

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is a multifaceted cognitive process that involves interpreting and understanding written symbols to derive meaning. It is an essential skill for acquiring knowledge, communicating ideas, and engaging with the world around us. The act of reading goes beyond merely recognizing and pronouncing words; it encompasses comprehension, interpretation, critical analysis, and synthesis of the text.

In general reading is the process of looking at a series of written symbols and getting meaning from them.

When we read, we use our eyes to receive written symbols (letters, punctuation marks, and spaces) and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us. This process involves both decoding (translating text to speech)

and comprehension (understanding the meaning).

Reading is a process carried out and used by readers to convey the author's messages through the medium of words or written language. According to Brown (2007), reading is the process of reassembling from the printed pattern the ideas and information the author intended. So, to understand what is read, the reader must be able to not only understand the meaning of a text such as defining written words, such as sentences, and identifying the main ideas and supporting details, but also combining new information presented in the text with existing knowledge stored in their minds.

Furthermore, there are several more definitions of reading according to previous research. One of the skills that students must master in learning English is reading.

According to Nisa and Helmanda (2020), reading is understanding the

words and information contained in the text. In line with

Nisa, Fahmi (2020) states that reading can be interpreted

as an activity of knowing a text well. The purpose of reading is to get new information from the passage. Based on the opinions mentioned above, it can be concluded that reading is a skill that students can master, including being able to read and understand words that can be obtained from various information in the text and gain insights contained in the text.

Then, reading is a process of understanding the context contained in the text being read (Lasdya et al., 2022). The benefits of reading are increasing vocabulary and understanding grammar better (Kusumawardani et al., 2021). The longer the text, the vocabulary will increase. Readers can also find out more about grammar based on the variety of sentences in the passage. From the definition of reading above, the researcher concludes that reading is one of the language skills that is important to teach because by reading a lot, readers can develop their intelligence.

In summary, reading is a multifaceted skill that involves decoding, comprehension, interpretation, and critical analysis of written texts. It is essential for acquiring knowledge, developing cognitive abilities, and engaging with the world. The definitions and perspectives provided by various researchers highlight the complexity and importance of reading as a fundamental skill for learning, personal growth, and social development.

2. Teaching Reading for Senior High School Students

Reading English is an important skill that students need to learn. The teaching of reading in senior high school will help student to get a purpose for reading, focus on what they are learning, think actively as they read, monitor their comprehension, and review content and relate what they have learned to what they already know.

The teaching of reading in old curriculum led the students to practice the language components that they had already met through the teaching of vocabulary and structure. Reading was regarded as the medium for representation

and practicing these language components.

In this practice, comprehending and sharing information and messages contained in the text is neglected. In this era teaching of reading depends on the teacher. Teachers are always to be the sources of ideas for developing reading strategies. To do this, teachers should prepare students to reach a higher level of understanding in the reading process. They should help students read and understand the texts easily. Then, the teacher can contribute to the strategy training of their students in the three stages of reading instruction in classes. This includes: pre-reading, while reading and post reading.

3. Strategies for Reading

According to Brown (2004), the strategies of reading are:

1. Identify the purpose of reading a text.
2. Apply the grammatical rules and patterns.
3. Lexical analysis can be used to find the meaning.

4. Guess the meaning (of idioms, words, etc.) when the readers are not confident.
5. The readers use text skimming to find the main ideas.
6. The readers use text scanning to find information in detail.
7. Use the technique of silent reading.
8. Use of marginal notes, outlines, charts, or semantic maps to collect information.
9. Distinguish between implied and literal meanings
10. To process relations, use discourse markers such as “addition”, “however”, and so on.

4. The Principle of Reading

The principle of reading comprehension according to Brown (Niliawati, 2018 p. 26) states that the main principle of a good reader is a reader who directly follows the reading process, namely here the student is the actor in

the reading process to be able to understand what is read.

The more detailed principles of reading comprehension put forward by McLaughlin & Allen, 2002 (in Niliawati 2018) are as follows:

1) Understanding is a construction process.

Social construction in reading comprehension means a relationship of words in sentences that can be developed or applied in everyday life. This understanding can be used as a reference in understanding all forms of reading that students have read and students can apply it to the environment around them.

2) Balance of literacy skills is a curriculum framework that helps the development of understanding.

Balance of literacy proficiency is skill in understanding reading through words. This can create a broader understanding that involves the curriculum in the process, then the curriculum applied must be in accordance with the rules that have been set.

3) Professional (excellent) reading teachers influence

student learning. Professional teachers will of course produce students who are better than the teacher's own abilities which are channeled through activities carried out in learning carried out by experts, namely in terms of reading.

4) Good readers play a methodical role and play an active role in the reading process. Reading cannot be done without rules, so a method is needed so that good readers will be active in reading activities. In this case, the teacher must have the skills to choose the method that will be applied to students and the method used must be adapted to what is needed to achieve active learning. .

5) Reading should occur in a meaningful context.

Reading should be done on reading materials or reading sources that can be useful for the reader.

6) Students discover the benefits of reading from various texts at various grade levels. Students will gain all the knowledge through every piece of literature they read according to their level and ability, so it will provide good

benefits.

7) Vocabulary development and learning influence reading comprehension. In a text or reading, words should be arranged that are easy to understand so that readers can understand the content of the reading.

8) Participation is a key factor in the understanding process. If students participate fairly in learning, the things gained in understanding will be easily achieved, but cooperation in activities between students and teachers is necessary

9) Reading methods and skills can be taught.

A method is a method that can be used to find reading learning and is followed by skills.

10) Dynamic assessments inform reading comprehension learning. A process of knowing a person's skills, especially a student who can more easily provide information from reading activities

understanding in the form of new information and knowledge that students will gain.

Based on the opinion above, the principles of reading comprehension can be taught to students through levels of students' ability to understand reading through reading comprehension activities with various supporting things in achieving this, namely the need for a supporting curriculum, teachers who are professional in providing direction, and the presence of students who have a good reading spirit and have an interest in reading texts.

5. Teaching Reading

Teaching Reading for teaching students, the teacher needs strategies to facilitate teaching so that students understand the text. According to Brown (2000), there are six strategies for teaching reading in the classroom that teachers can use as follows:

a. Identifying the purpose of reading

In reading, focus on the information you are looking for and want. So that the purpose of the reader to read can be known clearly. In addition, get rid of unwanted information in reading the text, so that reading activities

will not be disturbed.

b. Using graphemic rules and patterns to aid in bottom-up decoding (especially for the beginning level learners)

As a beginner in learning English, one of the difficulties in learning in the early stages is adjusting between spoken and written English. Then the teacher can teach you how to spell in English.

c. Using efficient silent reading techniques for relatively rapid Comprehension (for intermediate to advanced levels)

Understanding the meaning of a text in reading is important for advanced learners.

Silent reading strategies can make it easier for students to improve understanding and do not need to be fast readers.

d. Skimming the text for the main ideas

Skimming is a quick way to get to the main points of an entire text. The advantage of skimming for readers is that they can determine the main ideas or topics that develop and support them.

e. Scanning the text for

specific information

Scanning is a speed-reading

technique to find specific

information in a text. Such as searching for a name or date

as well as a list of some supporting details. Scanning

reading practice is needed without having to read the

entire text.

f. Using semantic mapping or clustering

The semantic mapping strategy is to collect the

important words they get from a text. Which can help the

reader to know again the meaning of the contents of the

text.

Teachers frequently assume that their students will

learn to read on their own and without assistance. In

actuality, every student might benefit from an intriguing

method that would increase reading comprehension and

decoding abilities. To assist children in learning English

reading, teachers must be knowledgeable with effective

ways for teaching reading comprehension. In keeping with the justification provided for why teaching language requires reading comprehension (Adawiah, 2021). According to Brown (2000), a strategy is a way to solve a problem, it's a way to achieve certain goals, and it's a way to make plans to handle specific information. A strategy is a mechanism used by teachers to assist students learn by removing barriers from the learning process. This design was created with the learning process and the surrounding environment of students in mind. Teachers develop strategies as tools to facilitate learning and improve the learning environment for their students.

It is clear from the definition above that a teaching strategy is a teacher's plan for achieving the aims and objectives of learning. The teacher has planned and prepared this to address challenges that may arise during instructional activities. Designing a teaching approach involves starting with important analysis variables in the teaching

environment and moving forward to judgments regarding specific classes or even entire curricula. These factors include the traits of the students, the learning goals, and the teacher's preferred methods of instruction. A well-informed choice can be made about the structure, assessment techniques, and other crucial elements after these aspects have been examined. The process of designing a course is not simple.

B. Wattpad Application

1. Definiton of Wattpad Application

According to Allen Lau (2010), on his website, Wattpad is an application or website service that allows its users to read and distribute works in the form of articles, short stories, novels, poetry, or so on. Atwadd (in Pratiwi 2018:169) "Wattpad is an application that uses a computer, tablet or mobile phone. One can link one's own writing. No one has to know about age, social background, or place of residence".

According to Dina (2017:2) "Wattpad is an

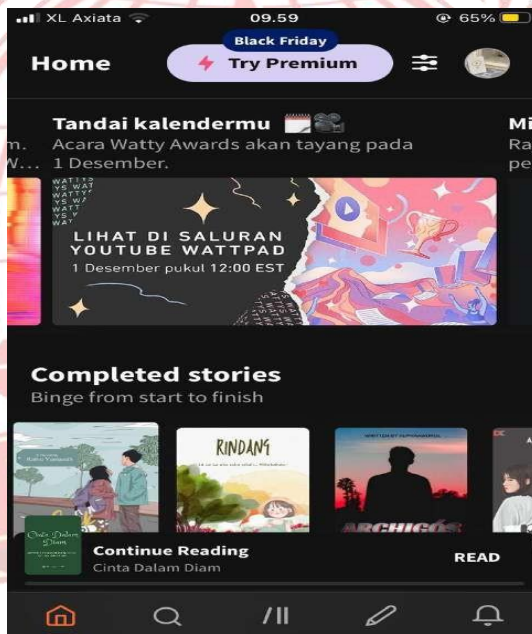
application that contains various kinds of fiction and non-fiction reading written by famous writers, professionals and lay writers." Lueke (2017:1) "Wattpad is an online social network that provides a platform for writers to publish their work directly. Readers can also access stories for free and connect readers and writers directly."

Based on the opinions of several experts above, it can be concluded that Wattpad is an internet-based application that is used to upload or download and share literary works. With the Wattpad application, which is currently a trend among young people, especially among students, it can increase a person's interest in reading because it is easily accessible via cellphone, laptop, computer and so on.

The Wattpad application was founded in 2006 by Allen Lau and Ivan Yuen based in Toronto, Canada. In its development, Wattpad slowly began to spread to several countries, including America, England, Australia, the Philippines, Russia, Libya, Jamaica, the United Arab

Emirates, including Indonesia.

Applications in general, the Wattpad application provides various features, such as Home, Library, Search, Notification, Vote, Comment, Share, Follow and Create a story. The menu display on a cell phone looks simpler because it immediately displays a menu containing the



writing categories on Wattpad. If there is a notification from an article that the user is following, it will immediately appear in the notification menu.

Figure 2.1

Initial Appearance of the Wattpad Application Via

Mobile The initial display on Wattpad is a variety of writing options recommended by Wattpad that users will like. We can also search for various types of writing through the "Browse" feature.

2. Genre Wattpad

Pratiwi (2016: 169) stated that there are several genres on Wattpad including: Romance, Science Fiction, Fantasy, Action, Adventure, Classic, Fanfiction, General Fiction, Historical Fiction, Horror, Humor, Non-Fiction, Paranormal, Short-Story (Short Stories), Spiritual, Teen Fiction, Vampire and Werewolf.

Pratiwi (2016: 169) stated that a person can choose in what genre he will publish his work, or just to read. If he often works in a certain genre, Wattpad will provide some kind of reading recommendations for him to consume or produce. If he chooses, he can put the reading he chooses into the library so he can read unlimited times. Apart from that, to minimize data storage space on the gadget, the selected readings are put into the archive.

Many people find people who read the same novel over and over again, so archives are created for this purpose.

3. The Strategy of Wattpad

The main point in the strategy for implementing the Wattpad application itself is how to accommodate students to make reading an activity that is fun and not difficult to do. Many students complain that reading using books will be more difficult in time efficiency. with Wattpad, students will find it easier to use their time to read, because students are more likely to often carry mobile phones than books.

Furthermore, Palinscar & Brown (1984) stated that the steps consist of four steps as followed:

1. Prediction

At the beginning, students and teachers see the components, such as the story title, the introduction, and headings. The teacher then encourages students to allow the letter to be predicted by a previous understanding. The students are invited to openly guess about what the

speaker could speak about.

Besides, according to Palinscar & L (1984) they illustrated that the first asks the students to predict the title what might be included in the text to be read. In other words, originally, the teacher asks about the title and the teacher makes the learners disclose assumptions about it. In addition, they added, the teacher notes and refers to them as the class proceeds through the text (Palinscar & L, 1984). It can be seen when the instructor writes the forecast of the learners and provides an indication when the engagement takes place.

2. Questioning

Students read the next step slowly to comprehend the key point of the essay. They formulate the ambiguous part of this paragraph after reading. Besides, students also formulate the question about the material as a check on the interpretation of what they are reading at the moment. (Palinscar & L, 1984). Here is the concern regarding the reading passage after reading the students to ensure that

they understand it.

3. Seeking clarification

Then, the teacher and students point out why they are uncertain about the answer in the letter. The engagement of both teachers and together to pursue explanation during the group conversation is the step to ensuring that the reader engages with the text, and Palinscar & L (1984) have indicated that these steps are meant to make the text explain something possibly ambiguous. Unclear parts of the text that annoy students were

Exposed in this term for students to learn. When Farris discussed the explanation process, both teachers and students were confused about words, unfamiliar phrases, definitions or other ambiguous facts. Linguistic factors and many topics relevant to the text are included in this operation.

4. Summarization

The last step is the emphasis of the students on what

is an integral aspect of the whole plot. Here, the students figured out the text's main emphasis. Also, Palinscar & L (1984) that the text is first outlined by the instructor as a mentor in this situation and the next clarification arrives from a specified community leader regarding the main portion of the text. It means, teacher is not only the summarizer but also students, too. In short, the four steps of the above reciproca teaching strategy are clarified cooperatively between teachers and students in the classroom. Its goal is to allow students to anticipate the text or story and to ask questions.

1. Advantages and Disadvantages of Wattpad

There are several advantages to using the Wattpad application, including:

(<https://sukmaawantari.blogspot.com/>

accessed: 15.00).

- a. Wattpad is an application that can be accessed for free.
- b. Wattpad connects with the world's most popular novelists.

c. Wattpad provides more Languages sure 56 languages.

d. Wattpad provides a font size control feature.

There are also several weaknesses in the

Wattpad application, including:

a. There are many advertisements when changing pages of reading

C. KWL (Know-Want-Learn) Strategy

1. Definition of KWL Strategy

According to Ogle (1986), KWL strategy stands for what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading.

a. Step K- What I know.

This opening step has two levels of accessing prior knowledge. The first is straightforward brainstorming of what the group knows about the topic for reading. The second part of the brainstorming (or eliciting what is already known) that will be useful to students in reading involves them in thinking of the more general categories of information likely to be encountered when they read.

b. Step W- What do I want to learn?

As students take time to think about what they already know about the topic and the general categories of information that should be anticipated, questions emerge. Before students begin to read, each writes down on his/her own worksheet the specific questions that she/he is most interested in having answered a result of the discussion.

c. Step L- What I learned

After completing the article, direct the students to write down what they learned from reading. Have them check their questions to determine if the article dealt with their concerns? If not, suggest further reading to fulfil their desires to know. Each reader should have the opportunity of having his/her questions answered or at least addressed. This is what reading is really about.

2. The Use of KWL Strategy in Teaching Reading

Reading is an active process. It involves interaction between the reader and the text. To encourage students to develop effective reading skills, there are various teaching

and learning strategies teachers can use in class. KWL Strategy is one of those teaching and learning strategies used mainly for information texts. Its aims are more diverse, it helps readers (Brunner, 2011):

- a. Elicit prior knowledge of the topic of the text;
- b. Set a purpose for reading;
- c. Monitor their comprehension;
- d. Assess their comprehension of the text; and
- e. Expand ideas beyond the text.

Using a KWL chart in different phases of teaching, the teacher can monitor your students' reading process:

- a. Before reading, ask students to complete the "I know" column.
- b. After students have completed the "I know" column, ask students to complete the "What I want to know" column.
- c. After reading, ask students to complete the "What I have learnt" column.

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process. KWL charts help students to be active thinkers while they read Carr & Ogle (1987), giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema.

KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives. According to Ogle (1986), the process of KWL in reading can be explained as follows: Step K-

What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students know about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic. Step L-What I learned. After completing the text, direct the

students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.

According to Brunner (2011), KWL strategy facilitates activation of background knowledge and provides important information to the teacher about what the students know or don't know about the topic to be studied. This strategy also helps students organize their thoughts prior to reading, provides a structure for students predictions related to the reading and presents a purpose for completing the reading task that is, to answer the questions from the middle column.

D. Relevant Previous Studies

This section relates to previous research carried out by previous authors.

The first research was conducted by Almira Adnan (2023) with the title "Increasing Student's Reading Skill

by Using Wattpad Application in Eight-Grade Students of Smp Negeri 3 Watampone". This article aims to determine the improvement of students' reading skills in using the Wattpad application for eighth grade students at SMP Negeri 3 Watampone. The results of the researcher's research concluded that the average score on the pre-test was 54.34 and on the post-test was 54.34. From the results of student classification in the pre-test and post-test, it was concluded that the Wattpad application as a reading medium could improve students' abilities, so class VIII-B students at SMPN 3 Watampone gained good reading skills after using the Wattpad application. What Almira Adnan's research has in common with this research is that it uses the same media. and the difference between these two studies is that they used a one group pre- experimental design, while the research used a quasi experimental non-equivalent control group design.

The second research was conducted by Neni Suhaeni (2022) with the title "The Effectiveness of Using

Wattpad to Improve Students' Writing Skills and Critical Thinking Skills: A Phenomenological Approach". This article aims to determine the effectiveness of using Wattpad improve students' writing skills and critical thinking skills based on a phenomenological approach. The results of the researcher's interviews showed that almost all participants agreed that using Wattpad could improve not only their writing skills. They also realized that by reading lots of stories, they could improve their critical thinking skills. Additionally, they can gain new information and knowledge related to writing by sharing their experiences with other users. What Neni Suhaeni's research has in common with this research is that it uses the same media, namely Wattpad. And the second difference for this research is that the author uses writing skills and research methods using qualitative descriptive research based on a phenomenological approach, while using reading skills and the research method uses quasi experimental non-equivalent control

group design.

The third research was conducted by Ika Teguh Sulisty (2021) with the title "Applying Watsapp Application to Improve Student's Reading Comprehension of Narrative Text". The aim of this article is that the aim of this research is not only to provide benefits theoretically but also practically. The results of the researcher's research concluded that the Watsapp application was successful in helping and increasing student performance in reading comprehension. Only 8.57%. The similarity between the research carried out by Ika Teguh Sulisty and this research is that it uses the same media, namely Watsapp. and the second difference for this research, the author uses Classroom Action Research (CAR) to overcome this problem. The aim of overcoming this is to detail problems in teaching and learning activities in order to improve the quality of educational practice, while the research uses quasi experimental non-equivalent control group design.

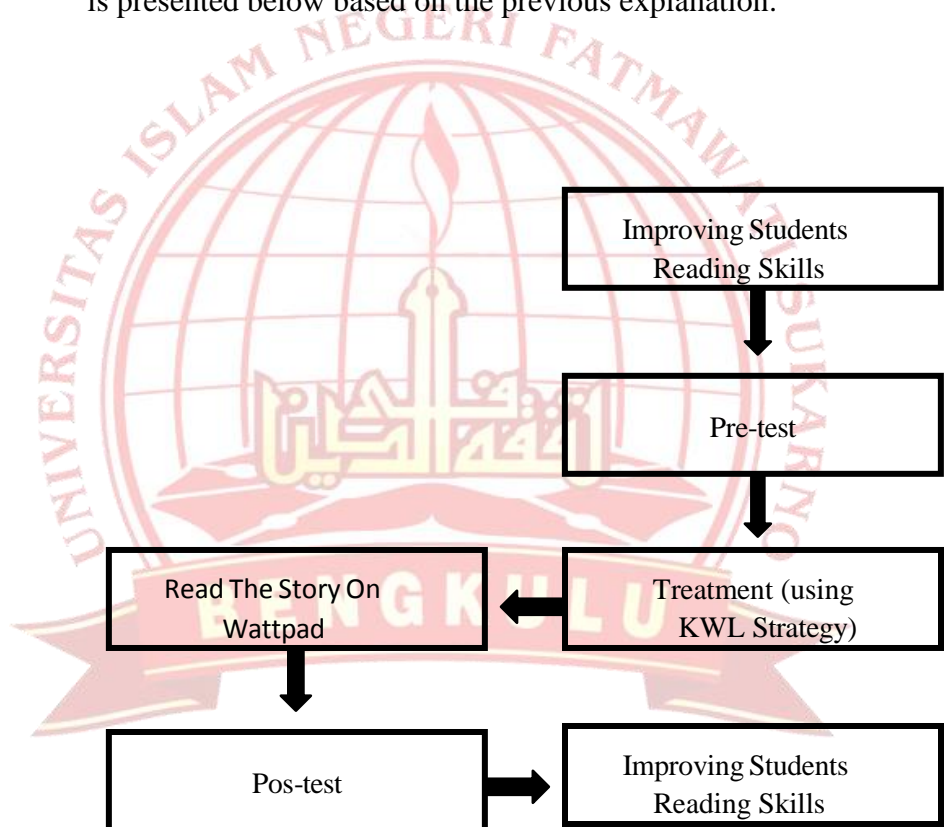
E. Conceptual Framework

Teaching reading is not as easy as we imagine. Paribakht & Wesche, 1993; Pourhosein Gilakjani & Sabouri, (2016; Nergis, 2013) in Muliati (2020) states that the main goal in teaching reading at school is to develop students' reading skills and therefore students are suggested to understand reading English texts effectively and efficiently.

Reading is an activity where the reader communicates with a text in a familiar environment. Teaching to read Learning to read is not as easy as shaking hands. This requires effort because in reading activities, readers not only discover the meaning of vocabulary and grammatical features but also have a deep understanding of the text. When teaching reading, teachers must pay attention to

the materials used to attract students' attention to focus more on the reading material. It is also important to consider the subject and the way the text is read. The

topics and readings should depend on who the student is. Ultimately, this research investigates whether Wattpad can improve students' reading skills. This research outlines the conceptual framework of this research, which is presented below based on the previous explanation:



F. Hypothesis

To know the effectiveness of using Wattpad application in teaching reading comprehension skill, the

researcher formulates two hypotheses that will be tested

by using t-test. They are:

1. Null Hypothesis (H_0)

Using Wattpad application is not effect in

teaching reading skill at tenth grade

students of MAN 1 Bengkulu City.

2. Alternative Hypothesis (H_A)

Using Wattpad application is effect in teaching

reading skill at tenth grade students of MAN

Bengkulu City.

