

## CHAPTER 2

### LITERATURE REVIEW

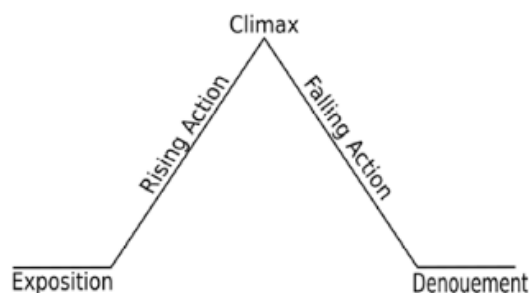
#### 2.1 An English Novel

In the context of literature, a novel is an important type of fictional narrative. An English novel is a work of fiction written in the English language. It is a literary genre that encompasses a wide range of fictional narratives, typically longer than short stories. Eaglaton (2012) argues that a reasonable-length work of prose fiction is defines a novel. Choeda (2019) notes that, an English novel is a literary genre that encompasses a wide range of fictional narratives.

Novels typically follow a narrative structure, with a beginning, middle, and end. According to Manullang & Silaban (2022), intrinsic elements of novels consist of plot, setting, characterization, theme, message, point of view.

- 1) Plot is the main element contained in an English novel. According to Fink, (2014), a dramatic plot consists of a beginning, middle, and end. A plot is how characters and action are arranged in a work of fiction, drama, for achieving specific goals.

However, Gustav Freytag in *Die Technik des Dramas* explains the ideational plot line, which is based on Greek and Shakespearean tragedy, in five stages. Exposition, rising action, climax, falling action, and denouement are these stages.



**Figure 2. 1** Freytag's Pyramid.

- 2) The setting. The location, period, and social climate of the story are referred to as the setting. As Hidayat & Weda (2021) say, the setting in fiction is the location and time where the action in a story takes place.
- 3) Characterization. Characterization refers to the process by which an author

develops and portrays the characters within the novels. It involves creating multi-dimensional and believable individuals who drive the story, engage the readers, and evoke emotional responses. According to De Temmerman & Van Emde Boas (2018), characterization draws to the ways in which the characteristics of a character in a story and the technique of interpretation that readers apply to develop concepts about the character.

- 4) Point of view. Point of view describes a perspective from which a story is told. This determines who tells the story and how it presented to the readers. As Manullang & Silaban (2022) say, the author's point of view is fundamentally a technique, strategy, or method that is carefully chosen to communicate concepts and stories. The reader's experience and comprehension of the novels are greatly influenced by the choice of point of view.

## **2.2 Extensive Reading**

The definition of extensive reading is reading widely and in large amounts primarily for pleasure. According to Fatimah et al., (2020), extensive reading is a fun reading activity where the reader carefully reads through a lot of text without feeling obligated to comprehend every word in the book. This is line with Muchtar (2019) says, the primary goal of extensive reading is to enjoy reading activities by reading broadly and in great volumes. Alfian et al., (2022), reading widely and in large quantities is the main way that extensive reading is intended to make reading enjoyable. Krashen (2004) claims, reading books they have chosen for themselves provides them with rich reading material, which inspires students to read more.

According to Umar (2020), extensive reading includes the following:

- 1) Lots of easy-to-read material.
- 2) Reading for pleasure and delight.
- 3) Increasing self-assurance in language acquisition by reading.
- 4) Reading to improve fluency.

## **2.3 Extensive Reading Course**

Extensive reading course is one of the subjects taught at the English Education Department at one of universities in Tasikmalaya, West Java, Indonesia. This course involves students reading texts for pleasure, encouraging them to read

a wide range of easy and interesting reading materials appropriate to their level and interests.

- 1) Demonstrate a responsible attitude toward working independently in their field of expertise. In the field of English.
- 2) Mastered theoretical concepts about language, literature, and language learning.
- 3) Learn specific strategies and techniques for comprehending written and spoken information in a variety of circumstances.
- 4) Capable of demonstrating independent, quality, and measurable performance.
- 5) Being capable of carrying out a self-evaluation process for work groups under their supervision and managing learning independently.
- 6) As a prospective English teacher, students should be able to communicate in both written and spoken English fluently, and must have a TELP score of at least 500.

Based on classroom requirements, students read an English novel to explore the elements that exist in the novels they read. The results of their reading, such as titles, characters, plots, conflict and the resolution, should be made into the form of a poster, and then presented. As a result, it is essential that students determine the effective reading strategies to be successful in reading English novel based on the targets set in the course.

#### **2.4 Reading Strategies**

In an English as a foreign language context, EFL students might employ a range of reading styles. For students to succeed in reading, it is critical for them to learn appropriate reading skills. Madolimovich (2022) states that in order to better and achieve more success when learning new languages, effective reading strategies and approaches should be prioritized and developed. These strategies can be used according to different needs and situations.

Fitriana (2018) argues, a successful learner understands when and why to apply strategies. Therefore, many strategies can be used for students in reading English novel.

- 1) Using background knowledge strategy. It can help students for successful in reading. Madolimovich (2022) argue, with this strategy, learners make use of what they are reading and their previous knowledge to support them in their understanding.
- 2) Building vocabulary. It is also important as one of the reading strategies for understanding the text easily by encountering unfamiliar words. Punksirikul (2020) found in building vocabulary knowledge, students can use dictionaries, context clues, guess the meaning of word structures, consider multiple word meanings, and understand references.
- 3) Skimming and scanning are also types of reading strategies that are useful for reading text or passages to gain some information. Banditvilai (2020) claims that skimming is a strategy for speed reading. while scanning is a reading ability that helps the reader find specific information fast.

Moreover, Brown (2000) states there are Brown's strategy descriptions which can be applied in reading.

- 1) Skim the text for the main idea.

Skimming is known as the process of quickly reading an entire text in order to find the main ideas. By skimming, the reader can predict the purpose of the paragraph, its main idea or message, and perhaps even its supporting ideas.

- 2) Scan for specific information in the text.

Scanning is the act of quickly finding specific information within existing text. Students may be asked to perform tasks such as finding a name or date, finding a definition for an important idea, or listing a predetermined number of supporting details in a scanning activity. Extracting specific information from a text without having to read the whole thing is the purpose of scanning.

- 3) Guess when you aren't certain

Learners can use guessing:

1. Guess a word's meaning
2. Guess a grammatical connection
3. Determine the connection in discourse
4. Interpret the meaning within the lines

5. Guess about a cultural reference with carefully
6. Predict content messages

#### 4) Analyze vocabulary

Analyze vocabulary in relation to what is already known about it. Here are some techniques that may be useful:

1. Seek out prefixes that could offer clues, such as co-, inter-, un-, and so on.
2. Find suffixes that can identify parts of speech, such as -tion, -tive, -ally, and so on.

Additionally, Abdurrahman & Maghfiroh (2023) say, good readers use a variety of strategies to comprehend the text by employing a variety of strategies, students may examine the text from several perspectives, which enhances understanding in general. In this way, students should actively participate in the reading process by using a variety of strategies to assess their comprehension rather than staying passive. As supported by Yadav (2024) strategies such as active reading and close reading are excellent practices for improving comprehension and critical thinking, especially while reading complex texts such as English novels. Active reading, which includes highlighting essential passages, taking notes, and formulating text-related questions, can help students to process the material deeper, ensuring that they are not simply consuming information but critically assessing it. Additionally, close reading is a comprehensive technique of analysis that focuses on the language, structure, and literary devices of the text. Students can obtain a better understanding of the novel's themes and underlying meanings by carefully evaluating these parts. This strategy not only increases language competency but also promotes analytical thinking by enabling students to analyze the text and investigate its ranges of meaning.

Fatahillah et al., (2023), further support this by emphasizing that effective reading strategies, such as making predictions, establishing the main topic, and using previous information, can help students better understand what they are reading. By examining the text, students can identify the author's main points, evaluate the evidence provided, and draw conclusions based on the information

presented. As a result, students who employ varied and suitable strategies when reading will be easier to understand texts, improve comprehension, reach their reading goals, and have high levels of reading achievement.

## **2.5 Study of Relevant Research**

There are many studies discussing reading strategies. Previous research on the specific strategies employed by students with low and high levels of English proficiency to understand academic reading, as well as the factors influencing students' reading comprehension, was conducted by Fitriana (2018), utilizing a descriptive case study. The study's findings revealed the various strategies employed by students with low and high proficiency. Additionally, the outcome showed that five factors—motivation, language ability, interest, text characteristic, and environment role—have an impact on students' reading comprehension.

An experimental study was conducted in Thailand by Banditvilai (2020). This study's findings indicated that reading strategies significantly affect students' abilities for reading comprehension. Many students showed the ability to build reading techniques into their reading processes. In addition, the students' opinions toward reading comprehension-enhancing techniques including scanning, skimming, making predictions, and asking questions were positive.

Alfian et al., (2022) through narrative inquiry research exploring the students' learning strategies they use during their extensive reading class and how it impacts their English skills. Based on the study, their learning strategies are very successful. Due to their extensive reading habits, some of them experience negative consequences, such as becoming obsessed with one of the characters in the novels or comics they read. Another result is that students are used to reading fantasy literature such as novels, comics and other types of fiction, they become disengaged and uninterested in reading theory and science books. Despite this, the individuals used similar study strategies and faced comparable difficulties. Most of them look up definitions of new words using internet dictionaries.

However, there has not been sufficient research above on investigating students' strategies toward an English novel, particularly in the Indonesian context. Therefore, this present research was inspired to conduct a descriptive case study to

utilize EFL students' strategies for reading English novel in the extensive reading course at one of universities in Tasikmalaya, Indonesia. This study may have theoretical implications for learners, teachers, and other researchers who are interested in learning, teaching, and researching reading strategies.