

## Recreational Language Learning: Exploring English Expressions Found in Ika Natassa's Novel

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**Abstract :** *Many ways that can be used to learn English, including with recreational language learning. Thus, the process of learning a foreign language is not only in the classroom in a formal nuance, but also in done through fun things. One of them is by reading a novel. The purpose of this research was to describe and explore English expressions in novels written by Ika Natassa. These novels are interesting to study because they are written by Indonesian woman in Indonesian. However, there are quite a lot of English expressions inside it. With this phenomenon, readers will indirectly learn foreign languages in a fun way. Then, with the context written in the novel, the reader will understand the meaning without needing to open the dictionary or interpret it word for word. This research used descriptive qualitative method. From observations that have been made, found some vocabulary and expressions with the theme of traveling, the world of banking, formal expressions and slang in English.*

**Keywords:** *Recreational Language Learning; English Expressions; Novel.*

### Introduction

The process of learning a foreign language can be carried out formally or informally. Formal learning can be carried out through schools, while the informal language learning process can be carried out through various media, for example television programs, movies,

videos, social media, games, novels, and many others. Quoted from British Council, there are some examples of games and playtime activities that integrate language learning with fun, such as word games, jokes, riddles, rhymes, homonyms, storytellings, songs, tongue twisters.<sup>1</sup>

Currently English skills are needed at this time both in the world of Education and in the world of work. Of course, learning English can be done in various ways, including outside the classroom by studying on your own through various media. Access to self-study is even wider with the development of technology. For example, the use of film media that has shown its effectiveness in improving students' listening skills. This was demonstrated in Mulyadi and Mutmainnah's research that the questionnaire showed that more than 75% of students found it easy to understand listening material from native speakers. As a result, he suggested that the teaching and learning process using English films with English subtitles recommended in the learning process to improve students' listening skills in English classes.<sup>2</sup>

In addition, the use of literary works can also be said to improve language skills and language areas. This was mentioned in Hişmanoğlu's study which mentioned that literature and the teaching of language skills, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) to language teaching and some problems encountered by language teachers within the area of teaching English through literature (i.e. lack of preparation in the area of literature teaching in TESL/TEFL programs, absence of clear-cut objectives defining the role of literature in ESL/EFL, language teachers' not having the background and training in literature, lack of pedagogically-designed appropriate materials that can be used by language teachers in a classroom context) are taken into account.<sup>3</sup>

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<sup>1</sup> British Council Malaysia. "Fun Activities that Help Develop Language Learning in Children" accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>2</sup> Dodi Mulyadi and Yulia Mutmainnah "Using English Movie Akeelah And The Bee With English Subtitle To Improve Students' Listening Ability". *Lensa: Kajian Kebahasaan, Kesusastraan dan Budaya*. 5(1). 2015, 16.

<sup>3</sup> Murat Hişmanoğlu. "Teaching English Through Literature". *Journal of Language and Linguistics Studies*. 1(1), 2005, 53.

Research on the use of songs used in the process of learning English was conducted by Shen who stated that after finishing the text analysis of each unit, which usually takes two weeks, about thirty minutes are spent on different classroom activities concerning English songs described above. Therefore, in 68 teaching hours of the whole semester for each class, 4 teaching hours in all are spared for immersing the students in English songs. The following table is a comparison of the students' total score for the college English course, which is mainly comprised of self-listening tests, final oral test and final written exam, as is prescribed by the university's teaching agenda for college English. The classes the researcher is teaching are two different classes of the same year in the same College, one is Electronics and the other is Communication Engineering, whose average academic performance in National Entrance Exam and in the previous semesters is at a similar level.<sup>4</sup>

However, in this research, the writer will focus on the opportunity to use novels in Indonesia for the learning process of foreign languages. Quite a lot of novels in Indonesia and one of them is a novel by Ika Natassa. Interestingly, these novels use a lot of English expressions. With the high number of readers who have read the novel, even more so that it has been appointed as a film, it can become a form of recreational language learning, especially for young people and adults who want to learn English in a fun way, which is reading novels.

### **Literature Review**

English as a foreign language can be learned formally or informally. Form of formal education is a school or institution course. However, quite a lot of ways that can be used for adults to learn English, namely with recreational language learning that can be done anywhere, including at home.

There are quite a number of choices for ways or media for learning English in a fun way outside of formal learning, for example only for children by playing. Children can benefit from playtime. Games offer a fun-filled, relaxed environment where they can practise using new words and are free to express themselves. Participating in recreational activities is an effective way to develop language and

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<sup>4</sup> Chunxuan Shen. "Using English Songs: an Enjoyable and Effective Approach to ELT" *CCSE English Language Teaching*. 2(1), 2009, 93-94.

communication skills. It also helps your children to be more socially confident and may be a way to forge friendships.

The choice of the game can be in the form of word games, which children can improve vocabulary with word games. It can be as simple as pointing out items at home or during a road trip e.g. “I am now mixing the butter into the batter” or “Tall buildings are also called skyscrapers”. You might even give the definition or share background information about these words. Games like Scrabble, Pictionary or a round of Charades also encourage vocabulary development and communication skills.<sup>5</sup>

The second way is jokes. Telling age-appropriate puns will also help foster good humour and creativity in children. This also encourages wordplay and imagination. You can read through kid-friendly joke books and take turns telling witty stories. Avoid being too critical of their gags, speech, or articulation. Instead, model proper pronunciation or grammar by repeating the statement back to them in the correct way e.g. when your child says “I goed so fast!” instead of saying, “That’s not how you say it”, you can opt to say, “Yes, you went so fast!”.<sup>6</sup>

Riddles can also be used for the learning process of foreign languages. Riddles are fun ways to use words and paint pictures of scenes or situations. Read or say riddles aloud to each other and explain to your children the different definitions of a single word e.g. school as in a place of learning or school as in a group of fish to help them understand the riddle better.<sup>7</sup>

The next way is rhymes. The repetitive chanting, reading, writing, or hearing of rhymes promotes good listening skills and memory retention, aside from developing speech. You can also narrate

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<sup>5</sup> British Council Malaysia. “Fun Activities that Help Develop Language Learning in Children” accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>6</sup> British Council Malaysia. “Fun Activities that Help Develop Language Learning in Children” accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>7</sup> British Council Malaysia. “Fun Activities that Help Develop Language Learning in Children” accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

what you do at home with rhyming words or let your children tell you about their favourite toys using rhyming words.<sup>8</sup>

Homonyms can also be used to promote listening and comprehension skills by playing with words that sound the same but have different meanings. Allow your children to think of words that sound alike and let them try to define each one. This is also a good gauge of how much your children's vocabulary has expanded and if their understanding of the words is correct.<sup>9</sup>

Storytelling is also one of the fun ways to use, where in addition to being able to increase the vocabulary that is owned, it can also teach moral values contained in the story. While storybooks provide ample entertainment, sharing stories - whether real or make-believe - can provide a good bonding time with your children while helping develop their communication skills. Exchange stories about daily events. Broaden their imagination with fantastical stories and let their creativity grow as you make up stories about anything and everything around them.<sup>10</sup> There were quite a lot of writings that discuss the storytelling function in the language learning process, one of which is Hidayati in some of her writings that storytelling not only has an entertaining function but also can improve language skills and implant moral values.<sup>11121314</sup>

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<sup>8</sup> British Council Malaysia. "Fun Activities that Help Develop Language Learning in Children" accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>9</sup> British Council Malaysia. "Fun Activities that Help Develop Language Learning in Children" accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>10</sup> British Council Malaysia. "Fun Activities that Help Develop Language Learning in Children" accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>11</sup> Niswatin Nurul Hidayati. "Storytelling: One Package Learning in Improving Language Skill and Implanting Character Education on Children". *EDUKASI: Jurnal Pendidikan Islam*. 7(2). 2019, 53-72.

<sup>12</sup> Niswatin Nurul Hidayati. "Telling About Islamic Heroes and Female Leaders: Ways of Implementing Self-Concept, Moral, and Religious Value on Children". *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*. 1(2). 2019. 1-14.

<sup>13</sup> Niswatin Nurul Hidayati. "Rethinking the Quality of Children's Bilingual Story Books. *ALASASIYYA: Journal of Basic Education*. 4(1), 46-60.

Songs can also be used as one of recreational ways in learning foreign language. Aside from harnessing their musical abilities, songs also help children learn new words. Lyrics have a sense of rhyme and rhythm so it will be easy and entertaining for them to sing along. In addition, simply putting a tune to an activity can be a fun game that you can play with your children.<sup>15</sup> One of the writings that discuss this is Hidayati where songs can be an option to maximize the child's brain in learning languages.<sup>16</sup>

The next way is tongue twisters. Tongue twisters are an excellent and fun way to teach children correct pronunciation and enunciation of words. It is a fun way to train their tongue to pronounce words. Start with simple ones and work your way up.<sup>17</sup>

Increasing vocabulary is something that is very important in the process of learning a foreign language. This is because vocabulary will support other language skills, for example listening, writing, reading also speaking. Words can be a lot of fun if we know how to maximise their use. Together, they can be made up into stories, songs, and a whole lot of other things that will help your children be more eloquent. Continue to encourage your children to speak well by constructing a healthy and fun learning environment where they can unleash their creativity and broaden their linguistic skills. Guide them on how to express their thoughts, feelings and actions better through the use of words as this will prepare them to face the world with confidence as they grow.<sup>18</sup>

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<sup>14</sup> Niswatin Nurul Hidayati. "Language and Brain: Maximizing Children's Brain in Learning Foreign Language Through Storytelling, Songs, and Flashcards". *Ibriex: Jurnal Kependidikan Dasar Islam Berbasis Sains*. 5(1). 2020. 57-72.

<sup>15</sup> British Council Malaysia. "Fun Activities that Help Develop Language Learning in Children" accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>16</sup> Niswatin Nurul Hidayati. "Language and Brain: Maximizing Children's Brain in Learning Foreign Language Through Storytelling, Songs, and Flashcards". *Ibriex: Jurnal Kependidikan Dasar Islam Berbasis Sains*. 5(1). 2020. 57-72

<sup>17</sup> British Council Malaysia. "Fun Activities that Help Develop Language Learning in Children" accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

<sup>18</sup> British Council Malaysia. "Fun Activities that Help Develop Language Learning in Children" accessed from <https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>, dated July 6, 2020.

## Language Skill

Language ability is one of the basic abilities that can be developed in children. This is like what was mentioned in the Regulation of The Minister of Education (Permendiknas) No. 58 of 2009 which states that there are at least 5 aspects that must be developed in children, including religious and moral values, language, cognition, physical-motoric and social emotional. There are four skills developed in language learning, including speaking, listening, writing and reading. If related to the context of early childhood, the ability to speak, listen, and read is emphasized here.

We also know that children like to imitate whatever they see and hear. So, by hearing a story, the children will also imitate the language they listen to when the teacher or parents read a story. This is like what Lightbown and Spada mentioned that learners receive linguistic input from speakers in their environment and they form "associations" between words and objects or events. These associations become stronger as experiences are repeated.<sup>19</sup>

For example, in the context of teaching English as a foreign language for children, when a teacher or parent reads a story book or a foreign language story, then the vocabulary used in the story will more or less be absorbed by children. In learning English, vocabulary is a very important asset for mastering other language skills, for example for listening, writing, reading, and speaking. This is supported by Laufer's statement that "Vocabulary learning is at the heart of language learning and language use."

Freudenstein said that by learning languages at an early age, especially foreign languages, there are several benefits that can be obtained, including:<sup>20</sup>

- a. Intellectual movement; children who learn a foreign language have a higher mental level, they are better than monolingual children both in verbal and non-verbal abilities of the same age.
- b. Mother tongue improvement; incorrect to say that learning a

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<sup>19</sup> Niswatin Nurul Hidayati. "Pentingnya Peningkatan Kompetensi Bahasa Inggris bagi Guru Anak Usia Dini". *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education*, Vol.2, No 1, 2018, 65

<sup>20</sup> Jack Zipes. *Speaking Out Storytelling and Creative Drama for Children*. (London: Routledge, 2005), 19

foreign language will interfere with the development of the mother tongue or even interfere with acquisition. Learning it will help children to understand their mother tongue system better.

- c. Cultural gains; Foreign language learning can support the growth of individual character quality and it has an important role in character development.

The same thing was also mentioned by Lynn Rubright in her project called TELL (Teaching English Through Living Language) that children's abilities in listening and reading can be honed through storytelling and teaching in class that:<sup>21</sup>

- a. The more teachers and their students open themselves to playful experimentation with stories, the more possibilities there are for varieties of renderings to unfold.
- b. Through storytelling workshops, teachers recognize and experience their own potential as skilled storytellers, and by modeling storytelling in their classrooms, they enable their students to become more effective storytellers, too.
- c. Storytelling, combined with dramatic play, allows children to try on many roles, helping them develop their ability to empathize, increasing understanding of those different from them.
- d. Teachers are often surprised at the insights children reveal as they ponder the complex meanings of fables, folktales, and other literature they have heard or read.
- e. When children tell stories they often reveal gifts and talents that have gone undiscovered with traditional approaches to learning.
- f. Storytelling offers many children an opportunity to develop skills and excel in oral expression, gaining respect that they had not experienced before from peers.

According to the previous statement in the current and previous subsection, it can be stated that storytelling has benefit in improving the language skill on children. Besides, learning language in the early child also provides benefits. Actually, these points had also been proved by some researches carried out by the previous researchers, for example Kirsch with her research article entitled *Using Storytelling to*

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<sup>21</sup> Jack Zipes. *Speaking Out Storytelling and Creative Drama for Children*. (London: Routledge, 2005), 19.

*Teach Vocabulary in Language Lessons: Does it Work?*. The finding of this research indicated that the storytelling used in the primary modern foreign language lesson encouraged meaningful language use by children. The research also showed that children recalled a considerable number of words and sentences.<sup>22</sup>

Another research was also carried out by Mokhtar, *et al.* with their research entitled *The Effectiveness of Storytelling in Enhancing Communicative Skills*, in which it showed that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words.<sup>23</sup> Besides, students also developed their vocabulary and learned where to use certain words or phrases. The result of this research was also empowered by the article of Miller and Pennycuff entitled *The Power of Story: Using Storytelling to Improve Literacy Learning*. They concluded that storytelling was an effective way to incorporate the aesthetic ways of knowing into instruction. In addition to improving the academic performance in the areas of reading and writing.<sup>24</sup> Isbell, *et al.* also wrote almost the same research article entitled *The Effect of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children*. Their research found that the storytelling and story reading were found to produce positive gains in oral language, in which they researched on two groups of children from 3 to 5 years of age which heard the same 24 stories.<sup>25</sup>

## Method

This research was a descriptive qualitative research. The research data was taken from a novel written by Ika Natassa, entitled *Antologi Rasa*. Data in the form of speeches from the main characters of the

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<sup>22</sup> Claudine Kirsh. "Using Storytelling to Teach Vocabulary in Language Lessons: Does it Work?" *The Language Learning Journal*, 1(1), 1-19. 2012 DOI:10.1080/09571736.2012.733404

<sup>23</sup> Nor Hasni Mokhtar, Halim, Michi Farida Abdul, & Kamarulzamam, Sharifah Zurina Syed. *The Effectiveness of Storytelling in Enhancing Communicative Skills*. *Procedia Social and Behavioral Sciences*. 18, 163-169. 2011. DOI:10.1016/j.sbspro.2011.05.024

<sup>24</sup> Sara Miller, & Lisa Pennycuff. "The Power of Story: Using Storytelling to Improve Literacy Learning." *Journal of Cross-Disciplinary in Education*. 1(1), 36-43. 2008.

<sup>25</sup> Rebecca Isbell, Joseph Sobol, Liane Lindauer & April Lowrance. "The Effect of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children." *Early Childhood Education Journal*. 32(3), 2004.

novel. The novel above was chosen because it is a novel that pretty much uses English expressions for daily conversation. In addition, the novel above is quite widely read by the people of Indonesia and have been aired in the form of films.

## Results and Discussion

### Results

Based on the results of data collection carried out by the author from the three novels written by Ika Natassa, the author can group the data into five groups, they are:

#### 1) Vocabulary or expressions used in banking world

Ika Natassa is a novel writer with a work base as a banker. This affects the work of novels produced that have settings in banking. Thus, quite a lot of banking vocabulary is mentioned in the novel in English.

Table 1  
Banking Vocabulary

No.	Vocabulary/expressions	Title of Novel
1.	Kami berempat direkrut BorderBank dalam <i>one of those career acceleration bullshit called Management Associate.</i>	Antologi Rasa
2.	Lembur sampai jam dua pagi membuatkan presentasi untuk <i>regional manager,</i>	Antologi Rasa
3.	“Eh, sama dong. Gue juga. Elo anak M.A. juga?”	Antologi Rasa
	Memperdalam pengetahuan produk bank yang lain seperti investasi di <i>capital market.</i>	Antologi Rasa

#### 2) Vocabulary or expressions in Travel theme

In some of his novels, the theme of traveling was often mentioned since the characters in the novel love travelling. Thus, quite a lot of terms or vocabulary related to travel themes that appear in the novel.

Table 2  
Travelling Vocabulary

No.	Vocabulary/expressions	Title of Novel
1.	<i>People travel for different reasons.</i>	Antologi Rasa
2.	Terkadang karena pekerjaan, mencari sesuatu, terpaksa, <i>or sometimes it's just for the sake of traveling itself.</i>	Antologi Rasa
3.	Apapun yang membawa kita bersusah-susah <i>packing,</i> mengantre <i>check in,</i> terduduk bosan	Antologi Rasa

	menunggu <i>take off</i> , dan menghabiskan berjam- jam di udara sampai akhirnya mendarat dengan tubuh pegal dan mata mengantuk.	
4.	<i>We travel for work.</i>	Antologi Rasa
5.	Untuk beberapa orang, <i>traveling is a part of their job description.</i> Barack Obama yang menghabiskan hari- harinya sejak Januari 2007 <i>on the road</i> berkampanye. <i>Some travel for a greater purpose.</i> <i>The romantic side in me just can't resist the story.</i> <i>Some to make history.</i>	Antologi Rasa
6.	Dia langsung melepas <i>safety belt</i> dan berdiri menurunkan barang dari <i>overhead luggage compartment.</i> Aku ikut melepas <i>safety belt</i> , menyambut uluran ransel kamera National Geographic-ku dariya.	Antologi Rasa
7.	Si penggila balap di depanku telah berjalan cepat menuju <i>conveyor belt.</i>	Antologi Rasa
8.	Sementara aku memilih melangkah gontai, dikuasai rasa mengantuk dan Lelah, memanggul ransel berisi kamera dan lensa - <i>the only hobby that keeps me sane in my job now.</i> Dia pernah meledekku saat aku menolak ikut dalam F1 <i>trip</i> ini karena tiketnya yang kubilang teramat sangat <i>overpriced.</i> "Ini kan koper lo?" Ujarnya sambil menurunkan koper <i>medium size</i> hitam dengan <i>luggage tag</i> berwarna merah. "Iya, gue bawa <i>baseball bat</i> satu kalo elo macam-macam sama gue selama kita di sini."	Antologi Rasa

### 3) Formal expression

The novels written by Ika Natassa have a language that is relaxed and familiar with everyday life, but there were also some formal expressions in it in certain contexts, for example the following example is found when one of the characters is at the airport and talks with one of the airport officials in Singapore.

Table 3  
Formal Expression

No.	Vocabulary/expressions	Title of Novel
1.	" <i>Business or pleasure?</i> " " <i>pleasure,</i> " jawabku. " <i>Could you write in detail where you are staying?</i> "	Antologi Rasa

Which apartment number? We need that information because of the virus” Oh great. Welcome to Singapore	
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#### 4) Slang

Slang language variations are quite common in novels by Ika Natassa. With the context in the novel written in Indonesian, slang expressions in English can be understood. The existence of many slang variation in the novel could be related to the concept or theme of the novels which were mostly in the informal context.

Table 4  
Slang

No.	Vocabulary/expressions	Title of Novel
1.	“Key, bayangin ya, besok itu gue, kita, bisa nonton langsung Kimi <i>kicks everybody’s ass</i> di satu satunya balapab malam F1 di dunia”	Antologi Rasa
2.	Seperti berada di dalam <i>bubble</i> dengan suara mengema yang berulang ulang berteriak ke dalam telingaku: “ <i>What the hell were you thinking?!</i> ”	Antologi Rasa
3.	Dia tertawa. “Oh, come on, <i>babe</i> , you know I won’t try anything on you unless you’re drunk.”	Antologi Rasa
4.	<i>Welcome to my fucked up life, darling.</i>	Antologi Rasa
5.	Sampai menahan keinginan luar biasa untuk tidak menjedutkan kepala berkali-kali ke dinding sambil berteriak: “ <i>What did I do wrong to be stuck in this shitty place?!</i> ”	Antologi Rasa
6.	Untung saja waktu itu, di suatu daerah antah berantah (sebaiknya aku tidak usah menyebut nama kotanya, ya daripada setelah ini seluruh penduduk kota itu mengejarku dengan golok karena menyebutnya a <i>shitty place</i> ).	Antologi Rasa
7.	“So, I’m <i>gonna</i> get some action without even getting you drunk first?” godanya.	Antologi Rasa
8.	<i>Holi-fucking-day!</i> Akhirnya. Kadang-kadang gue merasa pekerjaan gue ini memang sinting. Disuruh mencapai target 500 miliar, sendiri, <i>shit</i> , gue bisa bikin bank sendiri.	Antologi Rasa
9.	Otak gue udah mau meledar harus mikirin ini semua. Untung aja, gue akhirnya dikasih cuti. Dan Keara ada di sini, di sebelah gue, cum gue dan dia. Gue suka bau parfumnya. <i>And damn, that nice rack. The guy who is doing her is one lucky bastard.</i> Tapi yang bikin gue hamper	Antologi Rasa

	sakit jiwa, <i>this stupid addiction of being around her</i> , adalah ketawanya.	
10.	Gue nggak berharap macam - macam. Cukup dia menatap gue, satu detik saja, sebagai laki-laki yang mungkin dia cintai. <i>Shit</i> , banci banget kata-kata gue, ya.	Antologi Rasa

## 5) Daily Expressions

English daily expressions are often found in novels, which are casual languages that are often used daily.

Table 5  
Daily Expressions

No.	Vocabulary/expressions	Title of Novel
1.	Forrest Gump, yang tiba-tiba memutuskan untuk berlari berkeliling dunia selama 3 tahun, 2 bulan, 14 hari, dan 16 jam, menjadi terkenal karenanya dan bahkan sempat menginspirasi terciptanya <i>T-shirt Smiley Face</i> dan <i>bumper sticker</i> bertuliskan <i>Shit Happens</i> <i>Yeah, I've been giving you too much history lesson, haven't I?</i>	Antologi Rasa
2.	"Gimana gue nggak <i>excited</i> , coba? <i>We are going to be a part of history in the making!</i> " <i>History.</i>	Antologi Rasa
3.	" <i>Anytime, Ris</i> " "Gila lo ya, masa sampe jumlah <i>umbrella girls</i> -nya aja elo hafal" <i>Yours truly here, me</i> , menghabiskan uang seharga satu sepeda motor.	Antologi Rasa
4.	" <i>Good boy</i> ," aku ikut tertawa. " <i>Shall we?</i> " " <i>Get drunk, you mean?</i> " " <i>Yeah, right.</i> Ini kata-kata yang keluar dari orang yang sama dengan yang tadi sepanjang penerbangan kerjanya menggambar <i>stick figures</i> berbagai posisi Kamasutra?" Lantas tiba-tiba menoleh ke arahku dan berseru semangat, " <i>FI baby!</i> ". <i>Meet Harris, my best friend.</i> Mungkin perjalanan ini tidak <i>se-dreadful</i> yang ku bayangkan dengan adanya dia dan kelakuan-kelakuan gilanya di sini. <i>and who is Ruly?</i> <i>Oh, no one. Just another best friend who doesn't know that I love him.</i>	Antologi Rasa
5.	Karena dulu, di zaman-zaman susah itu, satu-	Antologi Rasa

	<p>satunya hiburan adalah duduk nongkrong di ruang makan rumah kontrakan menikmati <i>takeaway</i> (nama kerennya nasi bungkus)</p> <p>“Name tag elo tadi jatuh,”</p> <p>Aku reflex meraba bagian dada kemejaku - mengecek <i>name tag</i>-ku beneran jatuh atau tidak - sebelum menyambut uluran tangannya sedetik kemudian. “Thanks ya...”</p> <p><i>And I thought to myself, this guy is not bad looking at all. If anything, he’s very good looking.</i></p> <p><i>His signature laugh.</i></p>	
6.	<p><i>There’s something about the way she laughs, bibirnya terbuka, tawanya lepas.</i></p> <p>Kenapa dari dulu gue setia mendengarkan curhatan dia, sok <i>care</i> tiap dia cerita tentang laki laki lain. Gue udah terjebak di <i>friend zone</i>. Tapi sekarang kami di sini. Hanya gue dan dia. <i>Foreign country. On a holiday. It has been said that people do crazy things out of the ordinary in this kind of circumstances.</i></p>	Antologi Rasa
7.	<p><i>Yeah, nggak dapat tatapan mata, punggung aja dulu pun jadi. The loser inside my head has spoken.</i></p>	Antologi Rasa

## Discussion

The novel written by Ika Natassa was written in Indonesian, but it was also found that quite a lot of English Expressions were used. The language used is light and easy to grasp its meaning. With the many English expressions and vocabulary used, readers will have a trigger to capture meaning based on contexts that are built based on existing stories.

Reading novels is a fun activity so that the process of learning English will indirectly be internalized when readers read the novels. In the novel written, the author uses several banking terms in English, where this setting is used in the realm of banking. Whereas English phrases for daily conversation use both formal and informal expressions. There were quite a lot of slang used in the novels.

With this it can be said that in addition to being a medium of entertainment, reading novels by Ika Natassa can also increase vocabulary as well as more familiar with English expressions. Vocabulary is one of the most dominant factors in the learning process of a language, including foreign languages. With a lot of mastering the vocabulary in a language it will be easier to master the

language. That is why there are quite a lot of phenomena that someone is able to master two or many languages that we are familiar with the terms of bilingualism and multilingualism.<sup>26</sup>

Novel as one of the literary works indeed has several benefits that can be used for the learning process of foreign languages, for example, the use of everyday language in a novel, it will make the reader understand the context of using an expression and the learning process to be not rigid, but feels relaxed and a lot of fun. Collie and Slater mention that there are four reasons why the use of literary works can be used as a learning method, including valuable authentic material, cultural enrichment, language enrichment and personal involvement.<sup>27</sup> Valuable authentic material has the intention that literary works actually have no purpose to be used as learning tools. However, if used, the reader will understand and be familiar with the terms or expressions used by native speakers. Thus, the communicative function of a language will also be well understood by the reader. *Cultural enrichment* means that the ideal way to increase their understanding of verbal/nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social/regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's

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<sup>26</sup> Niswatin Nurul Hidayati. "Bilingualisme dan Multilingualisme: Pro dan Kontra Pada Perkembangan Bahasa dan Kognitif Anak". *Al Hikmah: Jurnal Studi Keislaman*. 10(1). 2020. 91-104

<sup>27</sup> J. Collie and S. Slater. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. (Cambridge: CUP, 1990).

understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.<sup>28</sup>

*Language enrichment*, literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.<sup>29</sup>

*Personal Involvement*, literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.<sup>30</sup>

The same thing was also expressed by Maley who said that the work of literature could be a potential resource in the language learning process because *universality, non-triviality, personal relevance, variety, interest, economy and suggestive power, dan ambiguity*.<sup>31</sup>

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<sup>28</sup> Murat Hişmanoğlu. "Teaching English Through Literature". *Journal of Language and Linguistics Studies*. 1(1), 2005, 54-55

<sup>29</sup> Murat Hişmanoğlu. "Teaching English Through Literature". *Journal of Language and Linguistics Studies*. 1(1), 2005, 55

<sup>30</sup> Murat Hişmanoğlu. "Teaching English Through Literature". *Journal of Language and Linguistics Studies*. 1(1), 2005, 55

<sup>31</sup> A. Maley "Down from the Pedestal: Literature as Resource" in *Literature and the Learner: Methodological Approaches*. (Cambridge: Modern English Publications, 1989)

Then, there are also some things that need to be considered when using literary works, one of which is a novel to be used in the learning process, for example, interest in themes, abilities, and cultural backgrounds. The use of the novel by Ika Natassa as reading material is very appropriate because this novel was written by Indonesians and the context of the use of the language displayed in the novel is a real picture of the use of language in daily life. The theme raised in the novel is also very interesting, related to daily work and romance stories that become its own charm for the reader. In this regard, Collie and Slater mention:<sup>32</sup>

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extralinguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material.

Hişmanoğlu mentioned that there are several advantages in using novels in the language learning process, for example 1) develops the advanced level readers' knowledge about different cultures and different groups of people; 2) increases students' motivation to read owing to being an authentic material; 3) offers real life/real life like

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<sup>32</sup> J. Collie and S. Slater. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. (Cambridge: CUP, 1990), 6-7.

settings; 4) gives students the opportunity to make use of their creativity; 5) improves critical thinking skills; 6) paves the way for teaching the target language culture; 7) enables students to go beyond what is written and dive into what is meant.<sup>33</sup>

The similar thing mentioned by Helton, *et.al.*, that the use of novel brings benefits; 1) helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences; 2) helps them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions; 3) develops oral and written language skills; 4) serves as a springboard for a multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing; 5) presents a unique way of teaching reading by getting students involved and excited about the reading process; and 6) motivates students to become a lifelong reader.<sup>34</sup>

## Conclusion

From the findings of English expressions found in Indonesian novels written by Indonesians, there are also increasingly methods that can be used to learn English in a fun way. The phrase or vocabulary found is a formal or informal expression (slang) as well as vocabulary in the field of banking and traveling. So, with the existence of novels like this will make readers and learners of English can learn whenever and wherever. In this research, the writer has many limitations because it does not present the data quantitatively, so it is necessary to study more closely related to the number of expressions or vocabulary in the novel.

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<sup>33</sup> Murat Hişmanoğlu. "Teaching English Through Literature". *Journal of Language and Linguistics Studies*. 1(1), 2005, 63.

<sup>34</sup> Helton, C.A, J.Asamani and E.D.Thomas. 1998. "A 'Novel' Approach to the Teaching of Reading". Tennessee State: Tennessee State University, p.p: 1-5, Available Internet Address: <http://www.nade.net/documents/SCP98/SCP98.19.pdf>

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