

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Nature of Reading

People need to gain information and knowledge in society. Therefore, reading plays a significant role in their lives. Through reading, people can get information, enjoyment or even problem solution. The basic level in reading is identifying of words. From the basic identification of the individual letters and how these form an exact word, to what each word means—not just on an individual level, but also as part of a text Tennant in (Aliponga, 2013: 73). In line with Finochiano & Bonomo in (Tarigan, 2015: 9) reading is bringing meaning to and getting meaning from printed or written material. In order to read, the readers must be able to interpret from the simple word to the simple sound from word or even text.

Then, according to Fauziah et al. (2016: 2) reading is a complex process of getting meaning from the text through comprehension. From this comprehension will help the readers to grasp the meaning of the text. In line with Lapp and Flood in (Romero, et al., 2008: 1) state that there are two explanations of reading fall into two categories; first, who view from the formerly of the reading that is *decoding process*, a breaking of a visual code. In the second view, *reading for meaning* is highlighted from the very earlier stages of instruction; in this view reading as a comprehension process is stressed.

Reading is a process between a reader and a text to construct meaning, which is the main input part when learning a language (Yingjie, 2016: 218). Brown (2003: 185) also argues that reading as the most essential skill for success

in all education contexts. McDonough et al. (2013: 110) support by stating reading is clearly by the most important. So, besides reading is the key for people to get information and enjoyment, it is also known that reading as the significant component that needed for people to success to face the other skill in the language.

Moreover, according to Smith (2004: 179) defined that reading as “extracting information from print”. Then, Anderson et al. (1985: 8) emphasized the defined of reading as the process of constructing meaning from written text. The substance of reading meaning usually get from the written book like magazine, newspaper, novel, journal and soon.

Furthermore, reading also plays a vital role in academic development and academic job. According to Patel et al. (2008: 113) reading is and an important tool for academic success. Reading is the window of the world. By reading, people can fill their head about various kinds of new information which is useful for them.

Based on the all explanation above, the researcher can conclude that reading is the important skill that cannot be separated by other language skill. Reading is activity to get meaning from symbols or printed words and how this ability is used to recognize, understand and interpret in words. Reading skill is also important for students in school live to success in communication and language skill.

## 1. Reading Purpose

Generally, reading purpose is to obtain and find the information and understanding from the text that presented. On the other hand, according to Nunan (1999: 251), said that:

*I read for pleasure, to obtain information, to verify information that I already know (or though that I knew), and I read to check the accuracy of a text that I written. For each of these different tasks, I employed different strategies. I read slowly and carefully for both accuracy and pleasure, I skimmed to get a general idea of information contained in some of the texts, and I scanned other texts for specific purpose information.*

From the state above, the purpose of reading is varied based on many reasons. It is like the background knowledge of the readers, needed from the readers, or to re-check what they see or what they write before.

Besides that, according to Rivers and Temperly in (Nunan, 1999: 251) suggested that there are seven main purposes in reading:

- a. To get information for some purpose based on the readers need, that is interested about something;
- b. To acquire instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);
- c. To perform in a play, play a game, do a puzzle;
- d. To relate with friends by correspondence or to understand business letters;
- e. To recognize when or where something will take place or what is available;

- f. To recognize what is happening or has happened (as reported in newspapers, magazines, reports);
- g. For enjoyment or excitement.

Then, according to Anderson in (Tarigan, 2015: 9) purpose of the reading is to search and get the information, content and comprehend the text. All of the purpose is presented as follow:

- a. Reading for detail or facts
- b. Reading for main ideas
- c. Reading for sequence or organization
- d. Reading for interference
- e. Reading to classify
- f. Reading to evaluate
- g. Reading to compare of contrast

Based on several opinions above, it can be concluded that the purpose of the reading is to get information from the reader's want. Reading for purpose, tend to be more understanding than people who have no purpose in reading, and will easily get a lot of knowledge.

## **2. Types of Reading**

Types of reading according to Kozak (2011: 7) types of reading divided into three activities, they are:

- a. Skimming is the most basic types of reading. It is object is to familiarize you as quickly as possible with the material to be read. In skimming activity,

readers should be careful with the keyword or phrases which can cover all the material. To do skimming, the reader should go through passage. In skimming, readers usually search for general ideas of the text or passage.

b. Scanning is a skill that requires that you read quickly while looking for specific information. Scanning usually use for read quickly while looking for exact information. According to Fauziati (2015: 118) scan is the search more focus. So, scan is to read quickly in order to locate specific information such as to find a particular date, number, name, and so on. And the other readers must start to read at the top of the page and then move the eyes quickly to the bottom.

c. Close reading or searching reading is reading for complete understanding. Reading for detail comprehension (information, function, and discourse) Moreover, according to Patel & Jain (2008: 117) the types of reading divides into 4, explained as follows:

### 3. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

### 4. Extensive Reading

Extensive reading is the type of reading that material will be selected at a lower level of difficulties than that for intensive reading. The aim is to be train the student to read directly and fluently without the help of the teacher.

## 5. Aloud Reading

It is the one of the type in reading, that is the student reading aloud and the teacher should know that the training of reading aloud must be given at primary level because it is base of words pronunciation.

## 6. Silent Reading

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information.

## 2. Teaching Reading Comprehension

Reading comprehension is complex process that involves many interactions between reader and text as well as the text itself (interesting and understanding of the text). According to Gough& Tunmer (2016: 8) explain reading comprehension as the formula:

*“Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)”*.

It means that decodes to the text or word and comprehension from the text can get the best way to reading comprehension.

Furthermore, in order to achieve the reading comprehension, a reader must have the ability, experience, and knowledge to understand the text meaning. One of the significant knowledge in reading comprehension is vocabulary knowledge. As Sedita in (Furqon, 2013: 69) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students in comprehend the texts. From the mastery in vocabulary, reader can get well understanding in word

and interpret in the different meaning by readers' knowledge from the word or text.

Besides that, the students not only need to understand directly the meaning of what they are reading, but also need to comprehend the implied the meaning. Since the main goal of reading is comprehension. The students must have some abilities to gain the reading comprehension such as deciding the main idea of the text, answering the question about the text, employing the context clue and summarizing the text.

Moreover, according to Snow (2002: 11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. And the other states, for young learners, Snow (2002: 7) also said that reading comprehension is fundamental for many children to ensure their transition from beginning reading to reading proficiently. So, it can be concluded that reading comprehension is crucial process for student to get the best awareness and knowledge what they read and what they see in general.

Based on all of the definition of the reading comprehension, it can be concluded that reading comprehension is the main substance of reading process, and primary from all the method. Because of the primary purpose for all the reading process that is comprehension from the word, sentence, and text to draw of the substance from that meaning and main idea.

Then, what about teach reading comprehension in the class? Teaching reading comprehension is the activity that transferring knowledge from teacher to the

student to understand the mastered in reading comprehension by using techniques, strategies, or media that can promote the reading skill easier to learn. Laurillard (2002: 23) states that teaching is essentially rhetorical activity, seeking to persuade students to change the way they experience the world through an understanding of the insights of other.

According to Nunan (2003: 74) state some principle for teaching reading, presented as follows:

1. Exploit the reader's background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increasing reading rate
5. Teach reading strategies
6. Encourage readers to transform strategies into skills
7. Build assessment and evaluation into your teaching
8. Strive for continuous improvement as a reading teacher

In order to get the best result in reading, the students must also be involved in the teaching reading process to help the teacher by using their own strategies. The students must use the strategies to understand the reading text well. The strategies are used as the tool to help the students enhances the comprehension and also encounter some related problems of the text comprehension.

Furthermore, the necessity that teachers should have in order to face the excellent class before teaching and learning that is: Mahendra& Rosa (2014: 80) first, the teachers should prepare the material that needed in class. The material

should be appropriate with the curriculum and with the students' ability. Second, the teacher prepares the media that can promote students reading skill.

From the explanation above, it can be concluded that teaching reading can be done by both of teachers and students to compromise about strategies, method, and what to do in teaching reading. Teachers prepare the material and strategies and student should be ready to accept the principle that use from the teachers in class.

## **B. Narrative Text**

### **1. Definition of Narrative Text**

In the school, we learn about many text types in reading. In senior high school, students are expected to be able to comprehend several types of the text namely procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

Narrative is one of those types become a common text used in students teaching and learning process. According to Anderson and Anderson in Saputro (2013: 3) explain that "narrative text type is a text that tells a story whose purpose is to present a view of the world that entertains or informs the reader or listener". Narrative texts is contain with a story or a tale. The aim of narrative text is to create joy to the readers to gain a reader's interest. Then, according to Kane (2000: 366) narrative has a meaning in that is conveying an evaluation of some kind. It means that when readers read the narrative text, they can emotional and reaction to the implied story.

Furthermore, according to Gersten, et al. (2013: 288) narrative text is easier to comprehend and remember than expository text. The two primary reason for this are (a) the content of a narrative, what it talks about, is usually more familiar than the content of an exposition; and (b) the structure of most narrative text is modest than the structure of most expository text or others. So, narrative text is easier text the other text and usually use by reading instruction.

Moreover, according to Saputro (2013: 3) narrative text is used to amuse, entertain and to deal with an actual or vicarious experience in different way; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which is turn find a resolution.

Based on the explanation above, narrative text is the story that tells about the past event, and contain about fiction story. And we can know that narrative text is needed and important for student to learn and read, because the text easy to understand, contain joy and amusement.

### **C. Media**

Media is every tool to transfer information or message from one place to another place. According to Arsyad (2017: 3) Media is which derives from Latin word *medius* that has meaning “*interval, half or between*”. The meaning of media aimed at something that delivers information from the sender and receiver.

Media is usually used in teaching process. According to Saputro (2013: 2) media support teacher to provide an interesting learning material. So, it can be known that media as the medium for teaching and learning. Then, teaching media

based on Arsyad (2017: 10) is a media that bring instructional purpose of messages or information of learning.

Media is one of the elements for students' success in class. The learning activity is the time when the information was transferred from the source to the recipient information through the model and certain media. According to Sudjana N & Rival, A., in (Buchori& Setyawan, 2015: 370) the two prominent methodology aspects were teaches in class; the first is the model of learning and the second teach media as teaching tools. Then according to Mufanti & Susilo (2016: 790) media is the tools that can serve an alternative device to provide motivation and mew learning experiences for learners. It is shown that one of the important things that can foster the students in class that is media.

In the English subject, teaching using media are very important to help students acquire new concepts of the skill and language competences. There are so many kinds of media that can use in class. According to Leshin et al. in (Arsyad, 2017: 38) those are Human-Based Media (teacher, instructor, field-trip); Printed-Based Media (book, guide line, workbook, paper); Visual-Based Media (video, film, slide-tape program, television); and Computer-based Media (interactive video, hypertext).

Based on the explanation above, it can be concluded media is the things that help the teachers to be more effective and permit student to learn more effectively. Media are knowledge that carried the design especially in teaching and learning situation. It is very influential because contain of symbol, word, and illustration that is presented in the class.

## 1. Using Technology in Language Learning

The use of technology and media in teaching and learning is needed, in order to increase the quality of learning. It can help to make the good atmosphere where the students can active in the class. Media becomes the link between teacher and students. Sahal in (Wahab, et al., 2012: 62) views technology as ‘configuration’, observing that the transfer object (the technology) relies on a subjectively determined but specifiable set of processes and products. So, the definition of technology divided into two components that are identifying by the process from ‘knowledge’ or technique and product the result of the action.

Technology can improve the educational process and value. It is same studies from Schacter in (Evans, 2009: 14), the impact of educational technology on educational achievement for students in school in the USA, the analysis of findings from seven major studies, including one which consisted of a meta-analysis of 500 separate empirical studies that had been published on this topic, the result was different form of computer use in education (namely, computer-assisted learning, integrated learning system technology, simulations, collaborative networked technologies, design and programming technologies) showed ‘positive gains in achievement on researcher construct tests, standardized test, and national test’. It means that using technology and media can promote the students’ achievement in school.

The usage the technology is needed in teaching and learning. According to Butler-Pascoe (2011: 1) the important of technology in second language or foreign language or foreign language teaching is now well established with teachers no

longer questioning the need for computer-assisted language learning (CALL) but rather seeking the most effective ways for integrating technology into their teaching. It is mentioned that CALL is one of the language teaching mediums in English that is based on computer to teach students.

Furthermore, besides using computer or CALL, there is another medium for teaching and learning. That is using mobile phones. According to Haggag (2018: 189) Mobile Learning is a term that refers to the use of mobile technology for educational purposes. These devices can offer learning opportunities that are: spontaneous, informal, contextual, portable, ubiquitous, pervasive, and personal.

The focus of using mobile phones as a medium is to teach and learn using one of the mobile applications. Mobile applications are teaching and learning tools that are able to become the latest trend in education nowadays. According to Wu (2010) the uses of mobile applications in teaching and learning are (1) mobile apps also serve as a practical teaching tool that is in line with the needs of students. (2) Additionally, mobile apps at the secondary school level are more suitable for students who need something unique compared to ordinary learning.

Based on all of the previous research above about using technology in language learning, it can be concluded that technology was created to facilitate humans. Currently, technology has become a major human need. Even technology has been used in all aspects of human life especially in learning. And the result of using technology that is can increase the achievement of language learning.

## 2. Webtoon as the Language Learning

Webtoon is one of the digital texts that originally from South Korea. According to Jin in (Chung, 2017: 4) webtoon is the internet comics which can be viewed using digital media technology such as tablet computer and Smartphone. In the global, webtoon is one of the digital publishing platforms that can be accessed both via web and mobile online (in the network). But in the Korean, according to (Chung, 2017: 4) webtoon delivered via major Korean web portals such as DAUM and NAVER have gained popularity in Korea, and many webtoons have influential not only because of their original comic style but also because of their impact on basic scripts for other media formats, including printed books, plays, and movies.

Moreover, according to Zur (2016: 98) webtoon, originally created by a Korean artist, quickly caught on among the young generation because of their easy access, wide variety of genres, quick publication, optimization for hand-held gadgets, and its clever tactic of sustaining the readers' curiosity. It is good for learners to get what is the main thing in the webtoon story and also multitasking tool.

Webtoon has many genres. The webtoon genre was created in Korea as a new *manhwa* format supported by digital technologies and the networks of web portal sites and mobile phone Jin in (Jang & Song, 2017: 174). A webtoon is different from a scanned version of print comics industries are leading. It is also support by Kim et al. (2016: 120) webtoon is form that develops by traditional cartoon

printed or paper to the cutting edge technology, it has now become possible to use manufacture and distribute them as a form of digital images.

In the internet era, webtoon has become an outstanding cultural industry in South Korea. Like a traditional manga, Japanese style comics published in a paper, webtoon is published in the internet base that support weekly storytelling combined with captions, images and audio. Most webtoon content is free, and user identification to read the webtoon is not required. Usually, readers can use web in Google or just do it simple in their own cell phone via LINE Webtoon.

In the other hand, webtoon had not been paid much attention in the adult education field. It is because many teachers still use the comic book or comic strip in learning. Comic books are famous media to learn in education, especially in reading. Moreover, before webtoon booming in the modern era for joyful or for media to reading skill in South Korea or even In Indonesia, Latin Amerika has used comic books for popular and non formal education Prins in (Choi, 2016). Another opinion comes from Weiner in (Arini, et al., 2017: 72) children often choose the comic literature over traditional text because comic-based texts offer visuals, drawings, and other art along with words and dialogue, all of which make these texts “not only something one reads, but something one see as well, like reading and watching a movie at the same time. Schramm in (Buchori & Setyawan, 2015: 270) some less of media text books for example “not live”, only showed die picture, not able to present sound and easily outdate. This is evidence that comic book are being abandoned as a medium for learning.

Moreover, in the modern era, when the rapid distribution of Smartphone, tablets, and computers using the internet for interacting is the fundamental for all people. Many people like to use comics' web or webtoon that comic book for education field. Therefore, because of this phenomenon, many people change their media from comic book or strip with the comic web or webtoon. It is support by Jang & Song (2017: 174) Korea has produced a variety of webtoons since 2003 that continue to change the way of reading comics, such as through highlighting images more that texts. It is known that the change of comics' books to the webtoon had been happen a long time ago.

From the explanation above, it can be concluded that webtoon is the new media in education field particularly in teaching reading. This is the media that use the internet via cell phone and with the application called LINE Webtoon.

### **3. Teaching Reading With Webtoon**

In today's technology development, it required teachers to be able to provide an effective and innovative teaching; the easiest way to make learning interesting is by using media that suitable for learning in the classroom. Webtoon is an example of the success of smart media and also one way that suitable to use for teaching reading in school. Webtoon has visualization like picture book but in the simple way that gives the interested by the readers. It also helps the students to developing their comprehension in reading using webtoon. From this way of reading media, it hopes the students can easily understanding the main idea or even all of the detail from the text. According to Lyou and Lee in (Jang & Song,

2017: 174) webtoon is one of the representative genres of Korean pop Culture showing digital culture, consume transnational with the expansion of global digital networks. Then, term webtoon, a combination of the word and cartoon was coined when Korean created webcomics or manhwa published online.

Webtoon also the new discover of media that can be promoted by education skill. The display from this media is upgraded from comic book and comic strip. It is easy to use with the cell phone. As the opinion from Griffith B2 in (Jang & Song, 2017: 174), it said that the spread of smart-phones contributed to expanding the platform of the webtoon industry.

The step of downloading and using webtoon in cell phone are presented as follows:

1. First, download and install LINE Webtoon on your devices. Playstore for Android and iOS for iPhone user. Type LINE Webtoon for download.
2. After installed, run the application.
3. Before read the content from webtoon, the user should log-in in LINE account. It is linked from LINE application.
4. And then, the registration to use webtoon is done.
5. And now you can use the LINE Webtoon as you want, but attention, there are so many genres of story. So choose the story that interest in your desire. The language features is on the setting. There are so many language options.
6. And webtoon ready to read.

And then, after install and able to use webtoon via cell phone, the researcher should introduction the tool on the webtoon, that is:

When the students ready to open webtoon application in their own cellphone, the next one is researcher instruct the students to use the webtoon. The first thing, researcher introduces the menu in the webtoon. There are the five displays in bottom toolbar that is *for you*, *webtoon*, *challenge*, *favourites* and *more*. The *for you* option shown the trending webtoon stories and timeline the new webtoon series, and *webtoon* option shown the schedule of the webtoon's release every day. And *challenge* option shown the new writers who want to be official webtoon. Then, *favoritku* option showed the favorite webtoon that save from the readers. And the last *more* option shows the search, setting and fan translation. Setting is for to change the language option especially in English.

The next, after show the tool in the webtoon, researcher gives the material for the student. The students give the time from researcher to read and understand the story.

The next step researcher gives the question about the story. And students should answer the question from the story. This is the step how to use webtoon in the teaching reading.

From the definition above, it can be concluded that webtoon acknowledge the students to establish their comprehension of the story. It is good way to do in reading class, because it can provoke students' imagination to grasp in the story. So, this media can suitable to teach in class for the students.