

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to problems and solutions in using novels as reading material in Extensive Reading Class.

2.1 Extensive Reading in EFL Classroom

Extensive reading implicates reading as much as possible for pleasure or information rather than learning language features, with the topic chosen by the students themselves. ER is the practice of reading an interesting amount of text and enjoying the material in order to obtain information in an interactive way (Fatimah, 2019). The more learners read, the more they acquire the language; the more they advance their language competency. Moreover, ER demonstrates the contribution of extensive reading to English competency (Delfi & Yamat, 2017). Reading for extended periods of time is a productive activity that has the potential to assist students in improving their language skills in a variety of areas, including vocabulary size, reading comprehension, and writing (Anindita, 2020). Furthermore, extensive reading can improve students' reading speed, as it showed in a study by He (2014) and Bui & Macalister (2021).

ER practices have been widely used to improve English ability. Stephen Krashen, known for being a fervent supporter of ER, has referred to it as "one of the most powerful tools in language education" (Barnett & Krashen, 1994). The principle of ER is that we learn to read by reading. An essential factor to consider is the appropriate material selection for extensive reading. Day and Bamford (2002), compiled the following principles of ER for EFL students:

- 1) The reading material is simple.
- 2) A wide range of reading material on a variety of topics must be available.

- 3) Students select what they want to read.
- 4) Students read as much as they can.
- 5) Reading is typically done for pleasure, information, and general understanding.
- 6) Reading is a reward in and of itself.
- 7) Generally, reading speed is faster rather than slower.
- 8) Individual and silent reading
- 9) Teachers inform and guide their students.
- 10) A reader's role model is the teacher.

According to the principles mentioned above, a teacher must be careful in choosing material to be used in an ER class. Since the goal of ER is to read in a pleasant environment with a variety of books, this will make it easier for students to choose books that match their interests. Therefore, they will easily understand what they read. In addition, a teacher must be a role model who encourages students to increase their reading activity (Fatimah et al., 2020). It has been demonstrated that using ER practices, in which the reader is presented with rich, varied, practical, and authentic language input, is beneficial for learning a foreign language.

2.2 Novel-reading in EFL students

These days, a novel can provide reading material to those interested in learning a foreign language. Novel can be defined as A fictional prose narrative that is typically lengthy and complex, focusing on the human experience through a series of events (Merriam-Webster, 2021). The novel is one of the most powerful forms that emerged in all of world literature, particularly during the nineteenth and twentieth centuries. It is a literary type of some length that introduces a 'plot' in fictional form (Aswir et al., 2021). There are four reasons in advises reading novels in extensive reading:

- 1) *Linguistic Development*: Novels are great for supporting isolated abilities and skill integration due to their length and variety. Novels provide context, reform forms, and structures to teach grammar in

integrated and isolated curricula. Furthermore, while reading a novel, students become acquainted with various linguistic forms, communicative functions, and meanings intended for native speakers. The content provides the basis for additional writing (e.g., reading log) and speaking (e.g., role-play). Listening practices can be an added value in cases where audio CDs or film adaptations of the novels are available.

- 2) *Cognitive reasons*: Reading novels and applying their own thoughts and feelings to them builds critical thinking skills.
- 3) *Motivation*: utilizing novels as course books made reading more pleasurable and varied. Novels entice readers to read on for meaning rather than form by addressing complex situations, life dilemmas, and other universal themes to which they can relate. Motivate to read more, and having successfully read the entire novel provides a satisfying sense of accomplishment that may not be felt after reading a textbook or other short text. This positive experience then serves as an incentive to pick up other books for pleasure.
- 4) *Cultural awareness*: Students can learn how the characters act, feel, communicate, and think. Despite being purely fictional, the world created in a novel not only reflects the author's own culture, but also presents a complete cultural setting in which characters interact and events take place. By reading a novel, readers gain virtual access to the culture and learn how the characters see the world, resulting in the learning of not only the language, but also the historical, social, political, and economic facts that shape the novel's cultural background. (Garies, 2004, as cited in Ghiabi, 2014; Alkire, 2010, Garies et al. 2009, Hişmanoğlu, 2005, Lazar, 1990, Melon, 1994, Uyemura, 2006, as cited in Tsai 2012).

Novels are essential in enhancing a literary work to create a positive mindset among readers. Novels can be implemented in the classroom since they contain multiple stories from which students can choose. In addition to

keeping students more interested, novels provide new information about culture, social conditions, and the real tragedies we experience in real life. Using novels as authentic texts to develop student-centered learning has some benefits; these benefits come from the fact that novels provide a plot, characters, and the context of settings (Garies et al., 2009, as cited in Ghiabi, 2014). The use of novels in the language learning process as one of the materials in an English course is effective for EFL students' reading ability.

Nonetheless in achieving the goal of improving their reading ability, EFL students' must face several obstacles when reading novels. Students who are used to the shorter texts in traditional textbooks may find long texts and a significant amount of new language must be complex (Garies et al., 2009; Lazar, 1990; as cited by Tsai, 2012). It is understandable since novels provide long texts, and cultural backgrounds may seem unfamiliar to some EFL students. However, Lazar (1990) suggests that, in order to overcome this limitation when reading novels, a reader can make predictions and draw conclusions about the actual meanings of the words by analyzing the underlying cultures of the characters in the stories. EFL students can also benefit from engaging with novel fiction in a variety of ways outside of the classroom. For example, they can watch film adaptations of novels, listen to audiobooks, or participate in online book clubs and forums, which can help to reinforce their understanding of the story and provide opportunities for discussion and reflection (Carter, 2015). Furthermore, students can also engage with the cultural and historical contexts of the novels they are reading, which can enhance their appreciation of the literature and deepen their understanding of the language and themes (Gao & Chen, 2019). Therefore, adopting novels as English language learning material for EFL students can be an effective and enjoyable way to improve language skills and develop cultural awareness.

2.3 Problems and Solutions of using Novels in Extensive Reading Practices for EFL Students

When EFL students use novels as material in the ER practices, for those who are used to reading, it will be easier for them to enjoy reading novels. However, for those who are not used to reading long passages such as novels, it is difficult and causes some problems when reading novels. According to a study conducted by Sawazaki (2003), the majority of students found the ability to read in chunks to be the most challenging part of their first experience with reading novels. It can be caused by unfamiliar words in reading novels, then some students will not be interested and won't enjoy continuing reading the novel (Martina, Syafryadin, and Utama, 2020). This is because when reading novels, reading word for word will be difficult to understand the storyline. Furthermore, extensive reading aims to increase the reading speed to facilitate understanding of what they read. Thus, it might be a problem for some EFL students to use novels as reading material in ER.

In addition to that, according to Martina, Syafryadin, and Utama (2020) there are several solutions to solve the problems in using novels as reading material for ER:

1. Understand the theory of extensive reading (principle, benefits, and how to make ER successful);
2. The reading material should be suitable and interest by the students;
3. Make group or peer reading to discuss the books they have read;
4. If the students find unfamiliar words, students must continue reading without searching for the meaning from the vocabulary. Instead, the students can mark it and search the meaning after finishing reading a book or literary work.

Thus are the solutions for EFL students that use novels as reading material in ER practices.

2.4 Study of Relevant Research

Before the researcher decided to conduct this research, the researcher studied the previous study on the implementation of Novel-reading in extensive reading practices. The researcher studied the topic that is related to the topic because research on students' novel-reading using extensive reading practices is still rare. The prior studies are discussed in the following order:

Ghiabi (2014) investigated the impact of using a novel as an extensive reading assignment on students' attitudes and reading ability. The researcher studied fifty Iranian EFL students, and the majority of them reported difficulty with linguistic aspects such as unfamiliar words and complex grammatical structures. On the other hand, students report experiencing a sense of accomplishment when they use ER practices. To overcome these challenges, students find solutions by expanding their vocabularies and becoming familiar with various grammatical structures. Ghiabi (2014) the finding show that novels can be used as beneficial resources in reading classes as the students were pleased with the extensive reading strategies they learned. In addition, they increased their cultural awareness, which changed their viewpoint and the goal of this study was to evaluate the possibility of using a novel as an auxiliary textbook in an advanced reading class. In addition, Rahman (2018) has sought solutions to the problems faced by EFL students in reading literary works. The most common difficulty is language style (trope and scheme), which accounts for 42% of the results of major constraints. The types of problems experienced by respondents as the main limits in reading literary work show that, in general, individuals have difficulty fully understanding the storyline of the story. Some stated that this was primarily due to their lack of cultural understanding (they found it difficult to feel the cultural background). Another reason was that they did not understand and were unfamiliar with the foreign environment. Thus, the main constraints here are a lack to understand the cultural context and a failure to comprehend the foreign

setting. It is expected that the findings of this study will be beneficial to non-native English speakers, allowing them to overcome their difficulties in comprehension and gain a much greater appreciation for the vast and diverse body of English literature.

In other studies that conducted on students' perceptions, Anindita (2020) the findings of this study, students have positive perceptions toward extensive reading practices. The majority of students stated that extensive reading is an activity that requires them to read not only something they enjoy but also something new. Students gain a lot of information from extensive reading practices. Based on the research, most students choose novels as reading material because they think it is more enjoyable, straightforward, and they get to know about other cultures. Moreover, Alshammari and Ahmed (2019) have studied students' perceptions of using an English novel to improve EFL reading skills. The participants of this research were male Saudi native speakers of Arabic with the same educational background. The result shows some difficulties in reading before, and novel helps the Saudi EFL students' reading comprehension. The strategy used by the researchers gives a great exposure to advanced and diverse vocabulary and grammatical structures. Furthermore, it showed students' positive perceptions about using novels in language classroom.

This research has some differences and similarities with the previous studies. The similarity is that both studies attempt to gain an understanding of and benefit from the challenges of implementing novels and the practice of extensive reading in language learning. While this study differs in that it attempts to diagnose problems and solutions when reading novels through the practice of extensive reading.