

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Reading Comprehension**

According to Urquhart and Weir (2014), reading is the process of accessing and understanding text information through writing. Reading is the activity of creating meaning from the text (Johnson 2008). EFL learners need to read how to understand what they read and how to respond to and assess what they read. According to Alsaif and Masrai (2019), reading in a foreign language, intensive reading, and extensive reading frequently appear together. Intensive reading is simply a classic reading process in which EFL learners, directed by their teacher, read shortened texts in order to gain a general understanding of the material (Alahirs 2014).

The reading is frequently followed by grammar and vocabulary problems that help create the learners' language ability. On the other hand, Alsaif and Masrai (2019) states that, extensive reading exposes students to a wide range of vocabulary. Extensive reading involves reading a significant number of texts chosen by the learners depending on their interests. According to Gareis (2009), English novels are effective for extensive reading for four reasons. First, English novels help develop and integrate abilities because of their length and varied content. Second, it allows EFL learners to develop critical thinking skills by applying their thoughts and ideas to literary materials. Third, English novels focus on providing EFL learners with a more enjoyable reading experience and

diversifying their reading habits. Four, English novels allow EFL learners to understand how people act, feel, and thought in order to gain cultural awareness.

According to Grabe, (2009), reading comprehension is understanding the text's meaning and integrating it with prior knowledge. Here is some reading material commonly used for EFL learners. For example, books, magazines, newspapers, and novels are some of the extensive reading materials. Reading an English novel is one of the techniques for vocabulary acquisition. When EFL learners know a variety of vocabulary, it makes them easier to understand when reading English novels. One of the most important parts of effective reading comprehension is the reader's vocabulary knowledge because language is so key in reading comprehension (Durongbhandhu & Suwanasilp 2021).

## **2.2. Vocabulary Acquisition**

Vocabulary is a set of words that EFL learners use in the language. According to Nation (2013), vocabulary is an important part of the language since it determines how effectively learners speak, listen, read, and write. Vocabulary is the learners' known or used words, especially those in a specific language (Hornby, 2015). It means that vocabulary is the words that learners use when discussing a certain topic, and it is a collection of words with definitions. The reason why vocabulary is very important, EFL learners use vocabulary for everyday life, such as reading, writing, speaking, and listening.

Alqahatani (2015) states that, there are two types of vocabulary active and passive. First, students use active vocabulary in oral and written expression.

The English words that the EFL learners understand well enough to use effectively in both speaking and writing. Second, passive vocabulary deals with words the students will know in a context that helps them recall their meaning. The students usually apply passive vocabulary in listening and reading materials. Vocabulary seems to be an integral aspect of the reading experience because it makes readers appreciate their reading. EFL learners cannot comprehend a text until they are familiar with the meanings of the plurality of the words. The bulk of words is learned implicitly by EFL learners through their everyday encounters with spoken and written language. Other terms are learned by following directions that have been specially planned. The building blocks of language proficiency are often considered to be words and grammar.

According to Lester and Beason (2019), there are eight classifications of basic vocabulary: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.

- 1) Noun is a word that may describe a person, object, place, plant, or animal.
- 2) Pronoun is a word that is used to replace a noun or noun phrase.
- 3) Adjective is a word that modifies a noun.
- 4) Verb is a word or phrase that expresses an activity, a situation, or an event
- 5) Adverb is a word that expresses a specific piece of information about a verb

- 6) Preposition a word that shows location, position, time, and manner before a noun pronoun.
- 7) Conjunction is a word with the ability to connect words, phrases, and sentences.
- 8) Interjection is a quick sound, word, or phrase that expresses an emotion.

According to Jia et al. (2012), vocabulary is regarded as a fundamental, primary, foremost, and a most crucial foundation for English as a foreign language. It is closely connected to EFL learners' reading comprehension because there are many words found in written texts more than in daily conversation (Adams, 2011). By reading English novels, EFL learners acquire new vocabulary. Wollacott (2022) stated that vocabulary acquisition is the process through which individuals increase the number of words they comprehend while learning a foreign language. The method of learning new words is called vocabulary acquisition.

Tajeddin and Daraee (2013) stated vocabulary acquisition could also be described as accidental vocabulary learning as a product of any activities unrelated to explicit lexical acquisition. It might mean that vocabulary acquisition is one of the activities involved in acquiring new words by the act, such as reading a novel. Furthermore, vocabulary acquisition is closely related to EFL learners' reading comprehension (Adams 2011). It is caused to the fact that written text contains more vocabulary than spoken language.

### **2.3. Perception**

Perception is how EFL learners give some view while they are reading English novels. According to Searle (2015), perception is a condition of seeing perceptual experience which requires a perceived state of function casually in producing perceptual experiences or observing a phenomenon. It comes from some factors such as personality, socioeconomic status, cultural background, education, spirituality, and language. All of these details convey the beliefs and attitudes of the characters, giving them a different way of looking at the English Novels for their vocabulary, which makes up the perceptions group. Perception is modified to encourage the kind of reactions needed to complete a task, and these adaptations happen in early processing (Goldstone & Hendrickson, 2009).

Furthermore, it is usually used to express the experience of something or an event that is experienced. If EFL learners' perceptions are inaccurate, they cannot communicate effectively. According to Démuth (2016), perceptions as objects are the foundation of every perceptual and intellectual cognition as well as the variety and quality of the human brain process. In this research, the researcher wants to know the EFL learner view while reading English novels in their vocabulary acquisition. Robbins and Judge (2015) states that, there are some indicators of perception, namely:

#### **2.3.1. Acceptance**

Acceptance of reabsorption is a physiological stage indication of perception. It refers to the activity of the five senses in grasping external stimuli. Qiong (2017) states that, perception is the realization of the human

brain process and appears as a view of the phenomenon. People who have a perception of such an object can be negative and positive ways. The relationship is interconnected with the five senses. Those are sight, hearing, smell, touch, and taste, which absorb or receive information from one individual to another. It is an act of accepting something.

Since perception is the realization of the human brain process, it appears as a view of a phenomenon. According to Landy (2018), the process of perception has many factors, such as feelings, needs, motivation, and experiences. Perception is of particular processes, such as accepting the stimulation from an object through the sense of organ and then with the registers of stimuli to the nervous system called sensation. The five senses are a physical process that uses stimuli by the receptor.

### **2.3.2. Understanding**

Understanding is a physiological process of changing the stimuli in the human brain to get a meaningful interpretation of stimuli. It means the results of an objective or unique analysis for each individual. Understanding depends on psychological factors such as thoughts, feelings, willingness, needs, motivation, and attention. Since people have different characteristics, their understanding is based on knowledge about a subject, situation, or how something works. Furthermore, it includes the ability to capture the meaning and significance of the material read. It is the level of knowledge that expects someone to understand the meaning or concept that has been read.

### **2.3.3. Evaluation**

Evaluation is external stimuli that have been grasped by the senses and then evaluated by individuals. The assessment is highly subjective and would be a different perception of each person in the environment. The differences in perception are caused by their knowledge and experiences. It is about the individual behavior of each student have been achieved. This is an activity to collect information about a performance which of the information can be used to determine the best alternative in making a decision.

### **2.4. Novel in learning vocabulary**

The novel is a long narrative text that tells a fiction or non-fiction story and biography. EFL learners may easily understand the stories since they are closely connected to their daily lives. The novel also includes a lot of illustrations that might assist students in comprehending the stories (Tomlinson, 2014). Reading a novel is one of the techniques for vocabulary acquisition. The variety of vocabularies would help EFL learners understand the novel's story (Nation, 2013). When they read a novel, unconsciously, they learn new vocabulary.

Willis (2008) states that the larger the EFL learners' vocabulary, the more successful they are at understanding English novels. When they read about a strange world in the novel, they try to find the meaning of the word they have not known before. According to Cummins (2008), one of the advantages of reading English Novel is that it exposes EFL learners to a wide range of

vocabulary and helps them access advanced vocabulary they will likely encounter in the academic text. According to Mikulecky and Jeffries (2007), these were the ways EFL learner acquire their vocabulary by reading English novels.

#### **2.4.1. Used dictionary effectively**

When EFL learners meet new words, they need a dictionary to find the meaning. A dictionary offers many more details about a word than just the definition. It explains the word's function noun, pronoun, adjective, verbs, adverb, preposition, conjunction, and interjection. How to pronounce it, and how many syllables are in each word. Frequently, a sample phrase is provided as well.

#### **2.4.2. Keep a vocabulary notebook**

When students write new words, they come through in a vocabulary-only notebook that their keep separate from other coursework. It is best to use a compact notepad that students can bring with them. They can learn vocabulary more successfully if they write in a notebook. They may verify their understanding of previously learned new vocabulary with ease since all of their words are in one location in the notebook.

#### **2.4.3. Memorization**

Entering information into memory is the process of memorizing. This is a procedure used to help students remember the vocabulary they have learned through reading so they can apply it in daily



life. One of the steps in acquiring vocabulary that students accurately reflect on is that they go through this procedure. Reading helps students intentionally memorize to remember the vocabulary they have read from a book.