has been able to describe for a week Aini feels worried about his decision to move to the class of Mrs. Desi. The events are told briefly without losing the background of the time and the main point of the mind path of the character Aini. who feels negligent, but at the same time worried. Background simplification is also done in the background place like in the following quotation when Aini was working on her first rehearsal after she was accepted in Ms. Desi's class.

That morning, Aini listened to the tears of limestone as Master Desi wrote about it on the board. Looking at number one, his stomach, which hurts every time he meets math, becomes more and more painful.

Question number two confused him. Question number three makes his legs and hands cold. Question number four is something from another planet. He doesn't even know which part of those numbers is in question. Question number five made him run away from the classroom and scream in the middle of the school courtyard. Question number six makes him hate himself. The issue of number seven made him want to sleep long, only to wake up hundreds of years later after in this world there is no more wicked mathematics. Question number eight makes him feel sorry to have been born to the face of this earth. After the issue of number 8, Aini felt that the curse of binary numbers still applied to him. I'm afraid he imagined being beaten up by Master Desi from that class. But then he's been looking at number nine. As soon as he turns his eyes to the number 10, the bigger his eyes are. Both of them are exactly the same as the ones he's been talking about!

(Guru Aini, 120-121)

The quotation tells about Aini working on a rehearsal in the classroom. Aini felt very confused when she looked at the issues that Mrs. Desi wrote on the board, but then she found two issues that she had talked about from last year's rehearsal. To summarize the events in the class, the simplification is done by removing parts that do not support the core of the story. Here's the result of the simplification of the novel.

Aini's getting more familiar with Nadirah and the date of the repeat is getting closer. That morning Aini was hot and cold to see Mrs. Desi write about number one on the class board. His stomach that always hurts every math lesson becomes more and more painful. The number two makes him confused, the number three even more, to the point that the number eight doesn't have a single point he understands. He doesn't even know which part of the numbers it's all about. Until she was surprised when Mrs. Desi got to

issue nine and ten. He was familiar with both of them because it was a good thing for him that it had been repaired from the paper he had borrowed. So, Aini, who had remembered the answer from the question, came to a coma and felt confident to do the two questions and did not answer the other questions.

(Simplification of Guru Aini Novel)

Based on Table 1, paragraphs 2.c and 2.d on the course, plot and theme which in the simplification of both aspects have not undergone significant changes. The plot used by the novel is the advanced stream, as in the simplification of the novel also uses the simpler forward stream. Then the last aspect is the theme, the theme in the novel and the novel simplification have not changed, because the theme is closely related to the main stream of the story.

With the simplification of the action and the event, the character and the consolidation, as well as the setting or background, then the course of this novel has become simpler. Leaving out some actions and events that do not support the main course of the story have affected the existence of characters or backgrounds that did not appear. In addition, some incidents and consolidation also through the process of simplifying language into a short narrative. It doesn't affect the course of the story, making it simpler and easier to understand.

3. Simplification Design of Aini's Teacher's novel

The simplification design of this novel consists of several parts, namely, the introduction, the content, and the closing.

a) Introduction

The introduction is the beginning of a novel that includes a cover or cover, preface, and list of contents.



Figure 1 Front cover, Prakata and List of Contents

In the novel simplification there is the front cover and the back cover. The front simplification cover contains the title "Simplification of Aini's Teacher's Novel" and the author's name. The novel's simplification is designed digitally using the Canva application. The document or page size is 141p pixels x 2250 pixels. The chosen font type is More Sugar for the title section and subtitle size 116 and subtitle size 69. Because the use of the application would very likely make a difference. The illustrations used are also publicly available and can be accessed by subscribing to

the canva's own application. The use of the selected novel cover color tends to be a combination of bright and dark colors, with dark writing colors on bright parts of the picture.

b) The content

The content section of the novel's simplification consists of 24 sub-chapters or sub-titles of stories, each of which contains pages of sub-title, illustrations, and continues directly with the story or contents of novels. Below are some examples of the beginning of each subchapter.



Figure 2. The front page of each sub-bab

Page of the subtitle is adapted to the story sequence of Andrea Hirata's Aini teacher novel. This section is the beginning of any story dig which aims to inform the reader or give an impression of a continuing story. Simplification of the novel based on the theory of narrative structuralism model Seymour Chatman completed with several aspects including, (1) events, (2) actions, (3) events, (4) existence, (5)

characters and consolidation, (6) setting or background, (7) circuits and plot, and (8) themes.

c) Closing section

The closing part on the simplification of Guru Aini's novel consists of the author's profile notes and the back cover. Because it's a literary work, there's no page like a glossary and a library list. Here's the author's profile view and the back cover.



Picture 3 Section of Writer's Profile Page and Back Cover

The professional Author contains a short biodata about the team of writers of Andrea Hirata's Guru Aini simplification novels, but the author of the simplification novel consists of three authors. The rear cover that's still in line with the front cover.

CONCLUSION

The results of this research are, 1) a pattern of simplification carried out based on the theory of narrative structuralism model Seymour Chatman which consists of events and existences. Events consist of actions and events, existences consist of characters and consolidation, setting or background, flow and plot, as well as themes; and 2) the design of the digital simplification of the novel Master Aini by Andrea Hirata consist of three parts, namely the preliminary part, content,

and closing part. The introductory section contains the front-page cover, preface, and list of contents. The contents are part of the short story of Guru Aini's novel, which consists of 24 sub-stories. The closing part contains both the author's profile and the back page. This simplification uses the theory of narrative structuralism of Seymour Chatman's model which then in its composition does not change the whole course, only removes some parts of the story that are considered less supportive or less appropriate. Complex that is loaded with disappointment for students of X high school/MA. Seloka: Journal of Indonesian Language and Literature Education. 4(2), 94-101. Zulaeha, Ida, dkk. 2021. Multicultural Indonesian Language Learning Materials Development Centre for MTs/SMP Teachers in Semarang City. Journal of Community Empowerment, 1 (2), 41-46.

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