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The Effect of Writing Novel Reviews on English Education Students' Writing Ability

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Abstrak

Menulis dianggap sebagai salah satu keterampilan yang paling kompleks karena menulis adalah proses kreatif yang harus selalu dilatih untuk menghasilkan karya tulis yang baik; salah satu cara untuk melatih keterampilan ini adalah dengan menulis resensi novel. Meskipun banyak penelitian telah mengeksplorasi korelasi antara membaca novel dan meningkatkan kemampuan menulis, namun masih sedikit perhatian yang diarahkan untuk meneliti dampak menulis ulasan novel terhadap kemampuan menulis siswa. Penelitian ini berusaha untuk mengisi kesenjangan ini dengan menyelidiki pengaruh membuat ulasan novel terhadap kemampuan menulis siswa dan menggambarkan aspek-aspek spesifik dari penulisan yang mengalami perkembangan setelah terlibat dalam praktik ini. Penelitian ini menggunakan pendekatan kualitatif yang melibatkan wawancara dengan 15 responden yang terdaftar dalam program Pendidikan Bahasa Inggris di tingkat semester lima di tiga kelas yang berbeda. Analisis data yang dikumpulkan menunjukkan dampak yang nyata terhadap kemampuan menulis mahasiswa yang berasal dari keterlibatan mereka dalam mengulas novel. Secara khusus, ada peningkatan yang signifikan dalam pengetahuan kosakata mereka, yang menunjukkan dampak nyata pada kemahiran linguistik karena menulis ulasan novel. Penelitian ini berkontribusi untuk menjelaskan hubungan yang belum dieksplorasi antara penulisan resensi novel dan peningkatan kompetensi menulis siswa, menjelaskan aspek-aspek yang belum dieksplorasi dari penulisan resensi novel.

Kata Kunci: Pengembangan Kemampuan Menulis, Pembelajaran Berbasis Novel, Penulisan Expositori, Penulisan Naratif.

Abstract

Writing is considered one of the most complex skills because writing is a creative process that must always be practiced to produce good written works; one way to practice this skill is by writing novel reviews. Although many studies have explored the correlation between reading novels and improving writing ability, limited attention has been directed to examining the impact of writing novel reviews on students' writing ability. This study seeks to fill this gap by investigating the effect of creating novel reviews on students' writing ability and describing the specific aspects of writing that experience development after engaging in this practice. This study used a qualitative approach that involved interviews with 15 respondents enrolled in the English Education program at the fifth-semester level in three different classes. Analysis of the data collected showed a noticeable impact on students' writing skills stemming from their involvement in reviewing novels. There was a significant increase in their vocabulary knowledge, indicating a real impact on linguistic proficiency due to writing novel reviews. This study contributes to shedding light on the unexplored relationship between novel review writing and the improvement of students' writing competence, shedding light on the unexplored aspects of novel review writing.

Keywords: Writing Ability Development, Novel-Based Learning, Expository Writing, Narrative Writing.

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INTRODUCTION

Writing is a creative process in which a person expresses themselves through the written word by expressing their thoughts, ideas, or messages. It is one of the most influential and widely used modes of communication. Writers must communicate facts, emotions, or stories to readers clearly and effectively. Writing is a practical skill and an art form that enables writers to explore their inner worlds and communicate their knowledge. Writing is difficult for everyone, including students (Fasa, 2023). Most individuals find Writing challenging (Alwasilah, 2001; D. Byrne, 1982; Jeremy Harmer, 1989). This difficulty persists regardless of whether the writing is done in a native or a foreign language, as everyone has to deal with the complexities of expressing new concepts and adopting alternative perspectives within the framework of their language. Many students still experience difficulties in writing activities, especially in a foreign language. Ariyanti and Fitriana (2017) state that Indonesian EFL university students have trouble using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing.

Additionally, Hasan and Marzuki (2017) analyzed the Indonesian EFL students' writing ability by asking the students to do writing tasks within a determined time. This case is still widely found, and many still experience this, especially for English Education students. Students acquiring English as a foreign language will likely have challenges and difficulties composing written work in a non-native language.

According to Westwood (2008), writing is a challenging English skill due to its complexity. It requires synchronization of cognitive, linguistic, and psycho-motor processes and extensive reading material, ideas, vocabulary, and grammar. According to Oshima and Hogue (1983), the most challenging part is starting to write. This is because writing involves more than just copying and pasting words and sentences; the most important aspect is forming and pouring thoughts into a writing structure.

In the English education department at UIN Syarif Hidayatullah Jakarta, students have been exposed to reading novels and reviewing these works from semester 1 to semester 4. Novel reviews are one of the ways lecturers of related courses develop English education students' understanding of plot, character, theme, and writing style. In addition, from this review activity, students are also homed in analysis, synthesis, and evaluation to produce an informative review.

In the fourth semester, English education students at UIN Syarif Hidayatullah Jakarta will be assigned to read ten different novels and write a review on each of them. This assignment aims to improve students' understanding of literary elements and writing skills. Researchers see that there is still a lack of writing ability among English education students at UIN Syarif Hidayatullah Jakarta; this can be seen during the essay writing course in semester 4. Researchers found that many students still had problems when they wanted to write. However, there has been no in-depth research on whether this assignment has a positive impact on students' writing skills or, on the contrary, does not have any effect on the writing skills of English education students of UIN Syarif Hidayatullah Jakarta.

Because writing is an output skill, the input we can get is from the amount of material we read. Reading and writing are two of the four English language skills that interact with one another. According to H. T. Nguyen (2022), the whole language movement firmly believes in the necessity of language instruction. He further notes that the entire language approach contends that English abilities such as reading, writing, speaking, and listening should be learned together rather than separately.

Novels also play a role in developing students' abilities, but a causal relationship cannot be established. Reading habits significantly affect the writing skills of English language learners (C. T. Nguyen, 2022; T. T. H. Nguyen, 2022; Qassem, 2020). Research on the role of teaching novels in improving writing skills was conducted (Qassem, 2020) the results revealed that reading novels does not consistently improve writing skills. However, the previous study by Watanabe (2022) found that extensive English reading significantly improved Japanese high school students' English writing skills, with lower groups showing better content,

organization, vocabulary, and language use. Therefore, this current research intends to investigate whether the writing skills of 4th-semester students have increased or decreased.

The purpose of this study is to see and explore further whether the assignment of writing novel reviews in the extensive reading course positively affects the writing skills of English education students at UIN Syarif Hidayatullah Jakarta. This study will also show through this assignment what will improve writing skills, whether in terms of vocabulary, grammar, critical thinking skills, or development of ideas.

The experience of writing ten novel reviews made the researcher interested in discussing or examining further the impact felt by students after taking the extensive reading course and completing the assignment. Because students should feel many positive results through this novel review assignment, through this study, researchers want to see the extent to which writing these reviews has an impact on students' abilities.

This research has a broad significance in terms of education; the findings of this study can be a reference for evaluation materials for lecturers who teach related courses in terms of designing assignments to be given to students. The results of this study can also help lecturers see the extent to which students' understanding and application of novel review material assignments impact students' writing skills. If this study shows that novel reviews can improve students' writing skills, the results can serve as a foundation or recommendation for other institutions or universities. Therefore, this research provides insight into the impact of a particular skill and can potentially bring about positive change at the university level more broadly. This study aims to answer the following questions: How does writing novel reviews affect students' writing ability in English education? And how does writing novel reviews affect certain writing qualities, such as grammar, vocabulary, and organization?

Writing Ability Development

Several studies have shown the significant effects of writing on learning (Atasoy, 2013; Klein & Boscolo, 2016; Yildiz, 2012). One expert, Raimes (1985), points out the importance of writing in learning languages, arguing that writing reinforces the grammatical structures, idioms, and vocabulary used in teaching. (Quintero, 2008) noted that issues with grammar, punctuation, and lexical choice have a detrimental effect on the content and overall comprehension of a text. Additionally, he says that writing is a difficult skill to master because it calls for using mental processes in addition to language structures.

Writing is one of the complex skills that cannot be improved only by writing courses, but students must receive special attention and be exposed to authentic language with diverse text types. According to Frederiksen and Collins (1989), writing is challenging due to its numerous constraints, including text, paragraph, sentence, and word structure, which can be overwhelming to coordinate effectively.

According to (Raimes, 1985), cited in (Jayanti, 2019), writing is considered an ability that requires special attention because it requires the ability and practice to visually represent the ideas, emotions, and facts that a writer wants to convey to inform or tell the reader. McCutchen (1984) also stated that a high degree of verbal ability is necessary to generate cohesive text that clearly expresses the conceptual content because writing is one way to communicate in writing. Therefore, writing is not an activity that can be said to be spontaneous. To improve students' writing development ability, the first step is to understand the factors that make it difficult for students to enhance their writing skills. To overcome the many problems faced by students in writing, Flower and Hayes (1989) introduced the talk-aloud writing protocol. This model enables students to overcome the difficulties students face in developing writing skills.

Expository-Narrative Writing

Writing genre studies have focused on the recognizable patterns and norms of the organization and structure of written texts. One branch of genre studies addresses the general types or modes of writing (Birjandi & Malmir, 2011). Richards and Schmidt (2002), cited in (Birjandi & Malmir, 2011) mentioned that

writing styles are generally categorized into four categories: argumentative, narrative, expository, and descriptive. According to (Pu et al., 2022), there are two types of writing: narrative and non-narrative. Narrative writing describes individuals and events within a particular period. In contrast, non-narrative writing can be further broken down into expository, argumentative, and persuasive genres that concentrate on ideas or arguments.

Narrative writing is often regarded as one of the most straightforward writing styles due to its focus on storytelling and is widely acknowledged as the most comprehensive. Jewell (2004), cited in Birjandi and Malmir (2011) defines a narrative as a paragraph-based list of chronological events, focusing on the sequence in which they occurred without explaining cause and effect. Weaver and Kintsch (1991) cited in Birjandi and Malmir (2011), mention that narrative texts are typically novels or short stories that aim to entertain readers with a familiar structure. According to Thorndyke (1977) cited in Mar et al. (2021), narrative writing has a reasonably simple structure, including setting, theme, plot, and resolution. Graesser et al. (1991) mentioned in Dickson et al. (2007) cited in Mar et al. (2021) the narrative depicts events, actions, emotions, or situations the people in a culture experience.

In contrast to narrative, expository is a relatively complex type of writing because it also requires critical thinking. According to Malmir (2019), this type of writing aims to convey information and explain a specific subject. These texts may be in the form of manuals, articles, or textbooks Tun (1989) cited in Birjandi & Malmir (2011). Boscolo (1990), as mentioned in Birjandi and Malmir (2011) explains that expository essays, which consist of detailed descriptions, definitions, and arguments, are more complex and challenging for ESL/EFL students to produce. Meyer and Ric (1998), cited in Birjandi and Malmir (2011) said that common expository text structures include classification, problem-solving, enumeration or collecting, comparison and contrast, illustration, procedural explanation, and sequencing. Graesser et al. (1991); Medina & Pilonieta (2006) cited in Birjandi and Malmir (2011) explain that expository texts convey facts and concepts about a particular subject to inform readers rather than amuse them.

The narrative and expository essay include the task of reviewing novels carried out by students. This is because students must write several aspects related to the retelling of the novel that has been read and their opinions regarding the novel. The points that must be retold are the general ideas of the story, the stand-out character, and the most interesting part of the story. Then, the sections that include personal opinions are the character that students wish to be, the part they dislike the most, how they would change the story, personal experiences related to the story, and moral messages that can be taken from it. In line with Balgopal and Wallace (2013), expository essays, typically written in the third person, provide students with an in-depth understanding of a topic.

Novel-Based Learning

A novel can serve as a prompt for stimulating the motivation to engage in language learning activities. Novels significantly enhance language proficiency, particularly for individuals learning English as a foreign language. A novel can serve as a diverse and engaging tool for language learners without requiring them to thoroughly analyze highly literary or practical critiques (Hurst, 1989-1990). This strategy demands that students read and analyze the novels they encounter to understand many topics comprehensively. Similar research by Hussein & Ja'afar (2009) revealed that students frequently lack training because they do not study enough and think novels hinder their progress. However, after taking a post-test, they discovered that novels help develop language skills. This means the English novel will benefit if students can read it correctly during training, significantly affecting their views and results.

Novels are one of the media that are considered adequate for learning to read. In line with the opinion of Sasalia and Sari (2020), many efficient and effective media can be used to teach reading skills attractively, such novels, nonfiction texts, short stories or poetry units, magazines, comics, etc. The novel is one of the

literary genres that are interesting to analyze. Novel-based learning is prevalent and well-known in English classes, including EFL classes. Novel-based learning offers several benefits to students, as novels facilitate the development of many skills. In a study conducted by Qassem (2020), it was shown that the act of reading novels provides students with exposure to natural language input, native speaker culture, authentic language usage, elements of coherence and logical reasoning, as well as characteristics of cohesion.

A previous study by (Suoth et al., 2023) found that novels can be an alternative medium for enhancing students' language proficiency. This approach broadens the field of learning beyond textbooks and adds an aspect of interest to the process. This is also consistent with the perspective stated by (Tsai, 2012) that reading novels enhances various English skills, including vocabulary, reading comprehension, and knowledge of language structures. In addition, novel deepens learners' and readers' comprehension of diverse types of communication that they seldom experience. Ismail et al. (2017) also provide evidence that when learners read and translate novels to learn English, they enhance their reading, writing, listening, and speaking skills while expanding their vocabulary.

METHODS

In this study, researchers used qualitative methods to explore information related to the impact of writing novel reviews on the writing skills of students majoring in English education. Qualitative research aims to answer problems by describing the data from the subject's point of view, which is inseparable from the study setting (Tanzeh, 2009).

Researchers took data from 5th-semester students of UIN Syarif Hidayatullah Jakarta, randomly, as many as 15 people who have taken Extensive Reading courses; the data collection was carried out using interviews as an instrument. Moleong (2018), an interview is a conversation between two people with a specific goal, namely the interviewer, who poses questions, and the interviewee, who focuses on the interview to see how influential the process of writing novel reviews is on developing students' writing skills by analyzing individual experiences and perceptions. Six respondents were interviewed using yes-or-no questions, several WH questions, and long answers containing the participants' opinions.

Qualitative data will be carried out using thematic analysis techniques, where data collected from the results of interviews will be described to summarise the information related to the development of students' writing skills. An analysis is necessary, which entails examining the target situation, the present situation, and the subject context, as outlined by Hyland (2006). The data that was gathered underwent analysis via interpretation, which involved reflecting personal perspectives and constructing interpretations based on the data (Cresswell & Clark, 2009). Data are analyzed through reduction, presentation, conclusion drawing, and verification (Huberman & Miles, 1994).

FINDINGS AND DISCUSSION

Findings

In this initial finding, the researcher found that students' writing ability before taking the extensive reading course and writing a novel review was not very good. However, after they wrote the novel reviews, it was enough to help students improve their writing skills. After writing the novel reviews, they felt their writing skills improved in grammar, ideas, and confidence.

Table 1. Answers from Class A

Respondents	Themes per questions					
	Writing confident	Improving writing ability	Developing writing ability	Writing motivation	Influential writing aspects	Suggestions
Student 1	More confident	Improved	Critical thinking	Not really	Reading and writing organization	More feedback from the lecturer
Student 2	Less confident	slightly increased	More creative	Motivated	Vocabulary	Expressing opinion
Student 3	More confident	Improved	More systematic	Motivated	Vocabulary and writing organization	Teacher guidance
Student 4	More confident	slightly increased	Not Agree	Not really	Narrative Text	Read a lot
Student 5	More confident	Improved	Expressing opinion	Motivated	Vocabulary and grammar	Read a lot

Table 1. describes that most respondents (four persons) said they felt more confident when writing and had improved their writing skills after writing several review novels. Meanwhile, the following three respondents believed they were more driven to write after reading multiple novels, particularly in writing skills. According to the findings, writing several review novels improved students' critical thinking, expression of viewpoints, expansion of students' vocabulary, and writing organization. Students also gave suggestions for the assignment of writing a novel review. They suggested that writing a novel review could better help students improve their writing skills, and lecturers should often provide feedback. Students give suggestions so that lecturers help them more by sharing instructions on how to write well and correctly.

Table 2. Answers from Class B

Respondents	Themes per questions					
	Writing confident	Improving writing ability	Developing writing ability	Writing motivation	Influential writing aspects	Suggestions
Student 6	Less confident	Improved	Developed	Not really	Writing organizing	Free up the novels that will be reviewed
Student 7	More confident	Improved	Expressing opinion	Not really	More consistent	Facilitate a place for discussion
Student 8	More confident	Improved	Critical thinking	Motivated	Expressing opinion	Nothing
Student 9	More confident	Improved	Developed	Motivated	Writing speed	Adjustment of themes and types of recent novel reading material.
Student 10	More confident	Improved	Expressing opinion	Motivated	Constant writing	Peer- reviews to understand different styles of writing

Table 2. shows that most participants (4 people) felt more confident writing after doing several novel reviews. Then, all participants in Table 2. also felt that their writing skills improved. The participants felt that

their writing skills developed, some of them felt that their writing skills developed, especially when expressing opinions and when it comes to critical thinking. Furthermore, two participants felt unmotivated in writing even after doing several novel reviews, while the rest felt motivated. The aspects of writing that influenced the participants in Table 2 are writing organizing, consistency in writing, expressing opinions, writing speed, and constant writing. From the table, the participant also gives suggestions for improving teaching or approaches in writing novel reviews that free up the novels, adjusting themes and types of recent novel reading, and allowing students to discuss and peer reviews.

Table 3. Answers from Class C

Respondents	Themes per questions					Suggestions
	Writing confident	Improving writing ability	Developing writing ability	Writing motivation	Influential writing aspects	
Student 11	More confident	Not improved	Developing personal opinion	Motivated	More expressing a personal opinion	Stricter in writing aspect and rules
Student 12	Less confident	Improved	Critical thinking and analysis	Motivated	Getting broad insight	Sufficient method
Student 13	Less confident	Improved	Develop	Motivated	Getting much vocabulary	Giving some feedback and explaining them
Student 14	More confident	Improved	Develop	Not Motivated	Getting much vocabulary	Giving clear instructions and freeing up the novels that students choose
Student 15	Less confident	Improved	Develop	Motivated	Increasing vocab and developing ideas	Reducing the number of novels

The table above shows that 3 of 5 respondents in class C did not feel confident enough to write in English after writing novel reviews. However, most felt their skills improved after writing novel reviews. Some thought writing novel reviews helped develop their writing, such as developing personal opinions, critical thinking, and analytical skills. Almost all respondents in class C felt more motivated to write in English after writing novel reviews. Many aspects were very influential in improving the respondents' writing skills; for example, they were better able to express their personal opinions, get and develop broader ideas, and certainly get much new vocabulary.

Furthermore, the respondents suggested improving teaching in writing novel reviews to strengthen students' writing ability, such as being stricter in giving writing rules so that we are also accustomed to good writing, such as coherent and cohesive writing. The respondents also suggested that lecturers provide sufficient methods, such as giving feedback on each student's writing. Some respondents also gave minor criticism and suggestions so that they could be free to choose books for review and reduce the number of novels required.

The findings showed that the main impact of writing novel reviews had been proven to help students increase their confidence in writing. Besides, they feel that they have progressed quite well after writing novel reviews, have become more careful in grammar, and feel that they are now much more organized when

writing. The study also revealed that a minority of participants felt more motivated to write in English. However, some students did not feel motivated to write in English. One of the answers from the interview said:

"I think that when I write a novel review and express my opinion, it has very little effect because I think that when I review a novel, I mostly express the words that are already in the novel listed and only comment a little on the opinion that there are things that I can take from the novel, therefore I feel that my confidence has increased after writing a novel." – Student 1

According to student 1, writing novel reviews does not allow participants to express their opinions or points of view in writing, so it does not build their critical thinking and ability to develop ideas. In addition, because participants do not like writing, writing a large number of novel reviews is not able to make these participants feel motivated.

Furthermore, we observed that most participants felt their vocabulary was the most influential due to writing the novel review. After writing novel reviews and reading novels, they felt that the. Their writing was no longer monotonous because they already had many new vocabulary variations. So, they can choose to use vocabulary that suits the context of their writing. One of the answers from the interview said:

"Yes, I think it can be seen from the vocabulary I choose, now the vocabulary I choose is not too monotonous. Especially since I read a lot of novels, I feel that my vocabulary has increased and has an impact on improving my writing skills." – Student 3

In addition to vocabulary, they also felt that their critical thinking skills were also improved because when writing a novel review, there are parts of the novel story that must be related to events in student life; they also have to give opinions or input for the novel story if they become the author of the novel they read. Participants felt that these things required high thinking skills, so it helped participants practice critical thinking skills.

Discussion

The current study found that novel review writing can help students improve their writing skills. Hameed and Fatima (2021) also have a similar statement concerning the connection between a novel and the growth of paragraph-level writing skills. In the data obtained through interviews and as explained in the previous section, writing novel reviews to improve students' writing skills has a positive impact. This confirms the statements of Hedge (1969), that effective writing requires several things: a high degree of organization in the development of information, ideas, or arguments; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary. Grammatical patterns and sentence structures to create a style appropriate to the subject matter and the readers. During the interviews, the interviewees were asked about the effect of writing novel reviews on their confidence in writing. They stated that they felt more confident in writing. Many participants also stated that after making this novel review, they felt more able to develop their writing ideas. Then, they felt that their critical thinking skills improved so that they could write more systematically. The students who became participants thought that using novel reviews was an excellent way to improve their writing skills. Also, Harmer (2004) argues that writing encourages students to focus on accurate language use and, because they think as they write, it may provoke language development as they resolve problems the writing puts into their minds. Research by Zhang, (2018) shows that teaching novels engages students' imaginations,

strengthens their oral and written language skills, and serves as a springboard for holistic reading and critical thinking activities, beginning with basic comprehension and writing.

The participants felt many writing aspects improved after writing novel reviews, including vocabulary. Before writing a novel review, they were required to read the novel first. So, they gained much vocabulary from what they had read and poured their ideas and thoughts into writing the review. It greatly impacted the participants' writing ability because they had gained much vocabulary from reading and reviewing novels. Students concluded that the novel improves paragraph-level writing skills by introducing students to realistic vocabulary, different forms of paragraphs (narrative and descriptive), elements of coherence, and the community of native speakers. They are writing to help them learn better. The use of novels in the classroom offers an effective approach to developing a strong foundation in sub-writing skills, specifically in spelling, handwriting, grammar, and punctuation (Brooks et al., 2020; Issa, 2018; Muthmainnah et al., 2020; Yan, 2020).

However, the researchers also found that some participants did not feel any improvement in certain aspects after writing a novel review, especially in grammar. They admitted using a grammar-checking application like Grammarly to help them check their writing. Since they used the grammar checker to improve their writing, they felt that no aspect of their writing skills had improved significantly. Researchers have solutions to overcome this, such as allowing students to check their writing through peer feedback. In addition to peer feedback, lecturers can encourage students to check manually, and this can be done by providing training on how to check grammar effectively first. Moses and Mohamad (2019) also delivered the same statement who argue that grammar ability can be improved through reading and grammar-related activities.

The implication of this study is as a new reference in the research world that focuses on reading and writing skills. In addition, this study also provides implications in education about the importance of including novel review writing assignments in the English Education curriculum to improve writing skills and develop critical and analytical skills. Celik (2019) also said that developing writing skills through reading is an effective strategy in foreign language learning. Educators can also use the findings of this study as a reference for teaching techniques to train students' writing skills and provide more organized feedback.

The current researchers focused on the effect of students' writing skills after carrying out a series of novel review writing tasks. Future researchers may be able to focus on other aspects of ability that result from the novel review task. Moreover, despite the lack of previous studies on the topic, the uniqueness of the topic makes it challenging to directly compare the results with those of other projects in the field. Therefore, the researchers suggest that this study can be tested through other research methods so that the data results will be more valid and include a larger number of participants.

CONCLUSION

This study examines how writing novel reviews benefits the writing skills of 5th-semester students majoring in English education at UIN Syarif Hidayatullah Jakarta. The results highlight that the activity of one's novel review writing benefits the student's confidence in writing. Participants reported feeling more self-assured and methodical after completing the novel reviews. The growth in confidence can be attributed to the augmentation of critical thinking abilities through assessing and articulating personal viewpoints about the novels they perused. Furthermore, this research stressed the value of composing novel reviews in enhancing vocabulary and critical thinking skills. Respondents disclosed that practicing reading and crafting reviews could broaden one's vocabulary, providing a diverse terminology bank to incorporate in writing. Additionally, relating new elements to personal experiences and offering opinions in reviews contributed to developing critical thinking skills.

While vocabulary and critical thinking exhibited positive changes, certain participants did not experience significant improvement in grammar skills. Some students resorted to grammar checker apps,

revealing a possible inadequacy in the novel review task's effectiveness in addressing grammatical aspects of writing. The study indicates the need for incorporating new review tasks in the English education curriculum to foster writing skills, critical thinking, and vocabulary development. These implications expand considerably into the educational realm. Moreover, the study accentuates the significance of systematic feedback and implementation of tactics to target distinct writing aspects, including grammar. Based on these findings, future research could examine further facets of writing skills impacted by tasks involving novel reviews and employ various research methods for more thorough comprehension. Overall, this study provides valuable perspectives on the interrelation between writing skills advancement among English language learners and writing reviews of novels.

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