

**THE STEPS OF WRITING PROCESS AND THE IMPACT OF FICTION
STORY BOOK IN ENGLISH ENTITLED “TACO THE BLACK CAT:
COOKING EXPERIENCE WITH RECIPE BOOK”**

A FINAL REPORT



by

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2022

STATEMENT OF ORIGINALITY

I, Zahroh Tsamrotul Qolbi (151911813005), hereby declare that the final report I wrote does not contain or parts of the works of the other people except those cited in the quotation and the references, as a scientific paper should.

Surabaya, 23nd October 2022



Zahroh Tsamrotul Qolbi
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APPROVAL

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A FINAL REPORT

Presented In partial fulfillment of the requirement for the Diploma Degree

In English Language

Department of Business Faculty of Vocational Studies

Universitas Airlangga

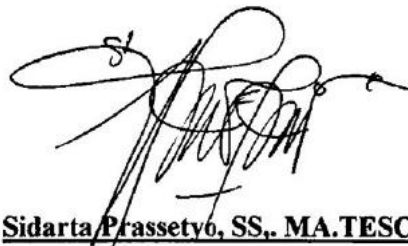
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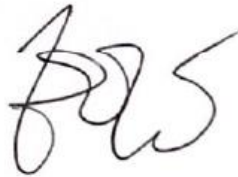
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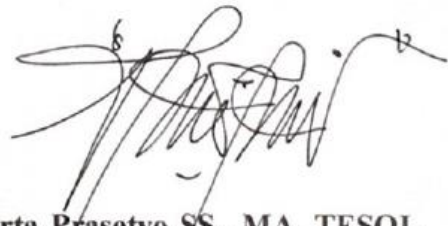
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ACKNOWLEDGEMENT

The writer would like to thank Allah SWT for the most considerable spirit of the writer's life, for giving the writer health every day, and for blessing the writer to fulfill her responsibility to finish this final report. The writer also would like to thank all who are giving support, love, and positive energy to make the writer enthusiastic to complete this final report.

1. The writer's family, particularly her mother and father, who provide financial support, pay close attention to her. Riro, her younger sister, always brings fun things to make the writer happy in stressful situations.
2. Mr. Sidarta Prasetyo, SS., MA. TESOL As the head of English Diploma III of Universitas Airlangga and the internship final report advisor, the writer had the most significant contribution to guiding the writer to finish this final report. Thanks for the time given to the writer.
3. Mrs. Angkita Wasito Kirana, S.Hum., M.Hum, as the lecture guardian for the writer in every warm soul, to motivate the writer to finish the final report. Never stop to say thank you for all your dedication to developing and improving the writer.
4. Thank you for all of the English Diploma III lectures at Universitas Airlangga. The writer appreciated all lectures' dedication and shared the best experiences.
5. Dea, Novita, and the writer's secondary school friends, to your all beautiful soul for always listening to all complaints in every problem and also accompanying the writer since senior high school. Dea and Novita, thanks for always accepting in every hangout when the writer has stressed out.
6. Thanks to the boy the writer met in 2021 for staying in every call night.

7. All EDSO-19 members, thank you for being kind to any single person during college life, starting from online college and back to offline college again.
8. Fitri, Devita, Yapsa, and Cantika are members of SM ENTERTAINMENT (Sambat Mania Entertainment) since *maba*, who always cares about college life, is motivated to finish the final report. Big thanks to you guys for the friendship and beautiful memories in college.

Surabaya, 25 December 2022

A handwritten signature in black ink, appearing to be 'Sm.' with a large circular flourish on the left and a horizontal line under the 'm'.

The writer

ABSTRACT

Creativity can pour into a fiction storybook in words or pictures. The writer finds ideas in several ways to make a fiction story well. For this reason, the writer should decide on the steps of writing a fiction book well and also understand the impact of a fiction story. In this case, making a fiction story with pictures in the book for primary children is the most important thing to make a purpose for the target reader. Two points based on this final report were analyzed using the text from the experts. This final report created a dedication to those interested in fiction storybooks with pictures on them. In addition, this storybook in English was produced for the young generation, ranging from the steps of writing fiction to the impact of a fiction story.

Keywords: fiction storybook, steps of writing a fiction book, the impact of a fiction storybook

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CHAPTER 1

INTRODUCTION

1.1 Background of the Report

The fiction storybook will bring the reader into the storyline to feel the story's energy. The writer spreads the power of the story through words. The writer conveys the words into the story with the step in the writing process. Burt-Thomas (2010), the fiction writers, believed that the first step in the writing process is to share their thoughts with people, and the fiction writer only realize their full potential in their work once they come up with a story. Also, fiction writers compose fiction storybooks with a strong ambition to succeed.

One of the categories in fiction story books is containing related pictures in the storyline. The picture in the fiction storybook make the story more alive and attractive to read. As readers, primary school children will appreciate a fiction book with pictures and more understanding of the storyline. According to Salisbury & Styles (2012), a picture book is a text with an item of pictures to produce a book for children. Bader (1976), points out in *American Picture Books: From Noah's Ark to the Beast Within*, picture books are art objects and the primary literature book for children that offer the storyline for readers through the interaction of the visual in a picture book.

The visual has the function of a picture book to express the children's feelings when they read the fiction book. In addition, the picture in the book will have a significant impact on the reader. The impact of the picture in the book is helping children to remember what they read. According to Salisbury and Styles (2012), the pictures in a picture book impact children's language skills since visual experience can be transmitted verbally. Unfortunately, there is no space in a picture book to demonstrate children's responses to the impact of the picture book as evidence of their imagination from what they have read.

Based on experience, the writer should know how to write a fiction storybook carefully and adequately. The writer must see the writing process steps in a fiction book because the writer's purpose is to increase reading interest in a fiction storybook for children. The writer should be able to know all the impact of her fiction book because the writer would see the impact of the fiction book on the respondent. This final report was written to understand the steps of the writing process and learn about the impact of a fiction book. Moreover, the writer wrote this report to make it easier for students to learn about writing fiction story books with journals from experts. In the sequel, the writer wrote this final report to find out the steps of the writing process and the impact of the fiction storybook that applied in writing an English fiction storybook entitled "Taco The Black Cat: Cooking Experience with Recipe Book."

1.2 Statements of the problems

Two problems faced by the writer in this final report:

- a. What were the steps of the writing process for an English fiction storybook entitled "Taco the Black Cat: Cooking Experience with Recipe Book"?
- b. What was the impact of the English fiction story book entitled "Taco The Black Cat: Cooking Experience with Recipe Book"?

1.3 Objectives of the Report

- a. To find out the steps of the writing process, a fiction storybook for children to learn in English.
- b. To find out the impact of the fiction storybook on children.

1.4 Significance of the Report

1.4.1 For the writer

This final report has several benefits for the writer:

- a. Expressing the writer's imagination is an idea for making a storybook and making the character look accurate with the pictures the writer made by herself.
- b. Improving the writer in academic writing is a new experience for writing English fiction story books.
- c. Gaining knowledge about writing a book for children with pictures, especially the book has good pictures with animal characters.

1.4.2 For the alma mater

This final report has several benefits for the English Diploma:

- a. To providing other students to learn about the process of writing fiction story books in English with the problems faced while writing the book.
- b. To sharing knowledge about how to write fiction story books in English with the following book of writing fiction story books by experts.

1.4.3 For the other institution

This final report has several benefits for the Universitas Airlangga:

- a. Using this final report to know the impact of fiction story books in English.
- b. Introducing this final report for other students about the process of writing fiction story books in Engli

1.4.4 For other interns

This final report has several benefits for another intern:

- a. To use this report as a reference in writing a fiction storybook in English.
- b. To help other people to have more knowledge in writing fiction book stories.
- c. To develop the imagination being an idea in writing fiction story books.

CHAPTER 2

REVIEW OF RELATED LITERATURE

1.1 Fiction Story Book

The fiction story background is unreal because some characters feature an animal background that acts like a human. The story that the writer wrote is unreal if animals behave like humans. But it is suitable in fiction stories where animal characters behave like humans. The important thing in building the characters for an account is imagining that the characters will attract the readers' attention and make the story more alive. According to Digest (2017), one great reality has over fiction is does not have to make sense. Most fiction is engaging when it pulls the readers into a compelling storyline, detailing, and different. The great challenge of fiction is creating characters to feel logical, emotionally, and psychologically make sense.

According to Burt-Thomas (2010), in the writing process, the middle of the story was the main point in developing and building a conflict of the beginning issues brought to the storyline. The beginning and ending points can be subtle or sensational, but both must be effective. Both need to feel like an ending but bring closure yet leave the reader thinking about what the reader read and learned.

The fiction storybook especially has pictures on every page which will make it easy to understand the story and easy to learn. The image in a fiction storybook will give children an expansive imagination and impact them to understand the story. According to Salisbury and Styles (2012), the picture book engaged the readers' minds and hearts. The picture book also served as a medium for the children to learn about art. The picture book also demonstrates how picture books may give a safe area for children to express their feelings, including some of life's most important themes, such as divorce and bullying.

1.2 The Steps of Writing Process were used in fiction story book entitled “Taco the Black Cat: Cooking Experience with Recipe Book”

Based on Burt-Thomas (2010), the seven steps of the writing process: getting ideas, planning, researching, organizing, drafting, editing, and evaluating will take you from thinking about producing a satisfying work of art. Below is the process of writing:

1. Getting ideas

Every piece of writing begins with an exciting idea. Usually, the writer goes to the desk and sets the writer's fingers racing across the keyboard to write the story. The writer can find ideas everywhere, but the writer needs to find one that genuinely interests and is worth noting. For example, in getting ideas mentioned by Burt-Thomas (2010), how to generate ideas is to brainstorm by asking creative people or asking friends how they come up with ideas and tell about memorable experiences. The writer can use a favorite story as a model or structure but change the characters and the setting. Maybe the writer can tell the same story through a different character's point of view.

2. Planning

Now the writer has got a solid idea and wants to sit right down and start writing. Before the writer begins composing, there are several questions that the writer needs to answer of steps to take. There was no need to plan or make an outline because it was obvious what should happen. For example, in planning mentioned by Burt-Thomas (2010), the important thing in planning is to achieve the writer's goal in experience, explore the topic or relationship and write a bedtime story for children.

3. Researching

The research may make the writer immediately envision days slogging through dusty library shelves or dank basements filled with crumbing boxes. There are so many excellent sources of information available that researching can be a pleasure. Some writers get entirely caught up in researching their work and often develop additional ideas that enrich and ignite it. For example, in the research mentioned by Burt-Thomas (2010), the writer can gather information from media sources such as books, magazines, audio, videotapes, TV, and the internet. The sources include experts or specialists providing facts, observations, or insights.

4. Organizing

Now, after research, is an excellent time to firm up the outline or concept and set it down in a way that will help in the finished work. Organizing ideas will know if there is additional research to be done. For the example of organizing mentioned by Burt-Thomas (2010), the writer contains the story by creating detail and sketching out the way. The story would progress because they knew the details would develop and change along the way.

5. Drafting

Remember, drafting is hard work. Many authors advise getting through it as quickly as possible but remember to give yourself a few breaks. Drafting is part of letting imagination loose and a creative process. Write down anything that comes to mind. Many authors work from their draft section by section, improving the original material more step-by-step. For example, in the draft mentioned by Burt-Thomas (2010), the writer should outline how the story might start. Outline points, grab the reader's attention, establish the storyline, and set the conflict or main idea in motion.

6. Editing

Then, during editing and evaluating, spend more time selecting the precise words and structure that will make the story attractive to the page. During editing, look carefully at the variety of sentences and how long they are. Editing allows making all the changes needed to make writing the best it can be. For example, in editing mentioned by Burt-Thomas (2010), using the notes to edit and make changes in clarity, appeal, and punch. The writer will find the precise word, reroute the plot, and correct the spelling.

7. Evaluating

In addition to evaluating the written work created, having others review and help assess the entire process has just been through it. The author can determine the experience in several ways. For example, in the evaluation mentioned by Burt-Thomas (2010), in the evaluating process, the writer just looking back to look at the work of the story, evaluate the entire steps of the writing process, think about the genre, achieve goals, consider publishing, and moving forward for the story.

1.3 The impact an English fiction story book entitled “Taco the Black Cat: Cooking Experience with Recipe Book”

Mentioned from Bader (1976), the primary function of the picture book is 'an experience for a child.' So, there are impacts of fiction story books for children:

1. Responding to word image interaction

There is an affair between young readers and their picture books, especially before they can read print books. Older children can discriminate between the different functions of words and pictures.

2. Reading body language

Even the youngest children are good at reading body language, something they probably learn from cartoons on television.

3. Reading visual metaphors

Without knowing the vocabulary or understanding terms such as visual or metaphor, they interpret visual symbols, sometimes with extraordinary self-confidence.

4. Analyzing color for significance

Children appreciate pictures in a fiction book and often try to determine how they achieve the impact and what these impacts signify. Young readers are susceptible to color and tone and analyze quite naturally. Note the severe attention children pay to every aspect of pictures that intrigue them.

5. Rising to the challenges offered by picture book

The children love to be amused but also want to be challenged. The writer who created the picture would respect their young readers and never sell them short.

6. Looking and learning

The most challenging books make children think in new ways, which they often find deeply absorbing. The children grow up in a highly visual world and quickly overtake.

CHAPTER 3

METHODOLOGY

3.1 Methodology

At first, the writer got an idea after she watched one of the *Studio Ghibli movies*, “*Kiki’s Delivery Service*” The cat in Kiki’s Delivery Service movie inspired the writer to make the cat character as the main character. From the cat’s character, the writer got the idea of a story that has a simple moral story about the important thing of telling the truth to everyone. Then, the writer started to write the story after finishing the internship and the writer took five hours per a day to write it. The story takes more or less than 12 pages with a picture on every page. The fiction story has a family theme where the character lives in the forest. This fiction book has seven characters, there are Taco, Lili, Mommy Kiki, Suzy, Daddy Jo, Titi and Lizy.

The writer chose the primary student as the target reader for her fiction book because the book has pictures that would be interesting for the children. The purpose of determining the target reader is to adjust reading taste and make it easier for the writer to write the story. Another purpose of determining it is to facilitate the author in handling the survey. The survey will be conducted on a google form that the writer made and share the link for the respondents. The writer will help the respondents to fill out this survey because the children, as the respondents, do not have a phone, so they answer the question on the survey on the writer's phone. In this situation, the writer helped the children fill in the google form, and the writer explained the mechanism of the survey. So, the respondents will react to all the questions and give the writer comments in basic English then the writer will help to write the comment in the survey. But several respondents had to write their reviews on the writer's or sibling's phones.

This survey took two weeks, with eleven respondents who were primary students. The respondents who followed this survey were primary students aged seven years, nine years old, ten-year-old, eleven years old, and twelve years old. Two of the respondents were seven years old, two of the respondents were ten years old, three of the respondents were nine years old, and three of the respondents were twelve years old. Six of the respondents are female, and five are male.

The methodology of writing this final report is from books by experts that explain the steps of the writing process, meaning the fiction book about the picture book for children, and explain all the impact of a fiction book for children. The writer also had observations to know the steps of the writing process well and the observation about the survey to select the respondents before the writer did the survey. Another method is the survey to know all things in fiction book impact on children.

3.2 Data collections

In carrying out the case of study, the writer used several instruments down below:

3.2.1 Document

The writer used several books by experts to help her finish this final report, and the books helped the writer write the fiction storybook. Reading the book teaches readers an excellent process to start writing a fiction storybook. The writer recommends reading a book before beginning writing to get more knowledge.

3.2.2 Observation

The writer had observations about the steps of the writing process that impacted the reader and the observation from the writer's experience while writing a fiction storybook. This observation is to select the respondents for the survey.

3.2.3 Survey

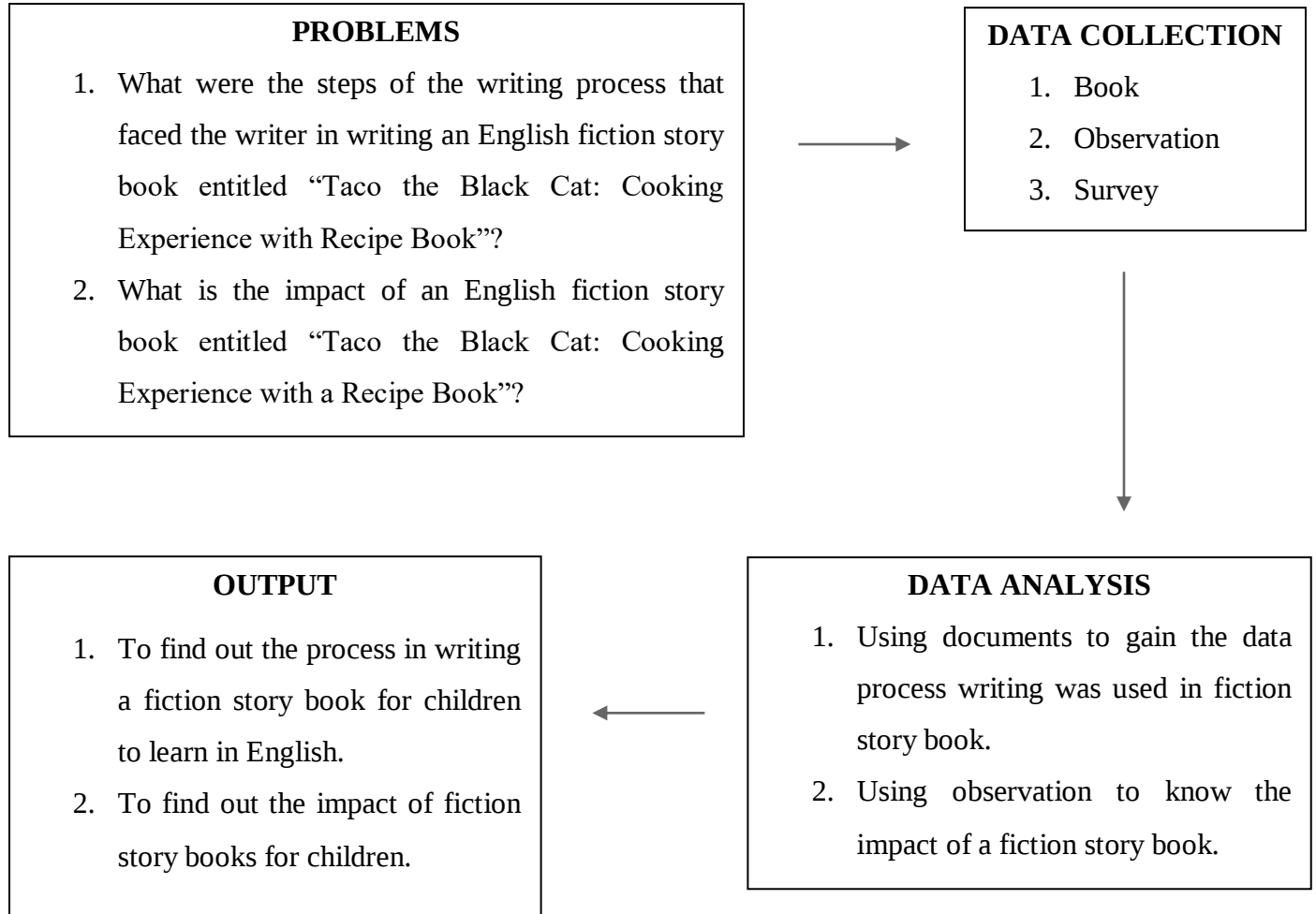
The writer had a survey to gain data on the impact of fiction story books on children. The survey had conducted on Google Forms, with eleven questions about the respondent's opinions before and after reading the writer's fiction book. The survey had eleven primary student respondents; six were female, and five were male.

3.3 Data analysis

The writer used her fiction book to analyze the impact on the children as the reader. In data analysis, she knew how to improve her writing of fiction story books in the future.

No	Unit of analysis	Data collection techniques
1.	The steps of the writing process faced by the writer in writing an English fiction story book.	1. Book 2. Observation
2.	The impact of English fiction story book entitled "Taco The Black Cat: Cooking Experience with Recipe Book"	1. Book 2. Observation 3. Survey

3.4 Framework of the Report



CHAPTER 4

RESULTS AND DISCUSSION

4.1 Discussion

In the movie the writer watched, the cat character is so iconic, which inspired the writer to write the fiction story. Thus, it inspired the writer to write about a cat. Hopefully, this fiction storybook can attract children's interest in reading fiction books. The writer chooses the book project because writing the story is challenging and can improve the writer's writing skills. It was how to get ideas for the story and write it based on an effective process.

In this chapter, the writer would like to explain the problem statement mentioned in chapter one and include the problem-solving part. The writer found two problems while writing the fiction storybook. The writer would focus on explaining the process and impact of the already-written storybook. The writer needed help developing ideas to make a character in the story, create a plot, and build an effective process to write a story that aims to attract the reader.

4.1.1 The steps of the writing process were used in a fiction storybook entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

The writer researched and reviewed the journal to ensure the best way to deliver a story from original ideas to the readers. From the reviews, the writer has to pay attention to the storyline to make it more attractive. Therefore, the writer has the apparent concentration to revise the text in the story. In the fiction story book entitled "Taco the Black Cat: Cooking Experience with Recipe Book," the writer used several processes of writing such as follows:

1. Getting idea.

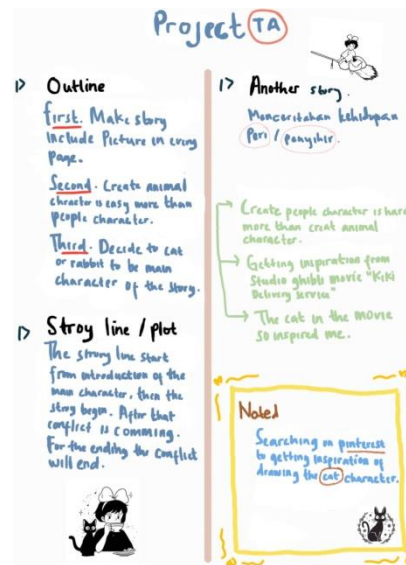
According to Burt-Thomas (2010), the idea of the story comes everywhere; there is no right or wrong way to imagine your idea. There were many sources to stimulate your imagination, build an idea and start the story's first sentence. Based on the writer's experience, be open to everything, look for any source, and do not disregard anything. All can carry the imagination to new places to develop ideas or take a trip to browse the mind to get innovations. These are the writer's way to get to spots for idea gathering:

1. A quiet garden
3. Family room
4. The coffee shop
5. The dinner room

On the other hand, the writer had a favorite place to explore her imagination. The best spots would be effective when the writer tried to get some ideas. The writer had an experience when she got the idea to write a fiction story. The first idea came when the writer sat on the chair in the living room and watched Studio Ghibli movie *"Kiki's Delivery Service."* The second place was a quiet garden, and the writer developed the story idea through a calming spot in the small garden in the house. Lastly, the coffee shop would be a good place for the writer to hold her imagination when writing a story. The writer usually ordered a caramel coffee latte and then enjoyed the time to write the story.

2. Drafting.

According to Burt-Thomas (2010), drafting is the writer's plan after the writer has done the research. The writer will organize the information and create an outline before beginning to write the story. Then, the writer can see where the story's idea might based on the outline. Writing the story can form at any point at the beginning, middle, or end. Start writing at any spot that will carry the reader into the story. For the most part, especially in fiction, the ending is not a summary, but that is a resolution.



Picture 1 drafting

In the writer's experience, she would draft her idea in Microsoft Word before writing it into the first sentences. After putting all her thoughts in a draft file, the writer made some outlines to get the work moving in the right direction. The writer would come up with several options for the storyline of the fiction book. The writer had several options for the story: the character, the storyline, and the background. For the character, the writer thought about writing fiction with animal characters or with human

characters, but in the end, the writer would choose animal characters. In the storyline, before the writer decided to write Taco's story, she thought of another storyline about the fairytale, but the writer did not choose it. The writer decided to chose the forest as the setting for the background story.

3. Editing.

According to Toby and Alan (2002), editing is paying careful attention to the language style, clarifying, and condensing to make sentences easier to understand the meaning of the story. In some cases, editing is similar to proofreading the text. The writer read sentence by sentence with rules to justify an error in spelling, typos, punctuation, and grammar. Then according to Burt-Thomas (2010), in editing, a rewriting process is essential because it can be fun. Here is where to take raw materials. At this point, the writer reworks the story by concentrating on description, grammar, plot or step, characters, and spelling.

Example:

PAGE 1

In the beautiful forest, a black cat lives alone in a wooden hut is facing a river. He is a black cat called Taco who is kind soul that his loved by all forest dwellers. Taco don't hesitate to always greet all forest dwellers wherever he meets.

"Hay Lili how are you?" Taco said when he meet the white rabbit in the morning. "Hay Taco I'm glad to meet you today. I'm pretty good" Lili answer with smiling at him.

"Do you want to stop by my cottage, I have a warm cream soup you will like it" Taco invited Lili to come in his cottage. Lili happily to followed Taco into the cottage and she could enjoy a bowl of warm cream soup made by Taco.

Picture 2 editing

In the **gorgeous** forest, a black cat named Taco **lived** alone in a wooden **cottage** by a river. The black he **has** a kind soul, and all forest dwellers love him. Taco never hesitate to greet all forest dwellers.

“Hi, **good morning**, Lili. How are you?” Taco waved when Lili, the white rabbit, **passed by his cottage**.

“Hi, Taco. **I am** glad to meet you today. **I am** pretty good.” Lili answered while smiling at him.

“Do you want to stop by **here**? I have a warm cream soup, and I promise you will like **it**” **offered Taco**.

Lili nodded and was happy to eat Taco’s cream soup. They entered Taco’s cottage and headed to the kitchen. Taco took a big bowl for Lili and poured much cream soup into it.

Picture 3 final editing

In the first page of the fiction story book entitled “Taco the Black Cat: Cooking Experience with Recipe Book”, there were several edits in choosing words, misunderstanding, punctuation, etc. The writer had edited her story in all paragraphs on page one. In paragraph one and two there were some inappropriate words choice and misunderstanding for example:

- beautiful : gorgeous
- lives : lived
- hut : cottage
- answer : answered
- with : while

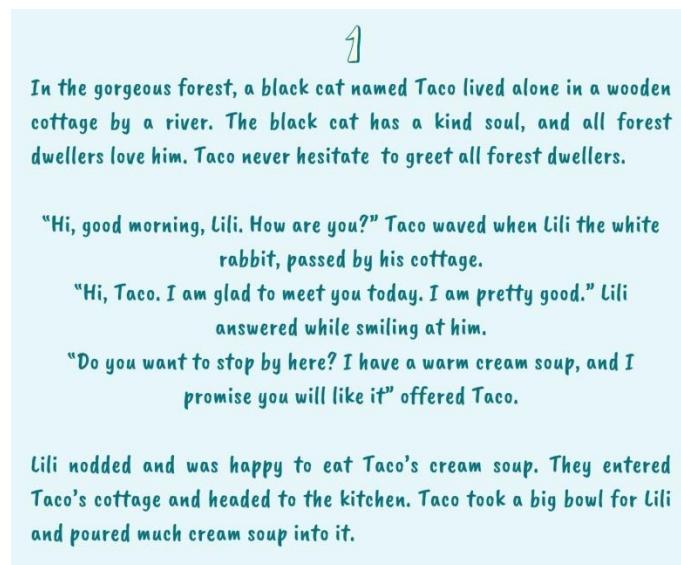
In paragraph four there were some addition words and in paragraph five it changed full sentence because it was misunderstanding. For example:

- here
- and I promise
- offered Taco

- Lili nodded and was happy to eat Taco's cream soup. They entered Taco's cottage and headed to the kitchen. Taco took a big bowl for Lili and pour much cream soup into it.

4. Evaluating.

According to Burt-Thomas (2010), during editing and evaluating, the writer can spend more time selecting the precise words and the structure that would be made the story rocket off the page. Check each one carefully to see the message or image the writer had in mind. In evaluating aspects, the writer can put time, energy, imagination, and emotion into a deeply involving and possibly on experience. The writer must look back and evaluate their work. It will help prevent the work from repeating missteps, guide it to new and more enjoyable ways of working and strengthen writing skills.



Picture 4 the text before evaluating

The picture presents the final text of the writer's fiction book. The writer evaluated how to clear the text and changed the word to be good phrases. Before the story reached the final decision, the writer did a lot of revising several times for the story text and many words changed. The writer changed in structural sentences, the grammar, and make the story easy to understand.

4.1.2 The impact of the fiction story book entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

According to Salisbury & Styles (2012), the growth in interest of the reader by the graphic novel in recent years had a considerable impact on children's picture books. Picture books are emerging as an increasingly common form of visual literature and have the great benefit of being universally readable.

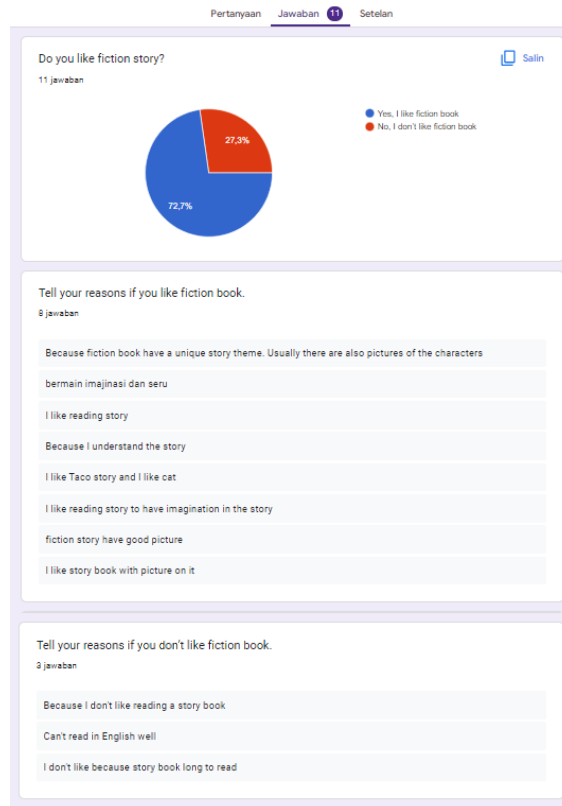
The writer surveyed the impact of fiction storybooks on primary students and the respondents. The survey was conducted in Google Forms with eleven respondents. The children who are the respondents of this survey will give a review before they read the writer's fiction book and give a review after they read the fiction book. From there, the writer learned that eight of eleven respondents liked the fiction storybook. On the other hand, a third of respondents do not like fiction storybooks. All respondents who like or dislike fiction stories respond well to this survey. From this survey, the writer's fiction book significantly impacts children as readers. This survey also helped the writer in finishing this project's final report.

The impact of reading a fiction book entitled “Taco the Black Cat: Cooking Experience with Recipe Book.” has two aspects before and after the respondents read the writer’s fiction book. Both aspects were already compiled in this survey by the picture included in this final report.

4.1.3 The impact before the respondent read the fiction story book entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

The reader filled out this survey; eleven respondents were primary students. The respondents aged seven, nine, ten, eleven, and twelve, with six of them female and five of them, are male. Two respondents are first-grade primary students, three are in the third grade of primary students, two are in the fourth grade of primary, three are in the fifth grade of primary students, and six are in the sixth grade of primary students. In this survey, three respondents dislike fiction, and eight like fiction storybooks.

The writer made this survey to know the respondents’ view before they read the writer’s fiction book. Here is the survey evidence before the respondent reading the fiction book entitled “Taco the Cat: Cooking Experience with Recipe Book”



Picture 5 the data from survey before read the book

From the chart, 27,3% of the respondents dislike fiction books, and 72,7% like fiction books. This percentage was taken before the writer gave the respondent a reading of the fiction book entitled "Taco the Cat: Cooking Experience with Recipe Book." It showed that the number of participants who like reading fiction is higher than those who dislike fiction story books.

From comments by eight respondents who like fiction books said that fiction storybook has a unique story theme and fiction stories usually bring the readers great imagination to express the story. The readers also comment that fiction with pictures will be more interesting because the readers can learn with words and understand

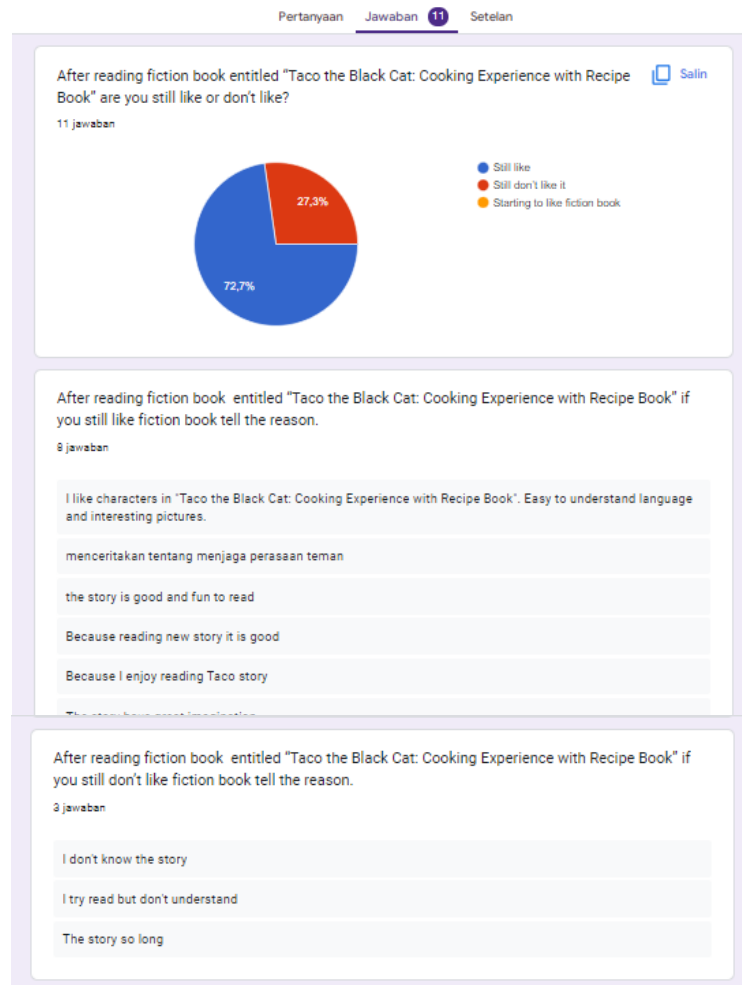
the meaning from the picture that describes the story. Last thing, comments from the respondents, they understand the plot of Taco's fiction story, and the respondents are also interested in the storyline.

Three respondents who dislike fiction stories commented that they dislike fiction because they have a habit that does not like reading fiction stories. Also, they had a statement that Taco's story is so long to read. The respondents commented that they could not read English books well, meaning they had low-skill reading in English.

4.1.4 The impact after the respondent read a fiction story book entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

This survey aims to know the respondents' reviews after reading the writer's fiction book. After the respondent read the writer's fiction book, they would fill out this survey for their opinion. Three respondents still dislike stories after reading the writer's fiction book. Then eight respondents still like fiction stories after they read the writer's fiction book. Here is the survey evidence after the respondent read the fiction book entitled "Taco the Cat: Cooking Experience with Recipe Book."

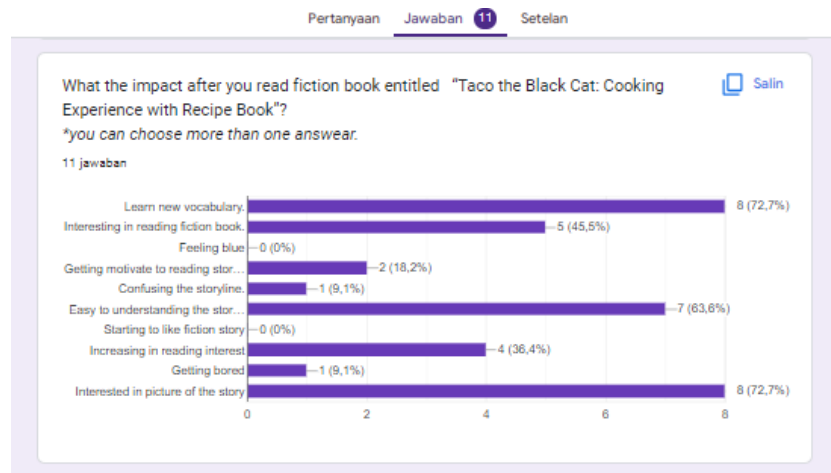
Three points complied in a similar review from the respondents after they read the writer's book. First, the respondents give thoughts about the fun storyline, a great book, and an enjoyable story. Second, the respondents are interested in the characters in the story because they bring such great imagination, and the story moral will be memorable for the respondents. Last, the respondents gave good reviews of the picture of the story because the image helped the respondents to express the words in the story.



Picture 6 the data from survey after read the book

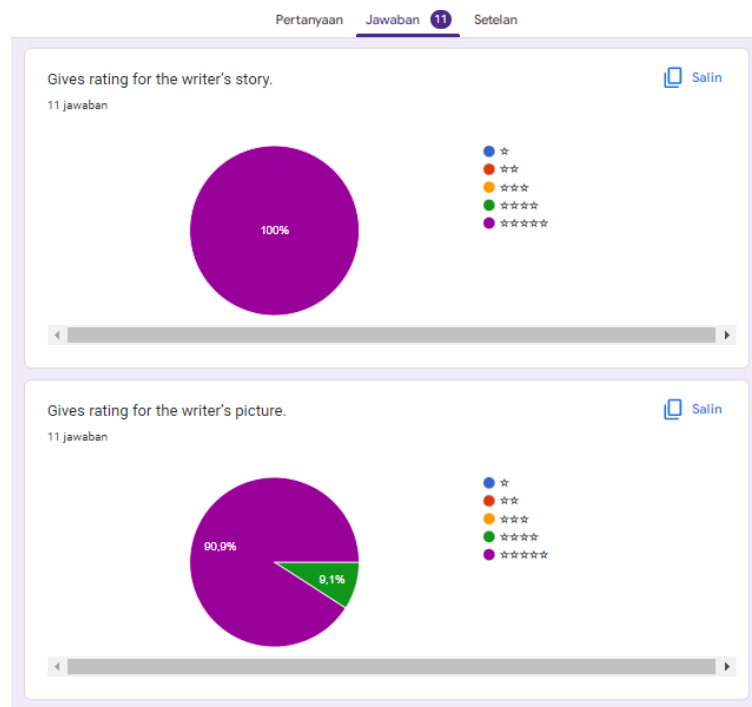
Moreover, in this survey, three respondents commented on their reason for disliking fiction books. After reading the fiction book entitled "Taco the Black Cat: Cooking Experience with Recipe Book," the respondent explained her dislike of the fiction storybook.

The respondents who dislike fiction story books give their comments as reasons to dislike the writer's fiction story. The respondents said they did not understand the storyline because they thought it was too long to read. Even the respondents tried to read the story until the end but did not understand the storyline. For all the reasons the respondents leave, they still dislike fiction after reading the writer's fiction story.



Picture 7 the data from survey

The chart shows several impacts from the respondent after they read a fiction book entitled “Taco the Black Cat: Cooking Experience with Recipe Book.” The chart shows 72,7% of eight respondents learned the new vocabulary. 45,5% of five respondents were interested in reading a fiction book. 18,2% of two respondent was motivated to read a storybook in English. 9,1% of one respondent is confused about the storyline, and 63,6% of seven quickly understood the storyline with the picture book. 36,4% of four respondents are increasing in reading interest, and 9,1% of one respondent is getting bored. The last 72,7% of eight respondents are interested in the picture of the story.



Picture 8 the data from survey

The picture shows a chart survey about honest ratings from a respondent in the story and images in the book. The first chart is a rating for an account, and all respondents gave a good rating. The chart shows 100% for five stars for the rating. The second chart is about the rating of pictures in the writer's fiction book, offering a 90,9% rate for the story's review. The writer appreciated all respondents who were helping the writer with this survey.

4.2 Obstacle

After finishing her internship, the writer wrote a fiction story for her final report. The writer wrote this final report conjunction with writing the fiction book. Eventually, the writer wrote a fiction story entitled "Taco The Black Cat: Cooking Experience with Recipe Book." To finish this final report, the writer also found several obstacles.

First, the writer had difficulty finding the journal or the book from experts that explained the fiction book with pictures. The writer saw a few sources that had the same discussion in the writer's final report. Only two books explained the steps of the writing process and the impact of fiction story books for children. Both of the books are very helpful in understanding the writer's problem.

Second, the writer also needed help selecting the respondents in her survey about the impact of fiction story books on children. In this situation, the writer required the primary student as the respondent. The writer must find ten respondents to fill out the survey conducted in the google form. In this situation, the writer needed help selecting the survey respondents because she needs help finding the primary students around her environment.

In conclusion, after finishing the internship, the writer wrote this final report. The writer finds several obstacles in completing this final report. The writer needed help with the references of a journal or book with the same discussion in this final report. In this situation, the writer only found a few book references explaining the writing process steps. Also, the writer found a book that explained the impact of a picture fiction book on children. Moreover, the writer needed help fulfilling the impact fiction book survey for children because it took a lot of work to select the respondents.

4.2.1 Obstacles related to the step of the writing process were used in a fiction storybook entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

Writing a fiction storybook is hard; the writer must think of the story and need more references to write well because the writer needs help searching for a book that explains the steps of the writing process. The writer found several obstacles faced in the steps of writing a fiction story. First, the writer needed help understanding and searching the references about the steps of writing a fiction book. At this point, the writer only found one book that explains the steps of writing fiction from a source from Burt-Thomas (2010).

Second, the writer took much time to choose the idea of the story. The writer needed clarification in thinking of the plot story. From there, the writer had wasting time thinking about the story's outline. During this situation, the writer thought hard about her fiction story because she did not have experience writing fiction for children.

4.2.2 Obstacles in the impact of fiction story book entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

Before the writer decided to implement a survey about the impact of fiction into a project report, the writer had doubts about the source for readers to have a data impact of the respondents reading a fiction book entitled "Taco the Black Cat: Cooking Experience with Recipe Book." The writer had searched journals to explain the impacts of fiction books on children but needs help finding only a few. This situation made the writer need clarification to obtain the information required. The last obstacle is the need for more references for a picture book for children with animal characters in English. The writer could

not focus while still thinking about the journal as the reference, and the writer could not find a journal that explained the pictures to children. Therefore, it took time for the writer to finish the work. As a result, the writer found only one book that thoroughly explained the impact of fiction books and explained about the picture book on children. The book is helpful for the writer to finish this final report.

4.3 Added Value

After finishing the internship, the writer decided to project a final report and make a fiction story book including pictures on every page. The writer had great experiences in this situation and added value to writing fiction. As a result of writing this final report, she made a fiction book with pictures in it, and the writer had experience. The value was related to the writer's problems in finishing this final report.

4.3.1 The value related to the steps of the writing process was used in a fiction storybook entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

After the internship, the writer encountered a value to motivate the writing process, which would be used in the fiction story book entitled "Taco the Black Cat: Cooking Experience with Recipe Book." The simple idea would bring the writer staying in track with the storyline that had been a concept since the writer chose this report project. It helped the writer to be confident with the idea that had been chosen. It became the first experience for the writer to write children's fiction story books as well, so it boosted the writer's excitement.

4.3.2 The value related to the impact of the fiction story book entitled "Taco the Black Cat: Cooking Experience with Recipe Book."

Several obstacles while writing the fiction storybook taught the writer valuable lessons. The first is to learn more about the impact of fiction on children from an expert book. When interacting with youngsters, the writer has positive energy. However, the value from the obstacles made the writer more understanding of the impact of the storybook on the reader, how the reader feels after reading the book, how the reader understands the storyline, and how the reader's interest in the story. The writer has new knowledge from there, and it is a new experience.

4.4 Related Courses

4.4.1 Genre-based Writing

This course used methods 25%, discussions 25%, and assignments 50%. As there, this course offers techniques and strategies for writing many kinds of genres. The lecture will be discussions, presentations, and assignments.

4.4.2 Grammar for Writing

This course used methods 20%, discussions 30%, and projects 50%. The output of this course trained the student to use grammar and proofread accurately from the assignment and project class.

4.4.3 Extensive Reading

This course helped the writer to restore her vocabulary because there was a lot of vocabulary that she did not know in the journal text. The writer will improve her reading skill in English journals.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

These statements had two problems faced when the writer finished this project's final report. The first problem is the step of writing process in fiction story books. From there, the writer realized the steps in the writing process start with getting an idea. This time the writer got her idea after watching *the studio ghibli movie "Kiki Delivery Service"* the cat character in the film inspired the writer to make a cat character the main character. The next step is drafting the text to develop the idea. After that, the writer will edit her text. In the editing section, the writer takes the help of a proofreader to fix her text. The last process is evaluating to check again on her first draft of the text to get a good result on her final text. The second statement in this final report is knowing the impact of fiction story books on primary students. The writer surveyed Google Forms to understand the impacts on the children as the reader. This survey's technique is for the writer to assist respondents in filling out the answers on Google. This survey has ten respondents, and all of the respondents already help the writer finish this final report.

In this final report, the writer faced two problems in the step of the writing process and the impact of fiction stories on primary children. In the writing process, the writer follows steps from the book by Burt-Thomas. From the writer's experiences, by following the expert book, she had four writing steps: getting ideas, drafting, editing, and evaluating. Moreover, the writer knew the impact of her fiction storybook on the children by following the expert book that explains the fiction book's impact on children.

From there, the writer knew from all the statements as having several obstacles. In the steps of the writing process and the impacts of fiction stories, there are problems with a need for more references in getting information related to the writer's discussion. Moreover, in finishing the survey, the writer needed help getting the data because the writer needed help selecting the respondents and managing the data from this survey on the google form. In this situation, the writer also gets value from all obstacles faced by writing fiction and getting the survey.

From all obstacles the writer faced, she gets value in finishing this final report. The writer gains knowledge in the writing world and in writing fiction. The writer also knows that her fiction book impacts the reader. The writer is so grateful to know the incredible impact of this survey on the writer's fiction storybook. At that point, the writer gained value in new experiences and faced problems finishing this project's final report.

In conclusion, the writer gained new knowledge about writing fiction and creating a fiction storybook. During work on this project report since the writer's internship finished. Since the writer's internship had finished, the writer tried to finish this final report effectively and sooner. The idea of the story naturally comes from the writer's imagination after watching the movie, and the cat character in that movie was so motivated to start writing the fiction book. Several problems while writing the fiction story made the writer understand the step of the writing process fiction and find the problem-solving where it is still on the track of the concept in this final report. From there, the writer knows the impact of the fiction storybook through the survey that the writer made.

5.2 Suggestions

5.2.1 Suggestions for Universitas Airlangga

The writer suggested to Universitas Airlangga to function her final report and her fiction book as well. All the readers will gain knowledge and be more motivated. The writer hopes this work can be famous by many readers from both internal and external sources of the Universitas Airlangga.

5.2.2 Suggestions for D-III Bahasa Inggris

The writer suggests that D-III English function her final report and fiction book well. This work can help students improve their writing skills and can reference fiction books. Hopefully, they get information from this work that helps them understand the actual situation when they start writing a story.

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APPENDICES

APPENDIX 1: The book cover

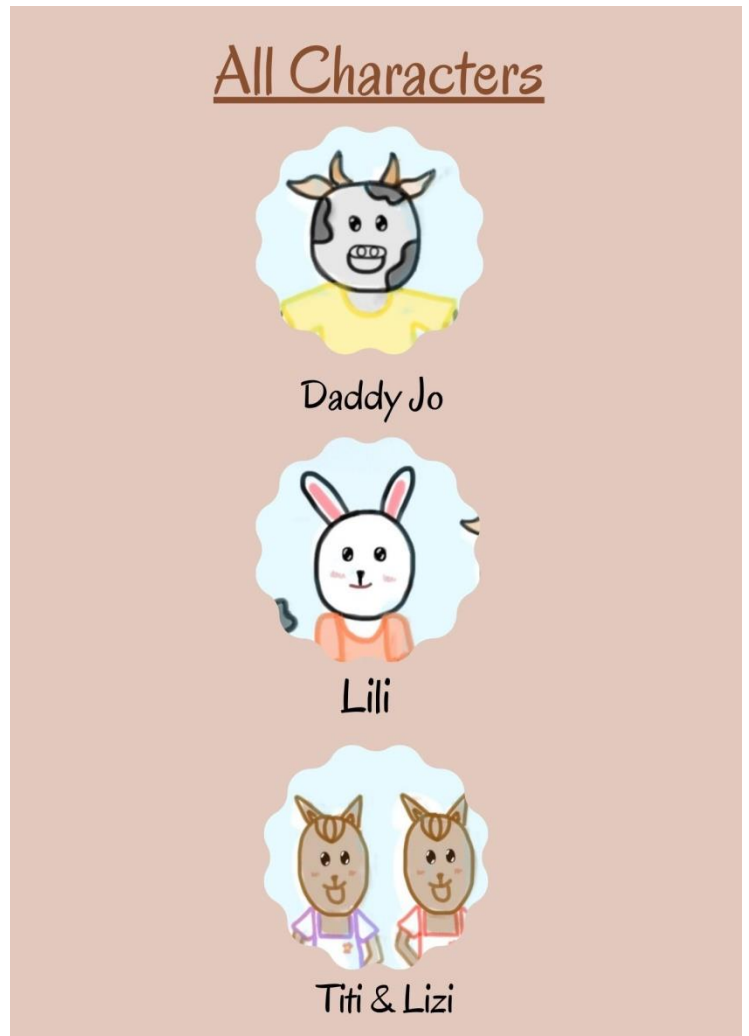


Appendix 1 the cover book

APPENDIX 2: Characters page



Appendix 3 characters page



Appendix 2 characters page

APPENDIX 3: The Fiction Story Book

1

In the gorgeous forest, a black cat named Taco lived alone in a wooden cottage by a river. The black cat has a kind soul, and all forest dwellers love him. Taco never hesitate to greet all forest dwellers.

"Hi, good morning, Lili. How are you?" Taco waved when Lili the white rabbit, passed by his cottage.

"Hi, Taco. I am glad to meet you today. I am pretty good." Lili answered while smiling at him.

"Do you want to stop by here? I have a warm cream soup, and I promise you will like it" offered Taco.

Lili nodded and was happy to eat Taco's cream soup. They entered Taco's cottage and headed to the kitchen. Taco took a big bowl for Lili and poured much cream soup into it.



Appendix 5 book page 1

2

Lili sat down on a chair in Taco's dining room, where the dish was neatly served on the table.

"Please taste my cream soup while it is still warm, Lili. Because I just removed it from the fire." Taco put the bowl in front of Lili.

She could not wait any longer, Lili had already eaten the mouth-watering cream soup, and she closed her eyes while tasting it. Lili just stared at Taco intently while Taco hoped that Lili would comment on Taco's cooking.

"Hmm... this cream soup is so good, Taco. That cream is so tasteful and delicious overall." Lili commented with the spoon still in her hand.

With a blooming heart, Taco felt happy he got a great comment that his dish was delicious.



Appendix 4 book page 2

3

The following day Taco cooked again in his kitchen. He was so happy and said to himself while stringing the melted pudding in the pan.

"Today I will make a fruit pudding, and I will make sure that this fruit pudding will be fresh, hmmm... I am sure the taste is delicious!" Taco said with enthusiasm.

That morning when Taco was busy with his cooking, there was a knock on the door. Kiki, the squirrel's mother, appeared and gave Taco a hot tea.

"Hi, Taco Good morning. I came to give you herbal tea that I made by myself."

"Hi, mommy Kiki. Thank you for the tea." Taco accepted the tea happily and took a sip.

"Hmm... the tea makes my body feel warm, Mommy Kiki," Taco said, smiling at mommy Kiki. Mommy Kiki also was smiling to heard that.

"I make a fruit pudding. If you want, you can try it, Mommy Kiki" then Taco served a piece of fruit pudding that he had made by himself and gave it to Mommy Kiki.

Immediately, Mommy Kiki enjoyed the fruit pudding that Taco had served. After tasting the first spoon, she was suddenly quiet for a minute and staring intently at the plate of fruit pudding in her hold hands.



Appendix 7 book page 3

4

In this situation, Mommy Kiki has mixed feelings. What should she say to Taco the Black Cat, her best neighbor?

"Is there something wrong, Mommy Kiki?" Taco waved his hand in front of the squirrel's mother.

"Ah... nothing, Taco." Mommy Kiki said. She nodded slowly with a smile. "I'm just confused. What should I describe this delicious fresh fruit pudding."

From Mommy Kiki's comment, Taco looked up at the pudding he had made with sparkling eyes.

"Are you serious with your words, Mommy Kiki?" asked Taco.

"Yes, Taco. I am serious. It is the best fruit pudding I have ever eaten. The taste is so fresh with several fruits on the top." Mommy Kiki smiled and then put a plate of unfinished fruit pudding on the dining table.

"Take this for your daughters, please. I am sure they would like my pudding." Taco quickly packed all pieces of fruit pudding in the lunch box he had made and gave them to Mommy Kiki."

Mommy Kiki took the lunch box full of fruit pudding from Taco.

"Thank you, Taco. I think my daughters will love it." Mommy Kiki smiled and hurried to go back home after saying thank you for the pudding.



Appendix 6 book page 4

5

Recently Taco got so many compliments for his dish, which made him very happy. Taco thought he was good at cooking even though he had only learned to cook two days ago. Moreover, it also only by looking at his mother's recipe book. Unexpectedly, almost all dwellers loved it!

Taco read the recipe book in his terrace while drinking hot herbal tea made by Mommy Kiki. He wrote down the ingredients that he must prepare to make milk pie. As his plan last night, Taco would make milk pie in the morning.

"I have listed all the ingredients that I need to make a tasty milk pie."
Taco finished writing on the note book. "Ah, I cannot wait to make it!"
said Taco excitedly.

As his plan last night, Taco would make milk pie in the morning. He opened the recipe book and put all ingredients correctly to produce milk pie. There were flour, butter, sugar, sweetened condensed milk, and two eggs on the dining table.

After one hour, Taco succeeds made a medium circle of milk pie. It had golden brown in the crust, and for sure, it tasted sweet. It looked tempting enough to enjoy while it was still warm. "Dring dring," the ringing from home cellular made Taco fail to taste his homemade milk pie. He rushed to pick up the phone.



Appendix 9 book page 5

6

Taco got a call from Suzy, and she invited Taco to her house because it was Suzy's birthday. Taco had an idea to bring a box of milk pie with him.

"Brilliant!" Taco thought.

At the birthday party, not only Suzy the Panda reviewed the milk pie, but all of the forest dwellers did as well. Taco was glad!

"Wow, Taco, this milk pie tastes amazing and melts in my mouth." Suzy
the panda said.

"Yes, this milk pie is so soft in my mouth." Lili give her review.
"This milk pie is the best pie I have ever eaten," said Jo, the daddy cow.

Taco was very blessed with the comments from his friends. The milk pies that he brought have all been consumed.

"Thank you for your kind words, Suzy, Lili, and Jo. It made me very happy! I'll go back to my house and get the rest of the milk pie for you."
Taco rushed to take the milk pie still left in his house.



Appendix 8 book page 6

7

Taco was getting closer to Suzy's house with his box carrying the milk pie, but Taco stopped when he heard someone talking.

"You know, guys, Taco's dishes are not that nice." a voice said clearly in Taco's ears.

"Yes, it is true. The milk pie by Taco is too hard to eat. I cannot even swallow it." another voice agreed.

"I have tasted the cream soup made by Taco, which is salty. I cannot eat it, but I cannot do anything." Taco remembered that he shared his cream soup with Lili the white rabbit, so it was supposed to be Lili's voice.

"Me too. I have never tasted a fruit pudding made by Taco. I assumed it looked appetizing when it was served, but I was wrong. The fruit pudding is tasteless and does not have a bit of sweetness." at that moment, Taco was sure that it was mommy Kiki's voice who had tasted the fruit pudding.

"Oh yeah?" Taco heard Lili's voice.

"Yes, it's true. Even my daughter, who is eating the fruit pudding, comments on how tasteless it is." Taco heard mommy Kiki's voice again.



Appendix 11 book page 7

8

"I feel sorry for Taco. So, as I described, his dish is tasteful." "Yah, we know that Taco is very kind to others. I can't tell him the truth because he is a wonderful person." the voice sounded weak, making Taco sad.

"I agree with you, Mommy Kiki. I don't even have the heart to tell the truth that Taco cream soup is too salty. So, I lied to him." Lili, the white rabbit's voice heard again.

"I am afraid he will get hurt someday knowing we were lying to him." Suzy's the Panda voice hears sadly.

It was clear enough that Taco heard all conversations that hurt him and made him sad. He knew that the other dwellers were lying about his dishes. He thought all of his foods were incredible.

Taco returned home with feeling blue and did not go back to Suzy's house. He also brought back his milk pie and kept thinking the reason all dwellers not tell the truth and prefer to lie. Taco tasted his milk pie and was disappointed that what others had said was true.



Appendix 10 book page 8

9

It has been a week since Taco locked himself at home. Taco, who was always cheerful and friendly, has been lost to all the forest dwellers.

In the late evening, there was a knock on Taco's cottage door, but he ignored it. While Taco was reading a book in the living room, he realized someone had entered his house.

"Hi, Taco" Taco immediately turned to the source of the sound. There was mommy Kiki, and she brought a rattan basket full of various fruits.

"Here I am bringing fresh fruits today from my family's fruit harvest in our garden."

Still in the same position, Taco switched his head to look at Mommy Kiki, but he stayed quiet and unresponsive. Mommy Kiki understood what was on Taco's mind. Mommy Kiki sighed, and she walked closer to Taco.

"Taco, what happened to you recently? We'll never see you in the forest again. Do you stay at home for the past week?" asked Mommy Kiki sadly. Taco remains silent and stays seated.



Appendix 13 book page 9

10

"Taco, what are you thinking now? If you want, you can tell me about your problem." Mommy Kiki asked again because Taco did not respond.

"Why everyone lying to me? Why is it that no one tells me the truth about my dish?" Taco's voice was low, and he looked down.

"Ah... that thing disturbs your mind." mommy Kiki asked "Why don't you and others tell me the truth? I won't be angry because you're honest with me and I will be fine." Taco continued to speak in hushed tones about his problem.

"Tell me if my dish had something wrong. I am okay with that, Mommy Kiki" with his croaky voice, Taco was crying quietly and shedding his tears.

"We are so sorry, Taco. We did not mean to hurt your feeling. You are right; we should give an honest comment on your meal." said Mommy Kiki, but Taco was still crying.

"Don't cry, Taco. We love you so much and sorry for not telling the truth." Mommy Kiki rubbed Taco's shoulder gently to calm him down. "Taco, your appetizers will taste better. It would be best if you had more practice with the recipe book and practiced several times. Then you can easily find your cooking personality." Mommy Kiki recommended Taco.



Appendix 12 book page 10

11

Taco stopped crying after hearing what Mommy Kiki said and realized that he needed more practice to find his cooking personality. Learning recipe books only once is unreliable and failure is reasonable.

"Mommy Kiki, am I just not practicing enough?" Taco wondered.
Mommy Kiki smiled and nodded to agree with what Taco said.

"Continue to practice until you are skillful in the kitchen. We all forest dwellers support you, Taco!" cheered Mommy Kiki for Taco.

Taco's sad face has now turned into a bright face.

"Okay, I will work harder" Taco said

At this moment, Taco heard the sound of the door opening again then all the forest dwellers came into Taco's house.



Appendix 15 book page 11

12

Now in the living room full of forest dwellers; Suzy the Panda, Lili the White Rabbit, Jo Daddy cow, mommy Kiki and two mommy Kiki daughters, Titi and Lizi. All the dwellers said sorry to Taco.

"Please, forgive our fault, Taco.", with a smile Taco nodded his head to accept their apology.

"Are you guys support me to cook again?", asked Taco.

Everyone in the living room cheered to support Taco and reach out for a hug.

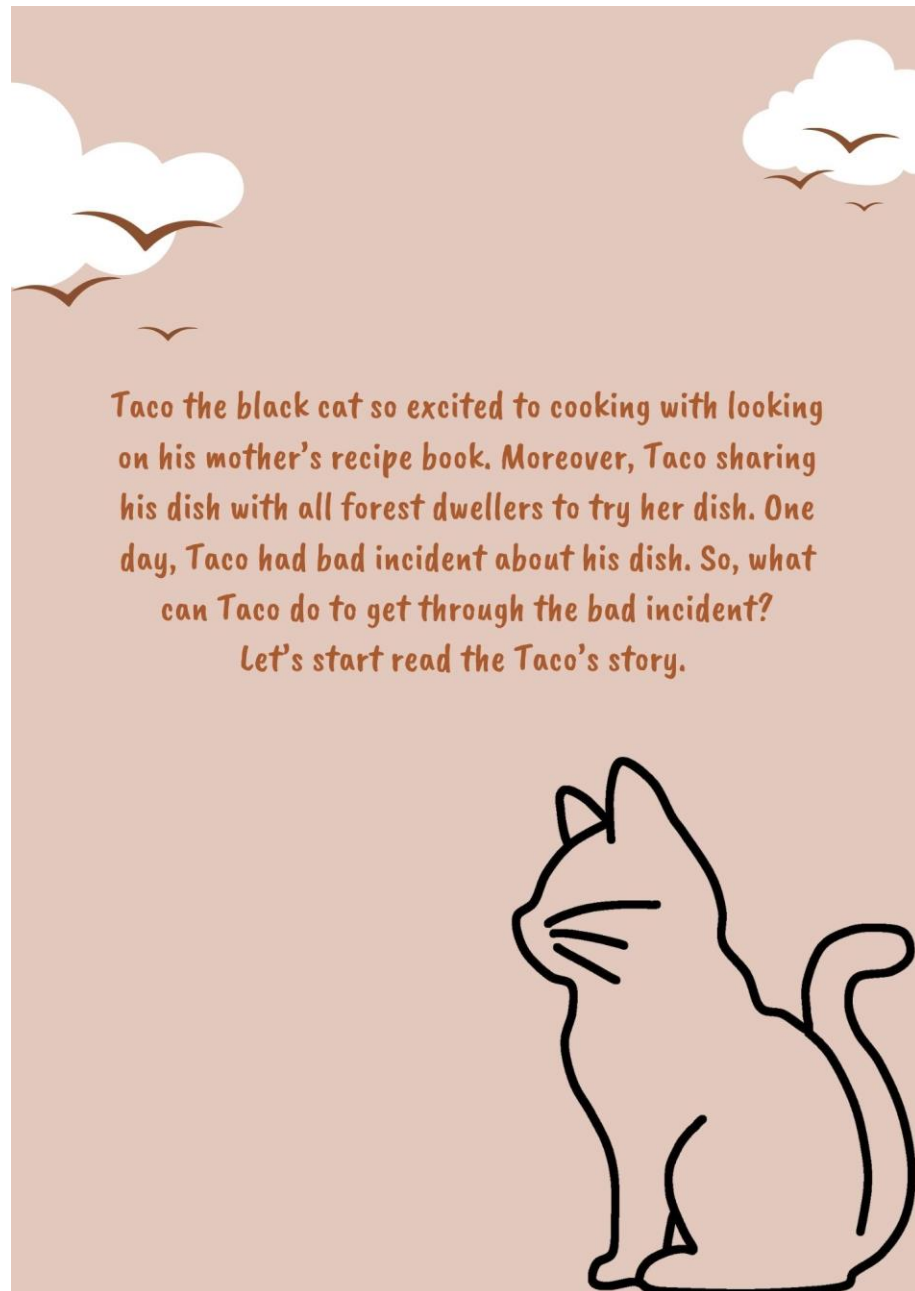
"Thank you, I will give my best!", shouted Taco.

The hug was getting tighter and warmer. Now they are cheering happily at the end of the afternoon.



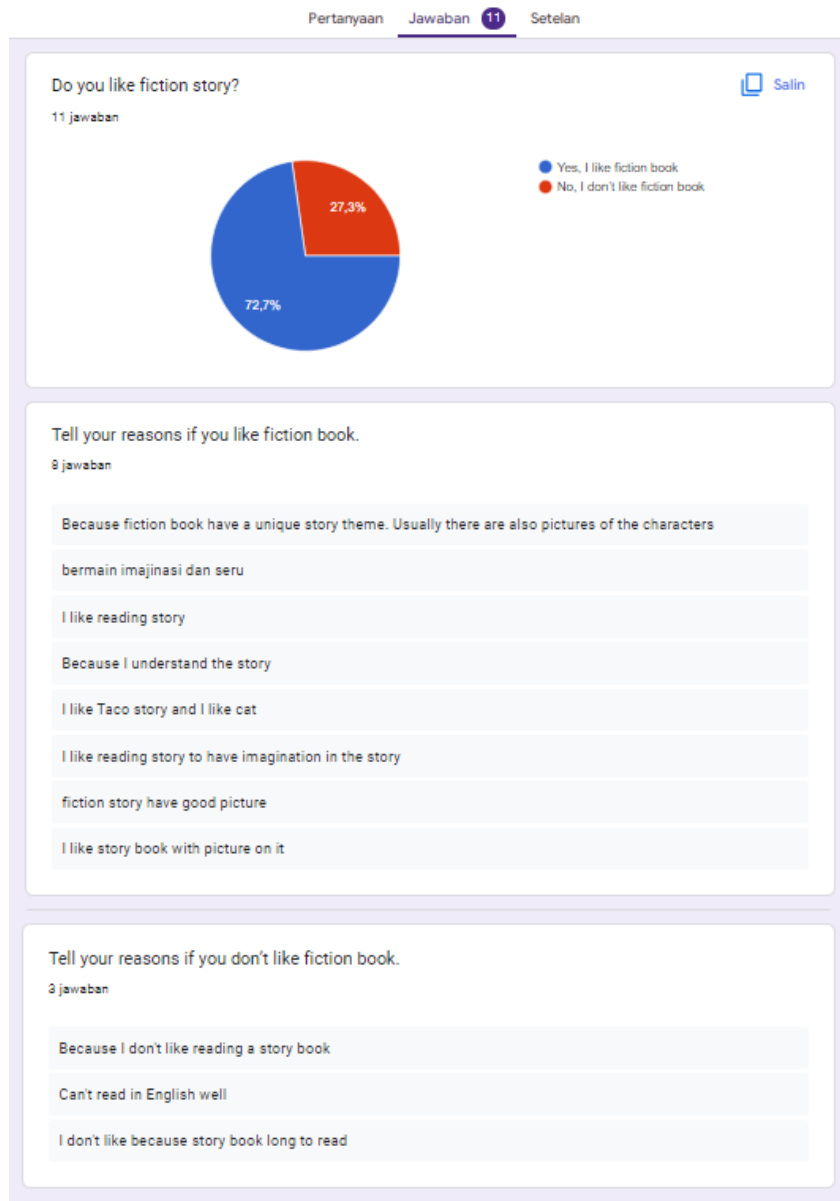
Appendix 14 book page 12

APPENDIX 4: Sypnosis of Fiction Story Book

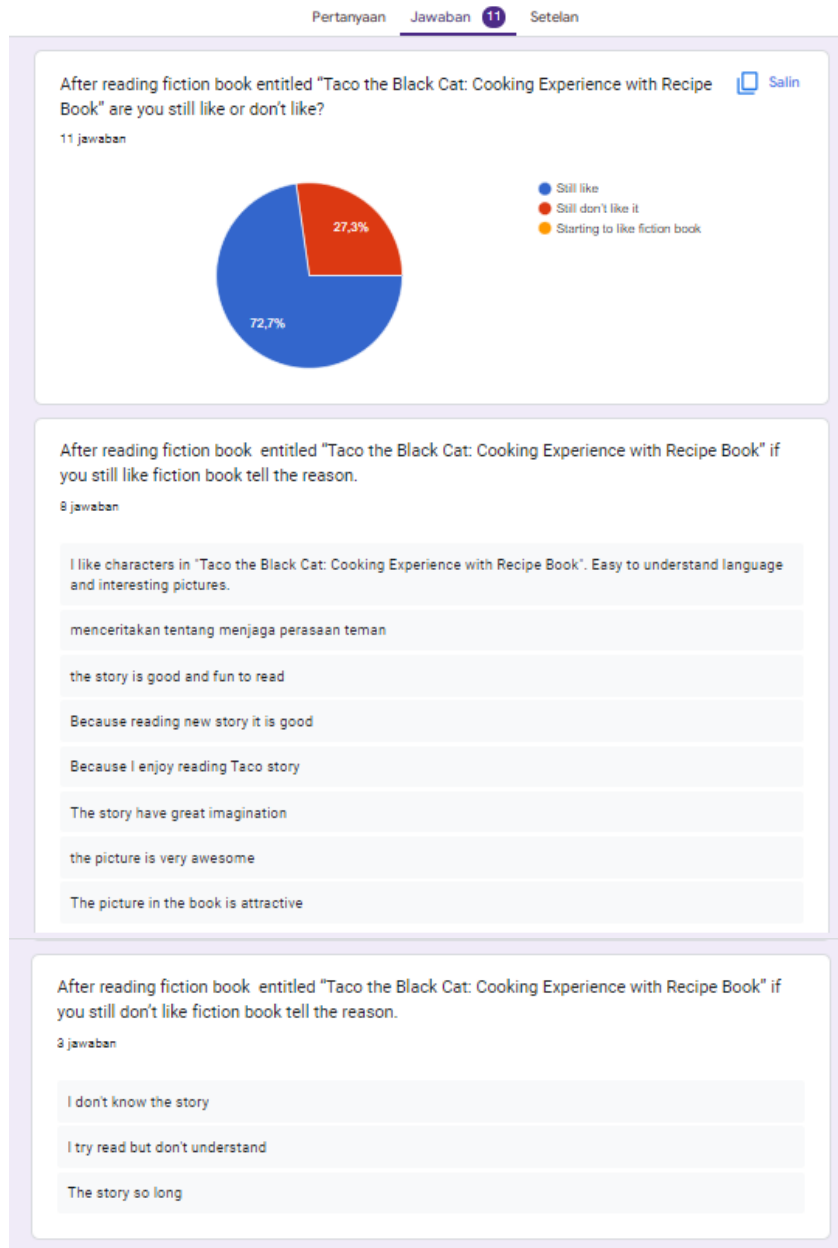


Appendix 16 sypnosis of the story

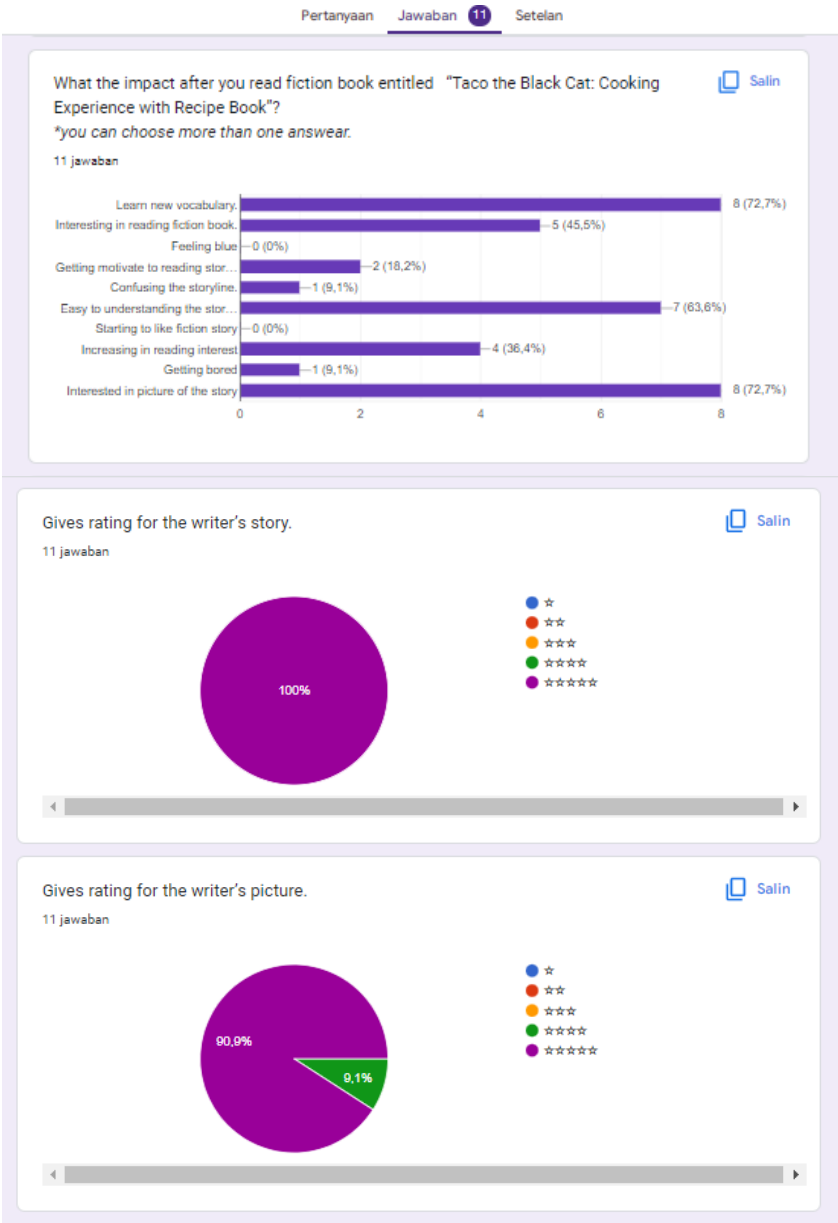
APPENDIX 5: Survey Evidence



Appendix 17 the date from survey



Appendix 18 the date from survey



Appendix 19 the date from survey

BIOGRAPHICAL SKETCH



Zahroh Tsamrotul Qolbi, a gorgeous 22-year-old woman, was born on the 20th of 2001, and she is the first child of Mr. Agus Syamsul H. and Mrs. Suciati Susanti. She has only one little sister named Khoirun Tsamrotul M. Everyone calls her Zahroh or olbi. She is an easygoing woman with and social personality, she always tries to spread positive vibes to every single person. She started to study English Diploma in 2019, she was declared not to have passed the SNMPTN selection, then accepted the SBMPTN selection in Sastra Inggris UTM, but preferred to English Diploma at Universitas Airlangga.

During college life, the writer enjoys her study for English Diploma and actively shares her college life on social media like Instagram or WhatsApp. During the college time break, the writer spends a lot of time painting or writing a story on Wattpad. She also likes to drink coffee in all activities that she does. Now that college life is almost over, the writer's knowledge got from college can be used in the future. Sometime, she will miss her college life.