CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

  1. Reading

  a. Definition of Reading

Reading is one of the four language skills. The vast majority of students are English-language bilinguals. Through contact and connection with written language, as well as the relationship between the text's content and the reader, reading is the process that leads to the formation of meaning. Reading is a process for children and anyone who can learn more about it. As they read, students pick up new vocabulary from the text and gain an understanding of unfamiliar terms.

Reading is a fluent skill where readers construct meaning by fusing textual facts with prior knowledge. When it comes to reading, comprehension is everything. The term "strategic reading" describes a reader's capacity to employ a variety of reading strategies and achieve an analytical goal. The ability to solve problems is a skill that good readers possess. The capacity

to read at a safe pace while yet comprehending what you are reading is referred to as reading fluency. To establish meaning, the text is combined with the reader's prior knowledge. When utilized together, the text, the reader, fluency, and approaches define the process of reading. (Nunan, 2003).

When one considers the number of layers and components that must be learned, reading is a great feat. Consider reading a short story as an illustration. Successful readers adopt a deliberate, considerate, and time-consuming approach to fix or get around a broken reading component (McNamara, 2007).

Reading is the process of making understanding of text, claims (Jhonson, 2008). Here, the concepts of "creation" and "meaning" are essential. The ability to read is one that is ever-evolving. Reading is a skill that is always developing. It suggests that reading is a task that aids in understanding the meaning of the text. Renandya (2016) say that English guidance inside the faculty machine in Indonesia aspirations to "provide sufficiently

well-developed reading skills among Indonesians to read science-related texts written in English".

Reading is another language skill included in the school's EFL curriculum, according to Rahmi (2014). Indonesia's 2013 National Curriculum requires reading education in junior high schools with the aim of enabling students to read and comprehend a variety of literature. The students acquire a variety of skills and tactics to help them comprehend the material, including reading, skimming, previewing, and predicting, finding the main ideas and supporting details, and identifying textual genres and structures.

Nanda (2020) that reading is an extension of the guessing process. In the sense that the method for understanding textual information is based on conjecture, and the reader acquires knowledge based on the text's cause. Reading is therefore more of an effort or receptive ability than a passive skill because the reader naturally picks up facts or ideas to apply information in the students' minds to draw conclusions from the text.

Reading is the process of understanding written content, according to Johnson (2018). Additionally, he believes that

reading is a skill that develops through time. It means that reading is a way to comprehend the significance of a book. It can also be used to define a reading. Reading allows one to learn or comprehend a text's meaning. Students will go through a cognitive process to understand both their own thoughts and, during the reading process, suggestions from other people, according to Pujiono (2012). One can read a text and have this experience depending on the underlying experience, but reading has a significant impact on the growth of cognitive skills.

Reading is a fundamental skill in Indonesian abilities, and information from texts published in English is studied as part of the secondary schools' English curriculum in both the English and non-English divisions (EFL). In Indonesia, lessons on reading comprehension frequently also cover learning a foreign language (EFL analysis). Text analysis is another challenge faced by Indonesian students learning English as a second language. Indonesian students' opinions of what they should be learning are entirely based on the cultural values of their mother tongue (Masduqi, 2014). As a result, the problems in Indonesian

education are not just about the students they also concern the way they are learning.

In conclusion, studying is a sort of interaction in which the reader engages with the material. The reader must first read the text in order to comprehend its relevance. The reader can get knowledge from a text by reading it and comprehending what they are reading.

b. Type of Reading

There are six different reading styles, according to Patel and Jain (2008) silent reading, reading aloud, prolonged reading, skimming, and scanning.

1) Intensive Reading

The goal of intensive reading is for students to read a text or paragraph in order to learn information or do analysis. To read shorter information, this is being read. In order to obtain information, this is done.

2) Extensive Reading

Extensive reading is reading for pleasure. Something has attracted the reader's attention. Readers are indifferent with specific or crucial facts after reading. General reading is advised for information of a general nature.

3) Silent Reading

Students and those who want to get the most information out of the book they are reading may choose to read silently. The teacher should require silent study because the students can do it without difficulty (Irwansyah, 2020).

4) Aloud Reading

Teachers should be aware that reading aloud instruction should start at a basic level because it is the foundation for correctly pronouncing the text's words, possibly with the aid of a dictionary, and it requires that students understand the meaning of the phrases and the grammatical structures of the words within the text. Aloud

reading differs from other reading techniques because of this. Gunadi H. Sulistyo (2019)

5) Skimming

According to Gunadi H. Sulistyo (2019), skimming requires reading the full text in order to get to the point. Skimming, which is typically done quickly, provides a general understanding of the subject, research into the purpose of writing a document, and an idea of how the material is organized.

6) Scanning

Scanning is the process of removing information from text that is unique to a certain location. Searching for a specific piece of data is part of scanning. These details on the what, when, and where could be facts. Gunadi H. Sulistyo, (2019).

c. Purpose of Reading

Linderholm (2006) who asserts that a person's reading motivation affects both the quality and

quantity of their reading. Finding and gathering information, including content, as well as understanding what is being read are the two purposes of reading. Numerous other uses for reading are possible.

The reader is firstly calmed by it. Many people love to read their favorite novels in their free time. The second is the importance of reading in business. The ability to read then significantly increases involvement. The last reason readers might read is for information Prathomwat Suraprajit (2019). There are several advantages to reading, including the capacity to learn vocabulary from the text as well as knowledge from the meaning, message, and other context of the book.

2. Reading Comprehension

a. Definiton of Reading Comprehension

Reading is intended to help you comprehend the meaning of the words, phrases, and paragraphs as they are written, and

reading comprehension is more than merely reading aloud. Reading for meaning, comprehension, and entertainment is often referred to as reading comprehension. According to Wastawan et al., (2014), reading comprehension is a process to build understanding between the writer's idea and the reader in a written text to get the information that needed by the reader as efficiently as possible.

Sofyan (2016) stated the aims of reading comprehension is to build an understanding of the writer's message or meaning from the text by using background knowledge of the readers. This statement was supported by Wolley (2011), making sense of the text is the process of reading comprehension. Gaining a general grasp is the aim of reading comprehension.

In other words, reading comprehension is the process that the readers build their cognition of the writer idea's and a message from the text using their background knowledge, so the reader will get information from the text after reading it. Reading is an activity to get information from written text.

According to Pressley & Birsch (2011) Reading comprehension is the capacity to understand what is read. It implies that pupils can identify the main concept and learn information from the book when they read it. Reading for meaning, comprehension, and entertainment is also referred to as reading comprehension. It implies that reading provides more than just information; it also provides entertainment and other benefits.

As defined by Herri Susanto (2019), reading comprehension is a complicated subject. Students must have understanding of their own themes, including the texts they read, the assignments they do, and the sociocultural context of the reading, in order to anticipate success in comprehension. To produce precise and convincing results, students need instruction on how texts are made and how language signals imply meaning at the sentential and discourse levels. They also need practice with content-rich texts and assistance.

Since we are all interested in some subject Ohoiwutun and Wahyudin (2015) states that any word with more than one

meaning is likely to cause confusion for those who are inexperienced. Some of the most harmful misunderstandings occur when writers in related fields use seemingly common words in highly specialized contexts. Some pupils have difficulty understanding what they read. Teaching students the five elements of reading comprehension will increase their interest in studying English. This is due to the fact that these abilities help students solve problems, particularly when it comes to detecting words with many meanings. They have difficulty since they are unfamiliar with the phrases being utilized. For reading comprehension, students need be proficient in the following five skills: obtaining information on questions.

In the learning process, reading comprehension skills are crucial for pupils to succeed, claims Rizal S. (2017). Most pupils learn new things through reading-related activities. Reading comprehension abilities are simple to pick and choose from depending on the reading situation. Numerous skills can be enhanced, learned, and developed as students advance. It is important to work on one's reading comprehension abilities if one

wants to become a good and productive reader. Reading comprehension is a complex text, so we may draw that conclusion. Reading comprehension is the capacity to assimilate information. recognizing the text's importance and relating it to what the reader already understands.

Reading comprehension is a complex text, so we may draw that conclusion. Reading comprehension is the capacity to assimilate information. recognizing the text's importance and relating it to what the reader already understands. Main idea, particular information, reference, inference, and vocabulary are all components of reading comprehension (Brown, 2003). The way information is processed affects a person's ability to understand texts. The process of deciphering and understanding a written text as well as conveying information from the author to the reader are two aspects of reading comprehension.

b. Level of Reading Comprehension

According to McWhorten (1994) There three levels of comprehension:

1). Literal Comprehension

Information and figures, memorization and rote learning, and unquestionably, surface skill are all protected against use outside of what is specifically stated. To elicit this way of thinking, the who, what, when, and where questions are widely utilized.

2). Interpretive Comprehension

Interpretation refers to what is implied or meant as opposed to what is directly stated. Drawing inferences involves using prior knowledge and experience, connecting new statistics to previous facts, and deducing the meaning from the data by using logic, educated guesswork, and inferential reasoning.

3). Applied Comprehension

Understanding what was said after it was said, extending (applying) the ideas or concepts outside of the context. It entails assessing, synthesizing, and using data.

c. Strategies for Reading Comprehension

According to Dewi & Rakhmawati (2021) The following are some reading comprehension strategy:

1). Determine the reason you are reading anything to help you focus on what you are looking for and help you weed out anything that might be distracting.

2). Utilizing graphemic rules and patterns to aid novices with bottom-up decoding It could be difficult for beginners who are used to speaking in conversation to learn the rules of English spelling. They might need help, such as hints and explanations, with some of the peculiarities and norms of English orthography.

3). Using efficient silent reading techniques for relatively quick comprehension (for advanced to intermediate levels) The limited vocabulary and grammatical structures of beginning level students

will prevent them from benefiting from this method (Dewi & Rakhmawati, 2021).

4). Search the text for the main ideas. Skimming is the process of reading the entire text to get the gist. The majority of the time, it is finished quickly. The benefits of skimming a text include gaining a broad understanding of how the content should be ordered as well as providing background information on the book's subject.

5). Scanning is the process of examining a text for specific information. Scanning is the process of looking for specific details in a text. Instead of reading the full book, scanning requires readers to look for a specific piece of information. The information may be connected to the text's literal information. These can be details on what occurred, when it occurred, and where it occurred.

6). Use clustering or semantic mapping This technique can be used to draw attention to

connections between sections of a text that are typically seen as confusing. A far more straightforward yet meaningful visual depiction of the ideas will be provided by the ensuing chart or map (Sulistyo, 2011).

7). When you are unsure, guess. Making educated assumptions about a word's meaning or a grammatical relationship may be helpful for learners. Make assumptions about the message's content, its implication, a cultural allusion, and how two arguments relate to one another.

8). When analyzing vocabulary, the following techniques can be used: Search for roots and prefixes that you are familiar with. Examine the grammatical context for information and the semantic context for cues (Dewi & Rakhmawati, 2021).

9). Differentiating between literal and inferred meanings, as misunderstandings resulting from

incorrect surface or visual structural readings may happen, this method needs to be used with caution. Gunadi H. Sulistyo (2011).

10). using discourse markers to facilitate the processing of relationships A variety of discourse markers are used in English to link ideas that are presented in phrases, clauses, and sentences. If students have a solid knowledge of these signals, their reading efficiency can be significantly increased (Vitria Candra Dewi & Ika Rakhmawati, 2021).

3. **Teaching Reading in Junior High School**

The goal of teaching reading in junior high school is to help pupils grow and refine their reading abilities while also preparing them to grasp various aspects of reading. Because they can read, students can assess whether a text's message or meaning is explicit or implicit. Teachers take into account the students' unique quirks in addition to their general features because

students have a variety of skills, perspectives, histories, and experiences. Thus, the instructor needs to address that.

It is said that children still do not have strong reading skills despite spending more time on reading instruction. Reading in a foreign language may be more challenging for students who don't speak the language and solely learn English in school, which could add to this issue. (Rahmi, 2014).

The objectives of English instruction at the two secondary school levels include general communication skills, as well as these other objectives (junior high school), which encourage awareness of the nature and value of English as a foreign language as well as the relationship between language and culture. This is according to the 2006 English curriculum in Suryani (2014).

Age, motivation, experiences, and particular contextual components are only a few of the many variables that determine the outcome when learning a foreign language. This offers a number of teen characteristics that need to be considered. These characteristics that are unique to teenagers help us comprehend

that one of the most important elements of junior high school is the teacher's understanding of the needs of the students. Students need to comprehend the concepts presented in the reading passages.

In addition to being an informant or facilitator, a teacher also has to be a controller, an organizer, and an observer, according to Harmer (2008) :

    a. In contrast to when students are working alone or in groups, a teacher serving as the controller is in charge of the class and the activity.

    b. Teachers' roles as event planners include preparing students for various activities.

    c. As an observer, the instructor can offer meaningful group and individual comments, particularly for tasks involving oral communication.

Teachers are supposed to create novel approaches or techniques for the teaching and learning processes that will help students in order to fulfill the aforementioned duty.

4. Media and Technology

The development of international technology has had an impact on many facets of global life, including the domains of economy, politics, art culture, and education. To progress education and schools, the education sector must be eager to implement beneficial innovations. Not only are there innovations in the curriculum, facilities, and infrastructure, but there are also extensive innovations in information technology.

Leu et al (2014), These new literacies, according to the statement, include novel text formats, altered reader expectations, and fresh activities. They broaden their understanding of literacy through online information comprehension. According to the International Society for Technology in Education (2015), effective information gathering techniques include using search engines, evaluating internet sources, communicating via e-mail, texts, and chats, and using word editing software.

Due to the internet's widespread adoption of new technologies—which has never happened before—educators now have to deal with challenges relating to these technologies.

According to Warschauer (2006), the internet, for instance, enables the instantaneous spread of knowledge with the click of a single link. Furthermore, schools now frequently have access to the internet.

The benefits of employing technology include modern presentation and ease of access from any computerized device, including our laptops, tablets, and Android phones. facilitating reading anytime and wherever for readers. In addition to that, other webtoon comics benefit from having a wide range of visual components, engaging tales, and compelling plots. The viewer can read hundreds of comics from various genres in only one application. In order for readers to select based on their preferences and the emotional connection that is created by the Webtoon might encourage readers to finish reading. This is the motivation behind the educational and instructional Webtoon comics.

The general trend is that students tend to dislike textbooks, and they tend to dislike them even less if they lack engaging drawings and graphics. Contrarily, actual research

shows that students favor bright, cartoon-like picture books with realistic illustrations. It is anticipated that understanding comics will raise students' enthusiasm in reading, which will ultimately improve their academic performance.

5. **Webtoon**

The webtoon is another medium for visual entertainment that is gaining popularity among younger people. Webtoon series are mostly composed of visual components with sporadic linguistic content and are displayed as comic strips. Djiwandono (2018) asserts that Webtoons may have an impact on how the next generation reads and prints ideas.

Webtoon, a term for web comics that was first used in Korea, is a mix of the terms "web" and "cartoon." These digital comics that were published online in Korea at initially went by a variety of names. For instance, Webmic (a combination of "web" and "comics") quickly fell behind Webtoon (a combination of "web" and "cartoon"; Song Yosep 123) in popularity. In 2000, a korean web portal run by Ch'ollian launched a brand-new website for online comics called "Webtoon," but the most of the comics

that appeared on it continued to employ page layouts that were based on printed pages and followed traditional print standards. Flash animation was also briefly referred to as a webtoon, but that usage quickly vanished (Pak Sohwan 128). Webtoon quickly became.

6. Webtoon and Teaching Reading Comprehension

There is no denying the importance of educational Webcomics in the learning process. According to Sudjana and Rivai, the use of comic books in the teaching and learning process piques students' interests, improving the effectiveness of instruction while also elevating students' levels of learning and appreciation. Instead of using vulgar language, educational webcomics should utilize terms that illustrate their message. Abusers are replaced with moral role models. A sequence depicting the love and affection between other creatures and their creators takes the place of the love scene.

Because they cater to readers' interests and use content language that is within the present competence level of the majority of readers, webcomics fit the requirements for good

comprehensive reading materials. In fact, the language is typical of daily speech, thus the reader is unlikely to encounter sophisticated terms or expressions that are regularly employed in academic or scientific contexts. If the 3000 most common English terms are considered complex words (Minami, 2011), then Webtoon comics clearly contain extremely few, if any, of these words. Despite its entertainment appeal, reading Webtoons deprives young readers of the opportunity to digest more complex vocabulary.

Additionally, the comics created and used are specifically customized to the goal and lesson materials. Due to students' preference for cartoon images, the images are presented in a humorous narrative in this format. The drawing's sole function is to illustrate the suggested story in a way that is pertinent to the subject. The narrative writing was inspired by the conversations between the comic book characters. Stories are told in narrative comics as a series of related episodes rather than in their entirety. The later-presented materials, however, show that the characters used remain the same.

7. How to Operate the Webtoon

To know how to use the Webtoon application, the researcher has detailed as follows:

1) The pupils had to download and install the "Webtoon" app from the play store or the app store on their computer or smartphone. The pupils must open Webtoon after installing it, where they will find a variety of stories.

2) Students must go to the Google homepage and enter the word "Webtoon" in the search bar. Once they have located the Webtoon link, they must click it and then type the title of the Webtoon they wish to read into the Webtoon's search box. The pupils will eventually locate the story they want to read.

B. The Relevant of Research

Researcher finds several relevance studies:

The first study from Suci Supitri (2019), the title of this research is *The Effect of English Comic Webtoon on Students' Reading Comprehension At Madrasah Tsanawiyah Negeri 2 Muaro Jambi.* The purpose of this study was to determine how

English comic webcomics affected students' reading comprehension abilities in the eight grades of MTsN Muaro Jambi. The 52 students who participated in this quantitative study, which used a quasi-experimental approach, were the research's subject. The analysis's findings showed that the mean post-test score (77,33) was higher than the average pretest score (61.13). That Ha was therefore approved. This indicates that following therapy, the English Comic Webtoon can raise students' reading achievement levels.

The second study from Puspita (2017), the title of this research is *The Use of Webtoon to Improve Students Reading Comprehension*. Investigating the impact of Webtoon on students' reading comprehension is the goal of this study. 170 junior high school students from Palembang who were enrolled in the 2013–2014 academic year participated in this study. The research design used for this study was a pre-experimental one. The findings indicated that employing Webtoons in reading instruction can enhance students' comprehension of what they are reading.

The next study is from Putri (2018). The title of this research is *Pengaruh Media Sosial Webtoon terhadap Minat Baca Siswa*. The second-semester college students of Riau University are the focus of this study. There were 36 pupils in the class. This class was picked because, compared to other classes, they had the least reading desire. This study explores the use of Webtoon in reading. The results of this study demonstrated that the usage of Webtoons to increase reading interest in students could be successful.

In current studies. Researcher also conducted research on reading understanding, but researcher will focus on class VIII students of SMP Negeri 18 Kota Bengkulu which is located on Jl. KS Tubun No.17, Jl. Gedang Kec. Gading Cempaka Kota Bengkulu. Researchers will focus on the effects of use English comic webtoon about students' reading comprehension.

C.   Conceptual Framework

A conceptual model of how a theory links to various elements that have been recognized as significant difficulties is the framework of thinking. The research above consists of two

variables, namely the dependent variable on the Reading Comprehension and the independent variable on the Comic Webtoon. From the theoretical foundation above, it can be concluded that the comparative thinking framework is "There are differences in student learning achievement based on students' reading comprehension." In this study, the study will analyze the improvement of students' reading ability understanding by using the comic webtoon application. Researchers will feature a comic webtoon with English subtitles and give pre-test students in the form of a reading test about the media displayed. Final test or post-test to find data using Comic Webtoon which is a learning medium can help improve students' reading comprehension.

Framework of thinking

Comic Webtoon (Variabel X)	→	Reading Comprehension (Variabel Y)
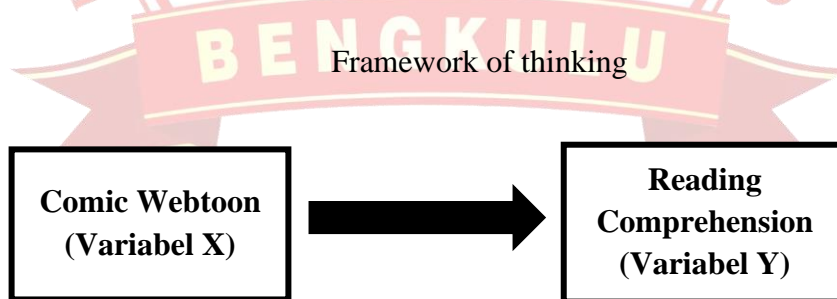
D. Hypothesis

The research problem formulation, which has been given in the form of a question, has a temporary solution in the form of the hypothesis. It is mentioned in this way only briefly because the new solutions provided are based on pertinent theory rather than empirical evidence that has been gathered through data collection. The researcher wants to know the effectiveness of using English Comics Webtoon, the hypothesis proposed in this study is:

H1 : There are differences in the reading comprehension scores of students who learn to use the English Comic Webtoon at SMPN 18 Kota Bengkulu.

Ho : There was no difference in the reading comprehension scores of students learning to use the English comic webtoon at SMPN 18 Kota Bengkulu.

Y = score value of reading comprehension

X = Comic webtoon user score