



## Students' Perceptions of the Quality of the Novel Review Text *Laut Bercerita* through a Digital Questionnaire

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### ABSTRACT

An example of a review of the novel *Laut Bercerita* (<https://www.brainacademy.id/blog/con>) is available on social media. This novel by Laila S. Chodiri was published in 2017 and is 394 pages thick. The structure of the novel review is: identity, orientation, synopsis, analysis, and evaluation. This study aims to describe the categories of students' perceptions of the quality of the review text of the novel *Laut Bercerita* published on social media at the link <https://www.brainacademy.id/blog/con>. This study uses a quantitative descriptive method conducted in the odd semester of the 2025/2026 academic year in the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts Education, Universitas Pendidikan Indonesia. The population of this study was third-semester students who submitted a Google Form-based questionnaire. They numbered 103 students divided into three parallel classes. This study used a total sample. Data on students' perceptions of the quality of the review text of the novel *Laut Bercerita* were collected using a Google Form-based questionnaire compiled following systematic and objective procedures. A checklist was used to validate both collected and analyzed data. The research data were analyzed using descriptive statistics, namely mean and percentage, based on frequency distribution. The results showed that students' perceptions of the quality of the novel review text *Laut Bercerita* were categorized as high; mean total is 2,80. This category indicates that there was no distortion of perception because objectively, many of the novel review texts did not meet objective aspects. However, 4 out of 10 statements were categorized as low.

*Keyword* : *sudents' perceptions, quality of review, novel, digital questionnaire*

## Persepsi Mahasiswa terhadap Kualitas Teks Resensi Novel *Laut Bercerita* melalui Kuesioner Digital

### ABSTRAK

Di media sosial tersedia contoh resensi novel *Laut Bercerita* (<https://www.brainacademy.id/blog/con>). Novel karangan Laila S. Chodiri ini diterbitkan pada tahun 2017 setebal 394 halaman. Struktur resensi novel itu adalah: identitas, orientasi, sinopsis, analisis, dan evaluasi. Penelitian ini bertujuan untuk mendeskripsikan kategori persepsi mahasiswa terhadap kualitas teks resensi novel *Laut Bercerita* yang dimuat dalam media sosial di tautan <https://www.brainacademy.id/blog/con>. Penelitian ini menggunakan metode deskriptif kuantitatif yang dilakukan pada semester ganjil tahun akademis 2025//2026 di Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Pendidikan Bahasa dan Seni, Universitas Pendidikan Indonesia. Populasi penelitian ini adalah para mahasiswa semester III yang mensubmit kuesioner berbasis google form. Mereka berjumlah 103 mahasiswa yang terbagi dari tiga kelas paralel. Penelitian ini menggunakan sampel total. Data persepsi mahasiswa terhadap kualitas teks resensi novel *Laut Bercerita* dikumpulkan menggunakan kuesioner berbasis google form yang disusun mengikuti prosedur sistematis dan objektif. Daftar cek-ricik digunakan untuk memvalidasi data baik data hasil pengumpulan maupun data hasil analisis. Data penelitian dianalisis menggunakan statistik deskriptif yakni mean dan persen yang bermula dari distribusi frekuensi. Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap kualitas teks resensi novel *Laut Bercerita* berkategori tinggi; mean total sebesar 2.80. Kategori ini bermakna tidak terjadi distorsi persepsi karena secara objektif teks resensi novel *Laut Bercerita* banyak yang tidak memenuhi aspek objektif. Namun demikian, terdapat 4 item dari 10 item pernyataan yang berkategori rendah.

*Kata kunci* : *persepsi mahasiswa, kualitas teks resensi, novel, kuesioner digital*

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## INTRODUCTION

A sample review of the novel *Laut Bercerita* (<https://www.brainacademy.id/blog/con>) is available on social media. The 394-page novel used as the example review was written by Laila S. Chodiri and published in 2017. It chronicles the dark story of the 1998 kidnapping of activists in Indonesia. Through the character Biru Laut, the book narrates torture, friendship, student struggle, and the profound grief of bereaved families, becoming a symbol of resistance and/or a critical reflection of the tragedy that befell students during the New Order era.

The review itself encompasses several aspects: the novel's identity, orientation, synopsis, analysis, and evaluation. This study aims to describe the categories of student perceptions of the quality of the review texts of the novel *Laut Bercerita*, published in electronic media at the link mentioned at the beginning of this introduction.

For various purposes in literature lectures, a study of students' perceptions of the quality of reviews of the novel *Laut Bercerita* is interesting. The results of this study will be useful as course material for literary book reviews and for independent study of Laila S. Chudori's novel *Laut Bercerita*.

What are the categories of student perceptions regarding the quality of review texts for Laila S. Chudori's novel *Laut Bercerita*? That is the single problem formulation in this research-based article.

In line with the problem formulation, this article has a single objective: to describe the categories of student perceptions regarding the quality of review texts for Laila S. Chudori's novel *Laut Bercerita*.

This research has numerous benefits from various perspectives. First, from the perspective of lecturers and students taking literary appreciation courses, this article is useful because it can serve as discussion material in lectures. Second, from a literary-critical perspective, this article is also useful because it strengthens social criticism through review texts. Third, from a supervisory

perspective, this article is also useful because it can serve as supervision material for lecturers.

Relevant articles were found in several online journals. First, Hasanah et al. (2026) entitle Learning to Write a Summary Story Review Using a Dual Strategy through a Google Form-Based Teaching Module. The purpose of this study is to describe: 1) the learning procedure for writing a review of the Amir Hamzah saga using a dual strategy through a Google Form-based teaching module with a file upload option; 2) the learning outcomes of writing a review of the Amir Hamzah saga using a dual strategy through a Google Form-based teaching module with a file upload option. The study took place in the odd semester of 2025/2026 at SMK Ar-Rahman Cianjur. This study used a quantitative descriptive method. The study population was 11th grade students who participated in the learning activity of writing a review of the Amir Hamzah saga. They numbered 17 students. The study used a total sample, namely all members of the population were made sample members. Data on writing a summary review of Amir Hamzah was collected using a test instrument in the form of a Google Form-based performance test. The data of Amir Hamzah's summary review writing were analyzed using descriptive statistics, namely mean, percentage, mode, and standard deviation. The results of the study: 1) the learning procedure for writing Amir Hamzah's fable review using a dual strategy through a Google form-based teaching module with the file upload option involved 3 initial activities, 11 core activities, and 2 final activities; 2) the learning outcomes of writing Amir Hamzah's fable review using a dual strategy through a Google form-based teaching module with the file upload option were in the high category.

Second, Hasanah et al. (2026) Entailed Learning to Write a Review of the Literary Theory Textbook Using a Dual Strategies through Electronic Teaching Modules. Research results: 1) the learning procedure for writing a review of the Theory of Literature textbook used a dual strategies through a Google form-based teaching module



with a file upload option involving 3 initial activities, 12 core activities, and 3 final activities; 2) the learning outcomes for writing a review of the Literary Theory textbook used a dual strategies through a Google form-based teaching module with a file upload option in the high category.

Third, Manurung (2025) entitled Development of Teaching Materials for Review Texts Assisted by Vlognow Media for Grade XI Students of SMA Methodist-12 Medan. The results of this study indicate that the products developed are already in very good qualifications with a value from the material expert validator of 92%, media expert validator of 83%, and subject teacher of 88%. An average score of 88% was obtained, so it can be concluded that the product in this study is very suitable for use by students in learning.

## METHOD

This research employed a quantitative descriptive method. This method is frequently used across various studies, including in education and learning (Abubakar, 2021; Razak, 2017; Balaka, 2012; Mahsun, 2014).

The research was conducted in the odd semester of the 2025/2026 academic year by the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts Education, Universitas Pendidikan Indonesia. During the research period, preparatory activities included developing research instruments, conducting fieldwork, collecting data, and reporting, including data analysis and writing a report in the form of a scientific article for an online journal.

The study population comprised 101 third-semester students in the 2025/2026 academic year who completed a Google Form questionnaire. The population is divided into three parallel classes.

This study used a total sample. It means that all members of the population. The sample size per group is shown in the table below.

Table 1  
Population and Sample Size

No.	Group	Population	Sample
1	2024-A	36	36
2	2024-B	33	33
3	2024-C	34	34
	Total	103	103

Data on students' perceptions of the quality of the novel review text *Laut Bercerita* was collected using a Google Forms-based questionnaire. The questionnaire was developed using a systematic, objective procedure outlined below.

First, the questionnaire type was determined. This article uses a closed-ended questionnaire.

Second, the questionnaire scale was determined. This article uses a simplified Likert scale ranging from 10 to 4. The first two values, 1 and 2, are negative, while the last two, 3 and 4, are positive (Budjiaji, 2013; Azwar, 2012; Razak, 2017).

Third, the indicators for students' perceptions of the quality of the novel review text *Laut Bercerita* were determined. This article uses the following indicators: text identity, orientation, synopsis, analysis, and evaluation.

Fourth, the number of sub-indicators per indicator was determined. This article contains two sub-indicators for each indicator.

Indicator 1, identity, involves two sub-indicators. Sub-1 is the novel title and the author's name. Sub-2 is the number of pages, the publisher's name, and the year of publication.

Indicator 2, namely orientation, involves two sub-indicators. Sub-1 is clarity regarding the situation and setting, time, and place. Sub-2 is clarity regarding the characters and their characteristics.

Indicator 3, namely synopsis, involves two sub-indicators. Sub-1 is clarity regarding the synopsis in the review. Sub-2 is clarity regarding the systematics of the synopsis in the review.

Indicator 4, namely analysis, involves two sub-indicators. Sub-1 is the completeness of the intrinsic elements. Sub-2 is the clarity of the relationships between the intrinsic elements.

Indicator 5, namely evaluation, involves two sub-indicators. Sub-1 is the clarity of the synopsis in the review. Sub-2 is the clarity of the systematic synopsis in the review.

Fifth, write the questionnaire specifications in a table containing a column for sequential numbers, a column for indicators, a column for sub-indicators, and a column for questionnaire item numbers.

A checklist, a non-test instrument used to validate both collected and analysed data. The checklist is a non-test instrument based on time triangulation. This means that each piece of data and the analysis results are validated at each time step.

Perception data are analysed using descriptive statistics. The appropriate statistical measures for this data are frequency and mean (Fraenkel et al., 2012; Zamri, 2012; Clark et al., 2008; Hatch & Farhady, 1982).

The percentage value for each statement on each scale value is calculated by dividing the frequency by the sample size (103) and multiplying by 100. For example, the data in Table 2 for statement-1 contains the value 0 for both scale values 1 and 2 (no need to calculate, since the result is always 0.00). Scale 3 has a value of 15, so the percentage is  $15/103 \times 100 = 14.56$ . For statement-1, scale 4 has a frequency of 88, so the percentage is  $88/103 \times 100 = 85.44$ .

The mean value for each statement is calculated by adding all the percentage values after multiplying them by their respective scale values. The percentage value of statement-1 in Table 2 is  $0.00 \times 1$  for scale 1, plus a value of  $0.00 \times 2$  for scale 2, plus a value of  $14.56 \times 3$  for scale 3, and a value of  $85.44 \times 4$  for scale 4. The total is 385.44. This value is divided by 100 to become 3.85.

The mean of each questionnaire item is divided into four categories. The mean scales are as follows (Razak, 2020):

- 1) < 1.51 very low
- 2) 1.51-2.00 low
- 3) 2.01-3.50 high
- 4) > 3.50 very high

## RESULT

The perception of students of the Indonesian Language and Literature Education Study Program, Universitas Pendidikan Indonesia towards the quality of the novel review text *Laut Bercerita* through a digital questionnaire produced a total mean of 2,80. This total mean is included in the high category. The lowest mean is 1.96 (low category) occurs in item-10 (clarity of the relationship between the intrinsic elements of the novel in the review). The highest mean is 3.85 (high category) occurs in item-1 (clarity of novel title and author's name).

The mean of 1.96 (low category) for item 10 is derived from the frequency values for each scale. 29 sample members, or 28.16 percent, had scale 1. 57 sample members, or 55.34 percent, had scale 2. 13 sample members, or 12.62 percent, had scale 3. 5 sample members, or 4.85 percent, had scale 4.

The mean of 3.85 (high category) for item 1 is derived from the frequency values for each scale. No sample members had both scales 1 and 2. 15 sample members, or 14.56 percent, had scale 3. 88 sample members, or 85.44 percent, had scale 4. Complete data on the perception of students of the Indonesian Language and Literature Education Study Program, Universitas Pendidikan Indonesia towards the quality of the novel review text *Laut Bercerita* through a digital questionnaire is contained in the table below.



Table 2  
 Students' Perceptions of the Quality of the Novel Review Text *Laut Bercerita* Using a Digital Questionnaire

No.	Statement Item	Scale 1-4				Mean	Category
		1	2	3	4		
1	Clarity of novel title and author's name	0	0	15	88	3,85	very high
		0,00	0,00	14,56	85,44		
2	Clarity of publisher name, year of publication, and number of pages of the novel	0	0	17	86	3,83	very high
		0,00	0,00	16,50	83,50		
3	Clarity about the situation and setting of the time and place of the novel in the novel review	0	4	69	30	3,25	high
		0,00	3,88	66,99	29,13		
4	Clarity about the characters and characterization of the novel in the novel review	0	7	67	29	3,21	high
		0,00	6,80	65,05	28,16		
5	Clarity of synopsis in review	3	9	74	17	3,02	high
		2,91	8,74	71,84	16,50		
6	Clarity of the systematic synopsis in the review	4	9	78	12	2,95	high
		3,88	8,74	75,73	11,65		
7	Completeness of intrinsic elements of the novel in the review (analysis)	27	57	14	5	1,97	low
		26,21	55,34	13,59	4,85		
8	Clarity of the relationship between the intrinsic elements of the novel in the review (analysis)	26	58	13	6	1,99	low
		25,24	56,31	12,62	5,83		
9	Clarity of the relationship between the intrinsic elements of the novel in the review (evaluation)	28	52	19	4	1,99	low
		27,18	50,49	18,45	3,88		
10	Clarity of the relationship between the intrinsic elements of the novel in the review (evaluation)	29	57	13	5	1,96	low
		28,16	55,34	12,62	4,85		
	Mean total					2,80	high

## DISCUSSION

Statement 10, namely clarity of the relationship between the intrinsic elements of the novel in the review (evaluation), received the lowest mean score of 1.98 (low category). This occurred because a relatively large number of sample members chose the negative scale: 28 sample members chose scale 1 and 57 sample members chose scale 2. The same condition also occurred for statement 9.

The review text for this analysis indicator was indeed inadequate. The review in question is presented below.

Leila S. Chudori, the author of *Laut Bercerita*, has successfully established a theme in this novel. Her theme of humanity deserves to be considered the best historical fiction genre. The visualization of the characters and the atmosphere in this novel seem realistic, especially the parts where Laut and his friends are tortured and treated inhumanely. The choice of words and use of language are relatively easy to understand because there are no unfamiliar terms or expressions that make it difficult for readers to understand the story.

The analysis indicators outlined above are grossly inadequate. A review should encompass all intrinsic elements of the novel "Laut Bercerita" (The Sea of ??Stories). Furthermore, the review should also address the relationships between the characters. Welsi (2022), Elmustian & Razak (2021), and Amril & Thahar (2022) describe that each character in a short story is inevitably involved in inter-character relationships.

Nugraha et al. (2018) describe the need for continuous improvement in novel review instruction. The goal is to address review distortions. A powerful technique is comparison. Furthermore, educational efforts through online journal articles are widely available. First, Kastiyawan et al. (2017) wrote an article titled "Developing Levidio Storyboard Media in Teaching Film/Drama Review Writing for Grade XI Vocational High School Students." The research addressed the development of Levidio Storyboard media in teaching film/drama review writing for Grade XI Vocational High School students. The purpose of this research is (1) Levidio Storyboard learning media in learning to write movie/drama review text, and (2) implementation of Levidio Storyboard media development in learning to write movie/drama review text. This writing is a development writing that refers to the development model of Borg and Gall that has been modified by the author including seven steps namely writing and gathering information, planning stage, product development stage with Levidio Storyboard, expert validation, first phase revision, field trials, and revisions Final stage improvement. The location of the research was SMKN 7 Samarinda in April to May 2017. Based on data analysis, Levidio Storyboard media is feasible and appropriate for use in learning to write text of film/drama reviews for students of class XI SMK. Second, Septiani et al. (2021) wrote an article on Literary Review Writing Training at SMK Giri Taruna 2 Bogor. The results of this research activity are that through literary review writing training, grade XI students at SMK Giri Taruna 2 Bogor were motivated to

read critically literary works and write literary reviews. This online training was attended by 32 students and 2 accompanying teachers. The results of the questionnaire related to the evaluation of the quality of the review writing training from the training participants (students), namely students received a positive impact in learning Indonesian (4.88); students were able to write literary reviews after participating in the training program (4.81); and the style of the literary review writing training instructor in delivering the material and the atmosphere during the training was serious and fun (4.75). Therefore, it can be concluded that the literary review writing training at SMK Giri Taruna 2 Bogor was stated to be beneficial for the participants (grade XI SMK students). Third, Mohammad et al. (2021) wrote an article entitled Improving the Ability of Students of Sma Negeri 4 Palu City in Writing Laskar Pelangi Film Reviews Through the Discovery Learning Model. The results showed that first, there was an increase in student learning outcomes during the learning process by learning to write a movie review of Laskar Pelangi through discovery learning models. The learning outcomes in the first cycle obtained an average value of 74.75% and the second cycle reached an average value of 84.06. The increase in classical completeness learning outcomes is 31.25% with an average value of 9.31 and the classical final test score of 90.03. Second, learning to write Laskar Pelangi movie reviews through discovery learning models to students proves that learning completeness to improve students' competence in writing Laskar Pelangi movie reviews has reached the set KKM that is 75% and is effective and the results are very good compared to learning methods. conventional.

The review text for this evaluation indicator was indeed inadequate. The review in question is presented below.

The novel *Laut Bercerita* is educational. This is evident in its historical insights into movements for upholding social justice and the principles of democracy. Therefore, after reading this novel, you will have gained a wealth of historical knowledge.



Furthermore, behind the success of a novel are undoubtedly moral values that can be applied in everyday life. One of these values is the way a person can humanize others in all aspects.

However, there are some shortcomings or weaknesses in this novel, such as the mixed or back-and-forth storyline. Readers unfamiliar with this plot may find it difficult or confusing. This requires focus and careful understanding to follow the story effectively.

## CONCLUSION

The results showed that students' perceptions of the quality of the novel review text *Laut Bercerita* were categorized as high. This category indicates that there was no distortion of perception because objectively, many of the novel review texts did not meet objective aspects. However, 4 out of 10 statements were categorized as low.

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