


## STUDENTS' PERCEPTION IN READING ENGLISH NOVEL

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| ARTICLE INFO  | ABSTRACT  |
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| <p><b>Article history:</b><br/>Received: September 14, 2022<br/>Revised: October 24, 2022<br/>Accepted: December 24, 2022<br/>Published: June 25, 2024</p> <p><b>Keywords:</b><br/>English Novel,<br/>Reading,<br/>Language improvement,<br/>cultural awareness.</p>  | <p>The objective of this research is researcher conducted several indicators that in improving students' language and cultural awareness. The researcher used descriptive-quantitative research where the data gained from the questionnaires. The population of the research was the sixth semester of English Education FKIP Unismuh Makassar. The sample was taken by using purposive sampling technique there were 20 students. The result showed that mostly students perceived that reading novel can make it easier for students to understand language improvement and cultural awareness based on the values showed in table 4.11 is 5% disagree and 95% Partially agree to Strongly Agree in their daily activities. It means that, language improvement and cultural awareness of students can be increased through Reading English Novels. It was concluded that there was an improvement in students' writing skills related to content and organization writing skills in the use of tutorial video.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p>  |
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| <p><b>Corresponding Author:</b><br/>Fifi Arfini<br/>English Education Department,<br/>Universitas Muhammadiyah Makassar,<br/>259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.<br/>Email: <a href="mailto:fifiarfini@bg.unismuhmakassar.ac.id">fifiarfini@bg.unismuhmakassar.ac.id</a></p> |   |

## INTRODUCTION

Reading is the process of meaning in writing, the ability to read is the main capital in the teaching and learning process. Reading is an important tool for humans, because it will add insight and information. There is an old saying “books are windows of the world” its mean that by reading a lot of books readers will obtain information and knowledge. Reading is a brigade to understand the content of the books for students. As they lack knowledge of English, the students often encounter difficulties when they are reading text in English (Kustaryo, 1998).

Perusing is a course of acknowledgment or understanding or composed materials. Widdowson (1979:213) states that perusing is a course of getting data through printed materials. It includes letters, words express, a d proviso. Through perusing we can increase our encounters, foster new idea, take care of our concern, concentrate on how the words are use, how to execute the syntactic guidelines, and get numerous proficiencies. To process, perusing can involve in many different circumstances in terms of novel because novel is one of the medias that can we read for getting information. Being able to read novels in other languages and understand them is a great achievement with reading English novel will help improve vocabulary, general understanding and can give you more knowledge.

As per research led by Taylor, Frye and Maruyama (1990), Anderson, Fielding and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984), perusing interest has areas of strength

for a relationship with the outcome of understudies both in school and life. At the point when understudies read, they will acquire information and this will assist them with having more extensive and more extensive viewpoints on specific issues. Furthermore, Anderson, Fielding and Wilson (1988) found that understudies' perusing interest is one of the most outstanding indicators of a youngster's development in perusing. Likewise, other examination additionally uncovered that perusing interest has been connected and connected with jargon improvement, perception, familiarity as well as broad scholarly turn of events (Guthrie and Wigfield, 2000; Taylor, Frye and Maruyama, 1990; Anderson, Fielding and Wilson, 1988; Stanovich, 1986). Thus, perusing interest is additionally connected to scholastic accomplishment as understudies who love to peruse will actually want to compose well and have more thoughts which will make them more imaginative and creative (Grabe, 2003; Stansberry, 2009). This implies that understudies who have practically zero interest in perusing can not drive themselves to get a book and perused for scholarly purposes, let alone to peruse for delight. This is kept up with by UNESCO (1983) who expressed that understudies who could do without to peruse at a beginning phase won't embrace perusing propensity as they become older.

Maley's (1989) proposed explanations behind utilizing writing (books being one significant sort) in a language homeroom: comprehensiveness, non-technicality, individual pertinence, assortment, interest, economy and intriguing power, and equivocalness. Different benefits are that books add to understudies' private growth, improve decisive reasoning abilities (Hişmanoğlu, 2005), encourage understudy focused learning, and give understudies an alternate perusing experience from course readings (Gareis et al., 2009). Content congruity, proposed by Melon (1994), is likewise one uprightness of a book-length novel to be utilized north of half a month of illustrations.

The term novel is a truncation of the Italian word novella (from the plural of Latin novel us, a late variation of books, signifying "new"), with the goal that what is presently, in many dialects, a small means generally the parent structure. The novella was a sort of expanded tale like those to be found in the fourteenth century Italian exemplary Boccaccio's Decameron, every one of which embodies the historical underpinnings alright. The narratives are minimal new things, curiosities, newly stamped redirections, toys; they are not reworkings of known tales or legends, and they are deficient in weight and moral genuineness. It is to be noticed that, regardless of the great illustration of writers of the most significant reality, like Tolstoy, Henry James, and Virginia Woolf, the term novel still, in certain quarters, conveys hints of gentility and triviality. Furthermore, desecrating a propensity to technicality in the structure itself is conceivable. The tribute or ensemble appears to have an inward instrument that shields it from tasteful or moral defilement, however the novel can drop to despicable business profundities of wistfulness or erotic entertainment. It is the reason for this segment to think about the clever not exclusively regarding extraordinary workmanship but rather additionally as a universally handy medium cooking for every one of the layers of education.

To sum-up, the relationship between reading and novel obviously linked toward each other, Garies et al (2009) although novel try not to incorporate components habitually present in conventional reading material, for example, jargon list, sentence structure diagrams, composing activity, and picture, they process both the realness and allure missing in a course book. That is to proof that reading novel can create an incentive toward the students' in reading, due to the fact that novel can increase the language improvement and cultural awareness of the students. Furthermore, novel can make the students' to be more productive in reading because it provides the students' an interesting in different circumstances.

## RESEAAARCH METHOD

In this research the researcher was used questionnaire to get the data. Where the questionnaire that consists of 10 questions using and the answer categorizes into four options: strongly agree, agree, partially agree, disagree, and strongly disagree. This study uses quantitative methods to describe the students' perception in reading novels. This study uses this strategy to gather and analyse information in accordance with the reason for this study to obtain data about what factors is the most dominant in reading novel.

Populace of the research was English students in Muhammadiyah university sixth semester there are 10 classes and around 278 students.

The researcher chose Class 6E this class had extensive reading class in which the students read English novel, there will be 20 students taking part in this research

## RESULT AND DISCUSSION

### a. Language Improvement

**Table I found many new words when I read English novels**

| No    | Opinion           | Frequency | Percentage (%) |
|-------|-------------------|-----------|----------------|
| 1     | Strongly Agree    | 16        | 80             |
| 2     | Agree             | 4         | 20             |
| 3     | Undecided         | -         | -              |
| 4     | Disagree          | -         | -              |
| 5     | Strongly Disagree | -         | -              |
| Total |                   | 20        | 100            |

The table presents that there are 20 students' respond to the "*I found many new words when I read English novels*". There are 16 or 80% from the total number of the participants whose strongly agree with the statement. The other 4 participants or 20% from the total number of participants agree with the statement. Meanwhile no one of the students answer undecided, disagrees, and strongly disagrees for the statement. It showed that by reading novel, students get many new words.

**Table 2 start to use the new vocabulary that I got in reading novel**

| No    | Opinion           | Frequency | Percentage (%) |
|-------|-------------------|-----------|----------------|
| 1     | Strongly Agree    | 14        | 70             |
| 2     | Agree             | 5         | 25             |
| 3     | Undecided         | 1         | 5              |
| 4     | Disagree          | -         | -              |
| 5     | Strongly Disagree | -         | -              |
| Total |                   | 20        | 100            |

The table shows that there are 20 students' respond to the statement "*I start to use the new vocabulary that I got in reading novel*" the result show that 14 students or 70% choose strongly agree with the statement, 5 or 25% of the students who answer agree, and there is 1 student or 5% answer undecided and no one of the students answer disagree and strongly disagree with the statement. In short students start to use the new vocabulary that obtained from read novel.

**Table 3 I learn many idioms in reading novel**

| No    | Opinion           | Frequency | Percentage (%) |
|-------|-------------------|-----------|----------------|
| 1     | Strongly Agree    | 4         | 20             |
| 2     | Agree             | 14        | 70             |
| 3     | Undecided         | 2         | 10             |
| 4     | Disagree          | -         | -              |
| 5     | Strongly Disagree | -         | -              |
| Total |                   | 20        | 100            |

That's what the table give represents there were 4 students or 20% students who strongly agree with the statement, 14 or 70% of the students agree with the statement and there were 2 students or 10% students undecided with the statement. Meanwhile, none of the students chosen disagree and strongly disagree that means by reading novel that can help students learn many idioms.

**B. Cultural awareness**

**Table 4 I understand the other cultures by reading novel**

| No    | Opinion           | Frequency | Percentage (%) |
|-------|-------------------|-----------|----------------|
| 1     | Strongly Agree    | 5         | 25             |
| 2     | Agree             | 12        | 60             |
| 3     | Undecided         | 3         | 15             |
| 4     | Disagree          | -         | -              |
| 5     | Strongly Disagree | -         | -              |
| Total |                   | 20        | 100            |

The table information shows above, rates of information showed that there were 20 answers, there were 5 understudies or 25% from the all out number of the understudies who's unequivocally concur with the assertion. The other 12 understudies or 60% from the all out number of the members concur with the assertion. In the interim, there were 3 understudies or 15% from the all out number of the members addressed uncertain with the assertion and none of the understudies addressed differ and emphatically can't help contradicting the assertion.

**Table 5 Reading novels are the best way to learn about other cultures in my environment**

| No    | Opinion           | Frequency | Percentage (%) |
|-------|-------------------|-----------|----------------|
| 1     | Strongly Agree    | 11        | 55             |
| 2     | Agree             | 7         | 35             |
| 3     | Undecided         | 2         | 10             |
| 4     | Disagree          | -         | -              |
| 5     | Strongly Disagree | -         | -              |
| Total |                   | 20        | 100            |

The table describes percentages of data showed that there were 20 students' respond with the statement "*Reading novels are the best way to learn about other cultures in my environment*". There were 11 student or 55% of student answered strongly agree, 7 students or 35% whose answered agree with the statement, and 2 students or 10% whose answered undecided, and none students answered disagree and strongly disagree with the statement. At last, mostly students perceived that novels are one of the best ways to learn about other cultures in the environment.

The conversation of the examination identifies to give the survey the analyst collects the information to be investigation than characterize the response by the poll. The specialist used some equation orchestrate the concentrate in survey. The scale use in this study research is liker

**Table. 4.11. Frequency and Percentages for Student Responses on Survey**

| Survey Question Stem  | Students' Perception |           |                 |          |                 |
|---|----------------------|-----------|-----------------|----------|-----------------|
|   | Strongly Agree       | Agree     | Partially Agree | Disagree | Strong Disagree |
| I found many new words when I read English novels   | 16<br>80%            | 4<br>20%  | 0<br>0%         | 0<br>0%  | 0<br>0%         |
| I start to use the new vocabulary that I got in reading novel   | 14<br>70%            | 5<br>25%  | 1<br>5%         | 0<br>0%  | 0<br>0%         |
| Reading novel improve my grammatical term   | 9<br>45%             | 11<br>55% | 0<br>0%         | 0<br>0%  | 0<br>0%         |
| I learn many idioms in reading novel  | 4<br>20%             | 14<br>70% | 2<br>10%        | 0<br>0%  | 0<br>0%         |
| reading novel not only enhance my language improvement but also my cultural awareness                                 | 5<br>25%             | 12<br>60% | 2<br>10%        | 1<br>5%  | 0<br>0%         |
| I start to figure out people characteristic by reading novel  | 9<br>45%             | 8<br>40%  | 3<br>15%        | 0<br>0%  | 0<br>0%         |
| I do like reading novels because reading novel make me easy to interact with the other people from different cultural | 7<br>35%             | 10<br>50% | 3<br>15%        | 0<br>0%  | 0<br>0%         |
| I understand the other cultures by reading novel  | 5<br>25%             | 12<br>60% | 3<br>15%        | 0<br>0%  | 0<br>0%         |
| I do like to reading novel because reading make me easy to adapt with cultural diversity                              | 4<br>20%             | 13<br>65% | 3<br>15%        | 0<br>0%  | 0<br>0%         |
| Reading novels are the best way to learn about other cultures in my environment                                       | 11<br>55%            | 7<br>35%  | 3<br>15%        | 0<br>0%  | 0<br>0%         |

scale. Liker scale use to quantify students 'perception about reading novel in terms of language improvement and cultural awareness.

In summary, data analysis shows that reading English novels has a positive effect on English learning activities in sixth semester students of the English Department of Muhammadiyah University of Makassar. English novel is a good tool in learning English that can increase students' language improvement and cultural awareness, and this is critical to do in learning English as a foreign language (EFL) for students.

## CONCLUSION

Based on the researchers findings and discussion in the previous chapter, the result put conclusion about students' perception in reading English novel in terms of language improvement and cultural awareness between these two factors that the students perception in reading English novel.

1. **Language Improvement**, the result of the research almost students agree with the statement 5 which is the question is "reading novel not only enhance my language

improvement but also my cultural awareness” and only 1 or 5% of student disagree with the statement.

2. **Cultural awareness**, English novel is one of the tools that can affect the cultural awareness of students as much 90%, of students agree with the statement 4.10 which is question is “Reading novels are the best way to learn about other cultures in my environment”.

The essence of the above conclusions is that students who read novels in English can increase language improvement and cultural awareness, so by making novels as reading material in teaching materials can help students improve their abilities.

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