

Students Reception toward “Cinta Suci Zahrana” Novel By Habiburrahman El Shirazy (Research Literature Reception at SMA Negeri 6 Bengkulu District Middle)

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Abstract

The objective of this study was to find out and to obtain a profound understanding related to the reception grade XI IPS 1 SMAN 6 Middle Bengkulu District against the “Cinta Suci Zahrana” novel by Habiburrahman El Shirazy. This included the students reception: (1) response that relates to the structure of novel and (2) communicative effect obtained students. This study was a qualitative study. In acquiring data, researchers using open questionnaire and interviews focus group discussion (FGD). Data collection procedure was done with the ways: gave the novel to the students for reading and understanding, spreading the questionnaires and then doing interviews, collecting, classifying and analyzing data. The technique of data analysis uses technique by Miles and Hubermann. The result of this research indicates that this novel was suitable read by teenagers especially high school because able to motivate them to become a better person again, to insist in achieving the ideals of that expected. This novel could inspire them to try authored or write a story. Learners should enrich the reading books to other literature in order to know how the quality of a paper the results of an author and find the benefits contained in this reading.

Keywords: Literature, Literature reception, the novel, reader

A. Introduction

Literature is an activity of expressing themselves that is reflected in the form of creation that is called literature. Literature called the works of art because it contains the beauty or aesthetics. Furthermore, literature was also called a creation. As conveyed by Wellek and Warren (2014: 3), literature is a creative activities, or art works. So the literature is a made up of the creation of the human creativity. One example of prose fiction literature is novel. Sayuti (2000: 7), stated that the novel is a story in the form of prose that is long enough, generally the novel contains forty five thousand words or more. But on the basis of the number of the words in the novel is relative and review the daily life with a long enough flow charge one or more books, grasp of human life that is imaginative. The novel tends to be *expands* "extended". A good novel tend to emphasize the emergence of the *implication* "complexity". A novel clearly will not be finished read in once sat. Because the length of a novel in particular have enough opportunities to questioned the characteristics of the figure in a travel time, chronology. The novel also allows the existence of the study in length about the place (space). Therefore, it is not surprising that if the position of the people in the community became the main problem which always attracted the attention of the Egyptian novelist.

The same opinion about the novel was also delivered by Muhandi and Hasanuddin (1992: 10), which stated that the limitations of the novel tend to be formulated to obtain disclosure from fragments of human life in a longer time, where the conflicts that eventually cause changes in living between the perpetrators.

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According to Klarer (2004: 11), based on the theme that is presented there are several types of the novel as follows: (1) Picaresque Novel, (2) Bildungsroman Novel, (3) Historical Novel (Historical), (4) The Novel Satire (Satirical), (5) The Novel toward Utopia (Utopia) or science fiction Novel, (6) Gothic Novel, and (7) Detective Novel (Detective). Djojuroto (2009: 17), said that the literature was built by the elements that are related to each other in the form of the system. The elements that build is elements of the intrinsic and extrinsic components elements. The intrinsic elements of a literature is the elements that build the creation of literature from within, such as theme, background, the groove, community leaders, character, point of view, styles language, and mandates. Elements of the extrinsic components a literature is the elements that affect the literature from the outside, as social environment,, psychology, economic, political history, religion, and culture.

The presence of a literature surely can be enjoyed by the reader. The response to literature does not remove from the role of the reader as literature lovers. Through the response given by the reader, of course the reader will give various emotive reaction, such as feeling familiar, sympathy, empathy, hate, or other. What is done or felt by a figure, seems to be felt and seen the reader. The expression the things that is felt by the reader is known by the response or reader response, term in effect literature study, it is known by "Literature Reception". Literature reception gave attention to the reader. By defenitif literature reception comes from the word "recipere" (Latin), "reception" (UK), which is defined as the acceptance or welcoming the reader. As conveyed Endraswara (2011: 158), the reception is acceptance. In the process the reception, Jauss stated that the literature is if have created return (dikonkretkan).

The term "dikonkretkan" is the right of the reader. Readers may do what it refers to the reading with himself, be weeping, be angry, and so on. In line with the statement, Djojuroto (2006: 47), said that the reception literature is the discipline of literature that examines the problem of the acceptance of the reader against a literature, both at one time or in a variety of time. This research has great lines as follows: (1) Research are the exact opposite of a paper seen in relation to how he reacted with its readers; (2) a literature into the concrete through the process of acceptance of the readers, so that leave the impression on the readers with the process of imagination; (3) imagination on the reader is made possible by the familiarity with literature or tuition understand the circumstances of the time may also be an earlier period; and (4) through the impression, readers can claim the acceptance of a paper.

The acceptance statement can be a comment or talks the work. Ratna (2009: 165), stated in broad meaning a reception is defined as a text processing, ways of giving the meaning of the paper so that they can provide a response against it. According to Pradopo (2009: 206), the reception literature referred to as a flow to examine the literature that an philosophical argument on the reaction of the reader or reader response to the text literature. The reception research literature is basically an investigation into the reaction of the reader to the text. The reaction can be positive and negative. The reaction to the literary text can be the attitudes and actions to produce return, create a new copy, outlines, give response, and so on. Reception theory is concerned with the response of the readers that appears after the reader interpret and assess a literature.

Literature reception is how the reader gives the meaning of literature is read so that gives the reaction or response against it. In Emzir (2015: 192), stated that the response there are two kinds of the response of the passive and the response is active. How a meaning passive readers can understand the works of literature or can see the fact of aesthetics that is therein, while the response is active meaning how the reader realize the paper. The meaning of which is produced by each readers of course vary as revealed Ratna (2011: 282), that the meaning is the relationship between the person, the concept of the situation and everything that diimajinasikan by reader. Thus the meaning of which is produced each readers of literature that she read it is possible to vary.

The famous figures in the development of the theory of the reception is Hans Robert Jauss and Wolfgang Iser. In the research, Iser heaping attention of the effect of the reader to a text or text effects literature against the reader. Ratna (2011: 283), stated that basically between the statement that Iser Jauss and related to each other about how the reader in response to the passage of literature, only, Jauss more emphasize on how a reader processing, namely receive and understand the text especially how the reader provides the response associated with the structure of the novel, while Iser, examine the influence of effects or obtained the reader after reading the literature. Literature is a new text that means if it is life in the reader.

The role of the reader is very important, as the giver of the meaning of the text literature. Literature only artifact that must be turned on to return and given meaning by the reader so that the aesthetic object. Without the reader, then there would be no reading and understanding, imputes, and assessment of literature. Through the response of the readers, then literature can be more revealing and syair value can be determined by any better. Through the reception and the reader will also known how far the paper is useful for the goal. Literature that employ suggestive methods, of course will be able to rekindle the desire of the reader. That is why the literature directly or indirectly will adopt sari patinya by reader. Literature is thick aesthetics power automatically have an extraordinary movement power against the reader. Literature is expected to have a positive impact for the readers after they have finished reading of literature.

As explained in his *Ars Poetica* Horatius, that the purpose of the poet is useful to give the blessings or even as well as saying things that are good and beneficial for life. Horatius (in Endraswara, 2011: 116) toward that literature should contain "dulce function" (beautiful) and "utile" (useful). This term refers to the literature that has a dual function, the comfort and as well as the benefit to the reader. This opinion provides that readers should get the benefits that are able to change himself. In this case where the literature oriented on the reader, Endraswara (2011: 117), indicates that there is a concept of the effects of communication literature that often formulated with the term "docere" (give), "delectare teaching" (provide enjoyment), and "movere" (pan readers). So after reading the literature, the reader will not only be comforted or only get customer satisfaction alone, but there are other things that are far more important that obtained the reader after reading a literature, namely many positive teachings that obtained the reader in order to bring them into a better direction from the previous also the reader will gain more knowledge about the stories of life that is presented the author in his works.

Atmazaki (1990: 67), share some reader categories, namely ordinary reader and the ideal reader. According to the Government Junus in Atmazaki, ordinary reader is readers who read the literature as literature, not as research material. So what is meant by the ordinary reader is the general public who read the paper literature. That is examined from the reception literature in relation to the ordinary reader is her reaction to literature. The ideal reader is readers who read literary works as a research material. He read literature with a particular purpose. The reaction caused by the ideal reader can be a report as the answer to the literature that has been read by him.

In response or response, the reader to understanding heuristic continued to Semiotic Approaches (interpretation). According to Sanidu (2007: 175), to reveal the meaning of the novel method is required reading of the heuristic and the reading of the Semiotic Approaches or the retroactive. The relationship between the heuristic with Semiotic Approaches can be seen as a relationship, gradation for reading activities or work of semiotic approaches must be preceded by the reading of the heuristic. Work of semiotic approaches that by Riffaterre also referred to as a retroactive reading, requires the reading of many times and critical. So, in understand a literature, not can only be accessed once shortcut only because each section stories related to each other so that in reading sometimes repeat those again previous story so that the reader is to understand the way the story of literature. Heuristic work is reading the literature of the first level. For the work of interpretation of literature must be until on the work of Semiotic Approaches, namely in the form of the understanding of the paper on the second level. This means that based on the meaning of the work of heuristic dicobatafsirkan tersiratnya meaning, significance.

Now the method of reading the Semiotic Approaches or the retroactive is the continuation of the reading method to search for heuristic and catch the meaning (meaning of meaning or signifcance). This method is how the work done by the reader with work is continuously through the reading of the text of literature by reversing from the beginning to the end. With the reading of the reversible, readers may remember the events or incidents in the new literary text read. Then the reader connect such incidents were between one and other until he was able to find the meaning of literature on the highest literature system, namely the meaning of the entire text literature. How semiotic approaches to the interpretation of literature, according to Teeuw (1984: 123), is done with the understanding of the entire based on elements and vice versa, the understanding of the elements based on the whole. So, in response to the literature that read, the reader will commence from the understanding of heuristic, continued understanding semiotic approaches. Research literature reception can be done with the way: (1) experiments that usually done by sinkronis; (2) Research literature reception through literary criticism is usually done with the method diakronis; and (3) with how intertekstual.

The reception research literature in relation to the reader in the field or the reader laity, can experimental against the reader literature. How to experiment are usually using the statistical model to get a clearer picture of the text reader response literature.

Work process analysis of the reception of at least studied two steps: (1) the reader, both individuals and groups presented a literature. They are then given the question, both orally and in writing about perceptions and acceptance. The answer to this question in writing can be tabulated, if using questionnaires. If using the interview method, then the result can be analyzed by qualitative research; and (2) readers are also asked to interpret the literature. The interpretation is analyzed by qualitative research. This kind of research is sinkronis.

As stated by Pradopo (2009: 211), that sinkronis method, namely reader response on the corresponding literature on one period of time or in one period. Equipped also by Sumatran Ratna (2009: 167), that the reception in sinkronis, namely examine literature in its relationship with contemporary reader. In addition through literature reception experimentally, reception research can also through research literature reception through literary criticism, namely this research see reader response from each period. In this research examined the reception the reception every period, namely the response a literature by its readers to form an interwoven history. The intended reader is the competent reader, experts literature, genuine history, experts aesthetics, not the stranger, and can be as literary critics, researchers, and can also poet or author literature. So the response can be done on the same literature in some period or called with diakronik reception.

Literature reception with diakronis method is reader response involving the reader throughout history. So, diakronis method to see the acceptance of the history of the reception, used documentation strategy through uninformed fellow thought the mass media; response reader from some period of time or from some of the same period on the same literature, response starting from the beginning of the work was born, continued the reader next period, continued again next period reader in order to view the historical value of the work whether there are changes or not. In addition to the two things, research literature reception can also be made by intertekstual, which is done with the steps: (1) the copying, penyaduran, translation; (2) reading repeatedly; (3) compare and assess the texts that different; and (4) gives the meaning of the texts of different text. The reader as the individual has the experience of the other text when he read the text of another so that it assumes that there are tangled antarteks. In literature intertekstual reception, the reader using his experience in compare antarkarya literature, for example between literature "*Layar Terkembang*" and the "*Belunggu*" no common.

Research relevant to this study has been conducted by Mohd Nazri Latiff Azmil 2015 of Sultan Zainal Abidin University, Kuala Terengganu, Malaysia titled "*East Meets West: The Reader Response Theory In Thriller Fictions*". The difference lies in research conducted by the Mohn focus on the reader response equation and the difference between a thriller between two American novelist and Malaysia. While the researchers did research departs from theory Jauss and Iser, which is about the students' response to novel intrinsic structure and communicative effect which they acquired after reading the novel.

From these researchers' observations, still a few people who do research on the reader of literature because all focused on the text that there are on the novel. Therefore, research literature that developed feels dry because it is too focused on strukturalistik approach is concerned with the object of the literature itself. In addition, although some do about reception research literature but only to the extent that the response of the structure in the literature is not to be continued in the communicative effects obtained from literature. Whereas, in doing research related to the reception was started from the structure that is directly involved in the story, communicative effects obtained the reader, so it will be known how reader response on the whole of the literature so that obtained the meaning as a whole against the novel.

This research will be done at the level of Senior Secondary education grade XI Social Studies lesson 1 because in learning materials, learning about previewing the novel there are on the class XI. Based on interviews with subject teachers, it is known that there are weaknesses of the students in the novel meresensi, answers students is relatively same, so that less able to measure how the quality of literature that they read. From the result of observation, found that when teachers teach about the novel, good analyzing elements or create previewing from the novel, teachers use only a synopsis of the novel is on the guidelines while the novel which originally does not belong to the students.

Based on the background that has been described above, need to held a research to know how the reception grade XI IPS 1 SMA Negeri 6 Middle Bengkulu District against the "*Cinta Suci Zahrana*" novel by Habiburrahman El Shirazy so that it is expected that later can be used as a learning material literature in schools.

B. Method

The purpose of this research is to know and to obtain a profound understanding related to the reception students in the form of the response, acceptance perceptions and reactions that are categorized as positive negative and neutral of "*Cinta Suci Zahrana*" by Habiburrahman El Shirazy which later this novel is expected can be used as a learning material literature in schools. Sources of data in this study were students of class XI IPS SMAN 6 1 Bengkulu District Middle and "*Cinta Suci Zahrana*" novel by Habiburrahman El Shirazy, published by Ihwah Publishing House, 2011, with the number of 284 pages. Based on the type of his researches, this research is qualitative research. In acquiring data, researchers assisted by using questionnaires open and also perform the interview of Focus Group Discussion. The data of this research is the reception students to "*Cinta Suci Zahrana*" by Habiburrahman El Shirazy related to the focus of the research include: response that relates to the structure of this novel and communicative effect obtained the students from the novel.

According to Miles and Huberman (1992: 15), data analysis in qualitative research is divided into three stages, namely data reduction, presentation of data and the withdrawal of the conclusion/verification. Based on the analysis phase the data presented by Miles and Huberman, now the steps done to analyze the data in this research is as follows: (1) Read critically questionnaires and the result of the discussion that has been obtained about the reception students to the novel of "*Cinta Suci Zahrana*" by Habiburrahman El Shirazy works to gain an understanding of the entire contents of the document; (2) wrote the data obtained from the questionnaires and open interview into the table data analysis; (3) the results of questionnaires classified according to the criteria of the analysis, namely: response that relates to the structure of the novel and response related about communicative effects obtained the reader; (4) to count the number and percent of each student reception; (5) Do the interpretation of the data in the form of the word, Sentences and paragraphs that there are in the document has been terklasifikasi. Thus obtained intact understanding about reader response to the novel; and (6) conclusions.

C. Results

1. The Response of Students Related to The Structure of "*Cinta Suci Zahrana*" Novel By Habiburrahman El Shirazy, which includes: Theme, The Mandate, Story, Path/Plots, Character and Characterizations, Background/Setting, and The Language Style

1.1 The Response of Students to The Elements of The Theme

- a. Based on data that had been dipeoleh from 27 students, can be known that as many as 19 students or reach 70,4% stated that the "*Cinta Suci Zahrana*" novel by Habiburrahman El Shirazy has theme about education, 5 students or reached 18.5% stated that the novel has theme about education and love affair and only 3 students or only 11.1% stated that the novel has theme about love affair.
- b. From the data obtained by 27 students, 15 people including or around 55.6% stated that the theme in the novel was not difficult/confused to determined, 9 people or around 33.3% stated that in determining the theme that there was in the novel CSZ is not too difficult but also not so easy or it can be said just normal, and the remaining 3 people or around 11.1% stated that the theme in the novel was difficult/confused to specified.

1.2 The Response of Students to The Elements of The Mandate

Based on the given response from 27 students, 19 students or around 70,4% stated that there are no things that are not good or should not follow in "*Cinta Suci zahrana*" by Habiburrahman El Shirazy and 7 students or around 25.9% stated that there are things that were not good or should not follow in this novel.

1.3 The Response of Students to The Elements of The Story

- a. Based on the contents of the story of "*Cinta Suci Zahrana*" novel by Habiburrahman El Shirazy, all students who were 27 students or reach 100% said that many interesting things that there were in the story of the novel CSZ which they have read.

- b. The interest of students to the story of a literature, one only due to the story of the novel deemed suitable read by the reader my age would ask them and the contents of the story is so nothing in their hearts.
- c. As many as 20 students or around 74,1% stated that the "*Cinta Suci Zahrana*" novel by Habiburrahman El Shirazy was suitable read by high school students.
- d. As much as 17 students or around 63% stated that can only events that are presented by the author of the "*Cinta Suci Zahrana*" novel by Habiburrahman El Shirazy that could happened in real life.

1.4 The Response of Students to The Elements of The Path/Plots

- a. Although basically the flow there is in the novel CSZ is mixed, but from the data obtained through the response given the students, 25 students or around 93% stated that the narrative novel was easy to understand.
- b. Related to the usur/plots, flow from 27 students, 22 people or around about 81.5% stated that the conflict is presented in the story of the novel was not easy.

1.5 The Response of Students to The Elements of The Character and Characterizations

- a. As the main figure or spoken of as protagonist travels, of course this figure much preferred by the students as the reader novel. This can be seen from the responses given by the students. From 27 students, 18 people including or around Scored 66.7% stated that the character of Zahrana figures in the novel was effective for them.
- b. But there are some students who said that if they more tertari with figures Lina, who was a friend of Zahrana. This statement delivered by 8 people or around 29.6%.
- c. In this CSZ novel, figures that always raises the conflict create Zahrana figures or can be said these antagonists, he named Pak Sukarman. He is a Dean of the Faculty of Engineering teaching Zahrana Mangunkarsa place. From the response obtained from 27 students, 22 students or around about 81.5% stated that the figures of Pak Sukarman as Dean of the Faculty of Engineering Mangunkarsa, Semarang where Zahrana work is loops figures that evil and immoral.

1.6 The Response of Students to The Elements of The Background/Setting

From the responses given by the students, 27 the students or to achieve the whole, namely 100% stated that when reading this novel, they can be swept away by the atmosphere (happy, laugh, sad) and able to imagine/ imagine how the place, time, the atmosphere, events/ events recounted in the novel.

1.7 The Response of Students to The Elements of The Language Style

Based on the responses was given by the students related to the use of language style that there is overall students, namely by 27 students or reach 100% stated that they liked the style of the language that is found in the "*Cinta Suci Zahrana*" novel by Habiburrahman El Shirazy.

2. Communicative Effects Obtained The Students from "*Cinta Suci Zahrana*" Novel By Habiburrahman El Shirazy

From 27 students who asked for the response associated with the communicative effect that they have acquired after reading the novel by this Habiburrahman El Shirazy, all students or reach 100% stated that after reading this novel, they moved to read novels by Habiburrahman El Shirazy others and they also said that from the story of this novel was able to inspire them to become a better person again. In addition, 21 students or around 77,8% stated that this novel could inspire them to authored or write a story.

D. Discussion

As lovers, readers will grasp and at the same time to provide a specific response to literature. As conveyed by Pradopo (2009: 206), that literature reception called as a flow to examine the literature that an philosophical argument on the reaction of the reader or reader response to the text literature. The response of the readers may be in the form of a comment or talks about the paper.

Through the response given the reader, of course the reader will give the reaction of emotive language that various, like feel familiar, sympathy, empathy, hate, or other. What is done or felt by the community leaders, seems to participate felt and seen the reader. The Disclosure of the things that felt the reader is known by the term the

response or reader response, in research literature is known by the term "Literature Reception". Through the reception and the reader will also know how far the paper is useful for the goal. Literature that employ suggestive methods, of course will be able to rekindle the desire of the reader.

That is why the literature directly or indirectly will adopt sari patinya by reader. Literature is thick estetikanya power automatically have an extraordinary movement power against the reader.

1. The Response of Students Related to The Structure of "*Cinta Suci Zahrana*" Novel By Habiburrahman El Shirazy, which includes: Theme, The Mandate, Story, Path/Plots, Character and Characterizations, Background/setting and The Language Style

1.1 The Response of Students to The Elements of The Theme

According to Hatoko and Rahmanto in Nurgiyantoro (2010: 68), the theme is a general basic ideas that sustain a literature, regarding all the problems related in literature. So to find the theme of a work of fiction must be inferred from the entire story. From the response that has been given the students, can be known that the theme that there is in the novel education and love. This theme teaches all people especially the young generation as the successor of the nations so that the ratings seriously in attain the ideals. The theme of education is in this case is not only the story about education in the case of academic, but education which are mentioned in this story, namely teaches man to man is better than before. While the love which are mentioned in this story is taught how love is actually based on love, ketaqwaan to God. Although there was telling the story of love but getting rid of the lessons can be taken from the story about the patience and sincerity, confidence in the power of God about's parents decisionto, death, and sustenance is indeed regulated by she, but man must keep trying.

In the determination of the theme that there is no difficulty students in determining the main theme in this novel. Because for them, theme will be easily found as long as the story is read fully and understand the content of the story and see the relationship between antarunsur recounted.

1.2 The Response of Students to The Elements of The Mandate

A good literature is literature that is able to enrich the minds of its readers and expand the horizon of his life. The mandate by Nurgiyantoro (2010: 320), called with moral. It is something that you want to delivered by the author to the reader. In general moral menyaran on the sense of the teachings of both the generally accepted bad about deed, attitudes, obligation, etc.; morals, Outstanding traits, debauchery. Based on the response that is conveyed by the students, many lessons means that they obtain from the story of the story which is described by the author Habiburrahman El Shirazy in his novel. From the stories told Zahrana figures authors readers can quotes a lesson so means create their success in the future. Students can understand that, hard work truly believe in the capabilities of, and certainly not forget to always pray to that power is the key to achieve success.

One faith that should be held is sewn's parents decisionto, sustenance, death is regulated by Allah SWT but man must continue to work and pray and do all things for all was still in the form of goodness, there is no word late in doing a good.

1.3 The Response of Students to The Elements of The Story

Read a work of fiction in this novel, in general that first attracted the attention of the people is the story. This is the story factor especially that affect the attitude and the taste of people of the book will, medium, or have been read by him. Based on the situation of the story is too often people view that the book, for example interesting fun, impressive, or rather much detail and boring and various other emotive language reactions. Based on the contents of the story of the novel, many interesting things that there are in the story of the novel CSZ which they have read. From each chapter the story always contain issues that waxd tense, making pemabaca feel curious and want to continue reading material to know how the story of the end of the story.

From the response given the students it can be known that he is interested in the story of the novel CSZ because he felt that there is satisfaction and pleasure from the beginning they read story that there is in the novel until they have finished reading the novel because the story is able to provide a solution to the story of an utterly unexpected time by the reader.

So there is a certain satisfaction in the reader after reading the story to complete. In addition, students also stated that for them what is related in this novel so interesting and effective create himself. Many valuable lessons that

they have acquired after reading all of the contents of the story. For them the story is able to inspire them create a vigorous and are serious in learning. Sure with the ability to own is one way of success.

This story is able to open the eyes of their hearts, open their belief that there is not a thing that is impossible if Allah had willed, they thought impossible for man turns it can. Most importantly, always do the best do not forget iktiar and pray. The contents of the story impressed simple, but with the artistic genius of the author in soldering the way the story, seem to be for the reader actually occurred and the main message of the story that you want to delivered the author to readers, frightened so nothing in the hearts of the reader.

The match between the reading material with a reader, became one of the factors the interest of a person to read the story. The interest of students to the story of a literature, one only due to the story of the novel deemed suitable read by the reader my age would ask them and the contents of the story is so nothing in their hearts. As conveyed some students through their response paper states that the story of the novel is suitable read by high school students.

1.4 The Response of Students to The Elements of The Path/Plots

Muhardi and Hasanuddin (1992: 28), said that the relationship between one event or group of events that others called with the groove. The groove is the exposition or a presentation from the early situation disturbed by complications or conflict that produces tension and ultimately lead to the climax of the crisis or turning point. The peak was followed by a resolution of complications with text that usually ends. Consideration in processing the structure of the story, styling events, always in relation to certain securities search. For example, he intended to maintain "suspense" story, to search for the shock effects, or the complexity of the structure.

From the response of awards students associated with the groove in the novel CSZ, it is known that the groove in this novel using flow technique highlight feedback (flash-back). From the response is expressed by the students can be known even though the groove in the novel CSZ is highlight feedback but does not make the reader confused against the way the story. On the contrary, the reader feel happy with the way the story is presented the author because not impressed much detail. From the beginning of the story, author has presents a story that contains the conflict so that it was capable of fishing curiosity readers to know how the next events that will happen. And so that the reader is not tired with the story that continues to raise tensions, amid the story of the author of the past story samosa , where Zahrana stay. The expertise of the author in drawing up a series of stories is able to raise the spirit of the reader to continue to read and understand the contents of the story to complete.

1.5 The Response of Students to The Elements of The Character and Characterizations

Between a figure with his personal quality closely related in the acceptance of the reader. In this case, especially from the point of view of the theory, pembacalah reception in fact that gives meaning to all. The term "community" point on his men, the perpetrators of the story, for example as an answer to the question: "Who the main figure the novel?" or "figures Ready protagonist and antagonist in the novel?", etc. Penokohan or characterization, refers to the placement of certain figures with the characters in a story. Dealing with figures of fiction readers often gives the reaction of emotive language such as feel familiar, sympathy, empathy, hate, antipathy, or various other affective reactions. The reader is often identifies himself with the figures that he gave sympathy and empathy. All that are perceived and experienced by the community leaders, pleasant or vice versa, seems to participate felt and experienced by the reader.

Based on the novel which has been read students, the prominent figures in the story is Zahrana figures which can be said as the main figure in the story because of its existence is always there in every part of the story and all the problems that happen always associated with himself. While these antagonists or prominent opposite the Zahrana figures in this story, namely figures of Pak Sukarman continues to bring the conflict that eventually experienced by Zahrana.

As the main figure or spoken of as protagonist travels, of course this figure much preferred by the students as the reader novel. Students, stated that the character of Zahrana figures in this novel is effective for them. Because many valuable lessons that they can gain from the characteristics which owned by Zahrana. Her persistence in

studying so successfully have a very good academic achievement, he always fervent and responsibility toward the decision that he has taken, his patience in the face of various problems in his life and not forget, he is prominent sholeha, women have akhlah praiseworthy.

He said Zahrana as the main figure in this CSZ novel because it is already apparent from the title that made the author was using the name Zahrana. In addition, from the beginning to the end of the story, this figure always appears in the story, either through himself or through a conversation other figures. The leaders and this is a topic of discussion materials. But, in addition, there are other figures that are considered students also impress them, namely Lina, he is the friend Zahrana since small.

The students explained that they prefer loops Lina that more unpretentious and more sensitive to the situation of parents compared with loops Zahrana. In addition, students also like the loops figures of Lina because its characteristics that are not seambisius Zahrana figures in achieving high academic education. He was more aware to the other side, namely that women are also obliged to have the family and gave birth to the generations of the smartphone and moral.

Meanwhile, in addition there are figures that become the dream of the reader, would have no figures that make the reader Feel upset, angry, hate, and taste less like other. This usually happens on these antagonists or figures that become competitors from the main figure. This is the figure that often causes the conflict of the main figure. Even the conflict raised increasingly taper. In this CSZ novel, figures that always raises the conflict create Zahrana figures are figures that named Pak Sukarman. This conflict first emerged because of this figure disappointed against the rejection of Zahrana who rejected the right credentials are welcome to mempersunting Zahrana. From the response obtained the students stated that the figures of Pak Sukarman as Dean of the Faculty of Engineering Mangunkarsa, Semarang where Zahrana work is loops figures that evil and immoral because he is a person who likes to take advantage of the office to get something he wants. And he did it because he thinks it will bring the impact of both for themselves not because the intentions sincere.

1.6 The Response of Students to The Elements of The Background/Setting

The events in the fiction is always influenced by the place of time or certain situations. As in the mention by Kosasih (2014: 288), the background or setting is the time and the atmosphere of the works or figures of events experienced community leaders.

From the responses given by the students, they stated that when reading the novel, they can be swept away by the atmosphere (happy, laugh, sad) and able to imagine/ imagine how the place, time, the atmosphere, events/ events recounted in the novel. For example, students also feel the atmosphere felt by the community leaders Zahrana, where when he successfully achieved the award International level that would not only make the proud of himself and his parents but he is also able to freshen the name of the state of Indonesia. Understanding the author in weaves the words, selection right words, so that so able to support the story that is being told. So that the reader seems to go see what is recounted in the story.

In addition, author is also able to portray a condition in accordance with the heart of figures that are related. So that makes the readers add dissolved in the atmosphere is felt the figures. As the atmosphere anxiety, bended hand affirm her confuse felt Zahrana figures, supported also by the atmosphere of the story or the situation in which the author paints with the words 'endung hanged, heaven shadow'. This makes the reader feel really participate were swept away with the atmosphere that is being addressed. In addition to the authors explain their own state of the corresponding figures, author also paints the state of nature as the feeling that is being felt by the figures. So that the reader seems to be able to directly see how the situation actually is happening. From some of the response that was given by the students was related to the background/setting located in the story of the novel, clearly blemished why students are able to participate feel the atmosphere that there is in the story and the students also seems able to imagine or even they feel as if will participate berberan in events that occurred.

The suitability of the author in soldering, said the match between the background, natural conditions, mood, figures make the reader to participate in the story of miscible felt by the characters in the story.

1.7 The Response of Students to The Elements of The Language Style

Style of the selected language is not on the consideration of the taste of the author solely, but what is more important is the consideration that the style of the language is preferred by the reader. Language styles include diksi or elect leksikal, sentence structure, majas and reformers, pattern rima used a poet or that there are in a literature. From the style of language used the author in his works, make the reader can guess who is the author of a literary works for the reader to find the characteristics of the use of specific languages, its tendency to consistently use the structure of certain style of the language of the individual.

Based on the responses given by the students related to the use of language style that they liked the style of the language that is found in the novel, because for them the language style that used the author was impressed smooth and simple but so meaningful, replete with the value of their education.

For students, many figurative language used the author in the novel, choosing the right language so that the message that you want to delivered easily accepted by the readers and of course style of the language used is very thick with educational message religiusnya. This is what makes the characteristic of the papers Habiburrahman El Shirazy. As there is in the novel this CSZ, although tells about the academic education and about the love story but all laden will religinya messages. The use of figurative language is the right time so that the row beautify the story of the story which unfolded, add aesthetic value for the readers.

2. Communicative Effects Obtained The Students from “Cinta Suci Zahrana” Novel By Habiburrahman El Shirazy

Literature is expected to have a positive impact for the readers after they have finished reading of literature. This refers to the literature that has a dual function, namely comfort and as well as the benefit to the reader. Literature should make the reader feel the blessings and at the same time there is something that quoted. In this case where the literature oriented on the reader, Endraswara indicates that there is a concept of the effects of communication literature that often formulated with the term *docere* (give), *delectare* teaching (provide enjoyment), and *movere* (pan readers).

2.1 Give The Enjoyment

From 27 students who asked for the response associated with the communicative effect that they have acquired after reading the novel, all students or reach 100% stated that after reading the novel, they moved to read novels by Habiburrahman El Shirazy others because for them the story that there is in the novel CSZ is able to give certain satisfaction in their hearts after reading a story to complete. The conflict that calamities, ended with the story that truly spectacular outside the reader prediction, able to give pleasure in the hearts of the reader so that they are interested to read the papers Habiburrahman El Shirazy others.

2.2 Give The Teachings

From the response obtained, can be known that the story of the novel is able to inspire them to become a better person again. They loved “*Cinta Suci Zahrana*” novel by Habiburrahman El Shirazy and interested to read the paper Habiburrahman El Shirazy others. Because, for them many valuable lessons that they have acquired from the stories told the author.

The story of this novel is not only give the enjoyment or merely entertainment for the reader but this novel gives an example of a variety of life experience that is very good to follow. There are stories in this novel, frightened students are very suitable to be read by teenagers primarily because he was able to motivate them to continue to perform a good.

2.3 Pan The Readers

In addition, literature in terms of securities komunikatifnya, expected also able to pan the reader. The suitability of the story with the readers, expected of literature is not only able to give pleasure, give positive teachings, but also able to pan the readers, so that the positive things that they can they realisasikan earnings in life. Good literature, is also able to raise the spirit of readers to be creative.

Good literature is literature that is able to raise the spirit of the readers to do something good as it gets from the story. As conveyed by Endraswara, the reaction to the literary text can be the attitude or actions to produce return, create a new copy, outlines, give response, and so on. After reading the novel CSZ, students also stated that Cinta Suci Zahrana Novel by Habiburrahman El Shirazy it can inspire them to authored or write a story. The use of language style that is so beautiful, impressed simple but so meaningful, able to grow in the spirit of the students to dare try berkreativitas in writing a story.

From some of the response that has been presented by the students, clearly known that the novel *is* able to give a positive communicative effects for students. This novel is not only able to provide enjoyment to the reader, but the novel is also able to give positive teachings for its readers and stories told in this novel can also motivate the reader and can invite the reader to be able to pour insiprasi them into the form of a literature. Because if the reader is like literature, they have felt a lot of benefits from the reading of literature, then by itself they will be interested in trying to write a literature because it can be produced when we are able to love and appreciate literature.

E. Closing

Through the reception and the reader will also known how far the paper is useful for the goal. Literature that employ suggestive methods, of course will be able to rekindle the desire of the reader. That is why the literature directly or indirectly will adopt sari patinya by reader. Literature is thick estetikanya power automatically have an extraordinary movement power against the reader.

Based on the results of the analysis and the interpretation of the data from the response that has been given to the students, could be known that the students gave a positive response related to the structure of novel and communicative effect that they obtained from novel. The students said that the theme of this novel told about the education and love. According to them, this novel was suitable read by teenagers especially high school because the story of this novel was very inspiring and able to motivate them to become a better person again, to insist in achieving the ideals of that expected and they moved to read other novels by Habiburrahman El Shirazy. They also stated this novel could inspire them to try authored or write a story. It was recommended to learners should enrich the reading books to other literature in order to know how the quality of a paper the results of an author and find the benefits or positive teachings contained in this reading.

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