

## Chapter Two

### The Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journals related to this research. In this literature review, the researcher describes definition of reading skill, reading material, and online English comic as a reading material. In the last of chapter two, the researcher also puts review of related study and conceptual framework.

#### Reading Skill

In educational context, reading skill may be a major thing that affects students' educational achievement. Osei, Liang, Natalia, and Stephan (2016) discussed that reading skill grasps important role of people's education. In learning process, students cannot be separated from reading because reading helps them enhance their academic performance (Daniel, Esoname, Chima & Udoaku, 2017). By doing the reading, students will gain a lot of new knowledge from material that they read. That way, reading skill should be trained seriously to make students get a good achievement in learning process. They also argued that students who apply reading effectively improve their learning proficiency, understanding of learning material, and memorizing ability. Antunez (2002) stated there are five micro skills in reading namely phonological awareness, phonic, vocabulary development, reading fluency, and reading comprehension. For more detailed information, each skill is explained in the following paragraphs.

**Phonological awareness.** Phonological awareness is the awareness of sound even the awareness of any sounds heard. Besides, it is a basic skill which

should be mastered by beginner readers in order to make their reading better. Zygouris-Coe (2017) stated that “children with limited phonological awareness will have trouble acquiring the alphabetic principle which in turn will limit their ability to decode words” (p.5). From the statement mentioned, beginner readers will face a lot of difficulties in reading if they do not care the phonological skill. Phonological awareness is not developed in short time, but it needs a long time of training. According to Semingson (2011), there are some activities which can develop beginner readers’ phonological awareness such as rhyming, singing, hearing syllables, and counting. It can be concluded that phonological awareness is very significant to reading development.

**Phonic.** Phonic also becomes one of basic skills of reading. Phonic is identified as how the word is sounded. Liu (2010) explained phonic as a method of teaching reading where the basic component is the relation between letters and pronunciation. One important aspect that must be considered while learning phonic is students as a beginner reader should master alphabet first. Liu (2010) added that in a way to support phonic skill, the students know all alphabets because it helps them to learn phonic quickly. Besides, students should be able to recognize the sound of the alphabets because if they only know the letter without the sound, it is not phonic because phonic is the sound made by the students. Ciera (2001) as cited in Antunez (2002) asserted that phonic can be used to make students realize how relation between written and spoken language. Lindner (2015) stated that parents and teachers can train students’ phonic skill by singing ABC song together. In ABC song, students will recognize alphabets by the way it sounds like.

**Vocabulary development.** The vocabulary development is very significant for beginner readers. The reason why students should increase their vocabulary skill comes up as the basis for learning English (Loraine, 2008). Besides, the mastery of words is the main aspect of enhancing reading skills. The Report of the National Reading Panel (2002) told that the power of words are affected the growth of reading skill (as cited in Pikulski & Templeton, 2004). Loraine (2008) also said there are several activities that can enhance students' vocabulary mastery such as encouraging them to read, writing, and talking a lot. By encouraging the students to read, write, and talk about something that they are interested in will make them get lot of new vocabularies. Likewise, learning strategy plays a crucial role for students' vocabulary development. Alavi and Keyvanshekouh (2012) stated that strategies in enhancing vocabulary are keys to make students know what to read and get meaning from what they read. There are some researchers who have explained strategies for vocabulary development one of them is Nation. Nation (2001) said that vocabulary strategies are classified into three aspects, plan, source, and process. In planning, the readers decide place and time to read and new vocabulary that they will get. As a source, the students choose to read what material that they are interested in, and for processing, the process that students do while-reading until they gain new vocabularies.

**Reading fluency.** Reading fluency is the ability to recognize word and sentence in reading text quickly. In reading process, reading fluency happens automatically while reading. In addition, the readers do not need to think about word. Readers can only automatically read what provides in the reading text and get the point from it. Baker, Smolkowski, Katz, Fien, Seeley, Kame'enui, and

Beck (2008) discussed that reading fluency is one of aspects which affect students' reading performance so that the growth of students' reading skill is affected by the level of reading fluency. Besides, it is very important to become fluent readers because if reader can read fluently, reading comprehension will be increased (Terry, 2017). Readers still have a low level of reading fluency which will not get the point on what they read. Terry (2017) added the lack of fluency in reading might cause the readers put fully efforts to read words, and they do not have ideas of what they read.

**Reading comprehension.** This is one of micro skills in reading. Reading process can be successful activity, if the readers understand its content and get message of it (Antunez, 2002). The interaction between students and texts which they read is very crucial because students need to get knowledge from the reading (Jian, 2015). By doing reading deeply, readers feel connected with text then readings goals will be achieved. In increasing reading comprehension, students should know the techniques. If readers have mastered the techniques of reading, they can face any difficulties come to reading process. One of things that can be applied is by doing reading aloud. Jian (2015) also added that by reading aloud, readers read the whole text, and they will understand the whole important information from the text. Besides, Dempsey (2012) also stated that some aspects that should be paid much attention while reading are highlighting the important information, reading the whole paragraph, reading for pleasure, and choosing the interesting material. From the explanation mentioned above, it can be concluded it is not an easy task in doing the reading process. The students need to understand

all aspects of reading skill. Those aspects can be learned by practicing reading regularly.

### **Reading Materials**

In reading process, students have to deal with document or written text mentioned with reading material. Hanifa (2017) said that material is the most important aspect that affect successful of reading proficiency. Students' successful reading can be determined by how good teacher uses the material in learning process. Teacher can increase students' reading motivation by giving them some kinds of reading materials. In order to reach a good level of reading proficiency, students must be accustomed to read various kinds of material to get a lot of information (Day & Park, 2005). Javed, Eng, and Mohammed (2015) stated that from textbook, the students can also look for reading material from internet because internet produces a lot of reading materials which cannot be found in textbook. Internet and electronic resources also become the most popular place to look for reading material within students (Arthi & Srinivasan, 2018). According to Febriana (2017), there are two types of reading materials, Non-authentic reading material and Authentic reading material. Each type is explained in the paragraphs below in detail.

**Non-authentic reading material.** Non-authentic reading material is type of reading material designed deliberately for English learning process. According to Almi and Bentouzi (2015), by using non- authentic reading material, the reading process becomes more understandable because it is easy to be used, adapted for a certain aspect, and created based on the goals of reading process, and it also connects to students' learning at the same time. Non-Authentic reading

material created through several processes that are very effective to be used in reading process. “Sort of materials are proposed, revised, and modified to serve pedagogical purposes” (Almi & Bentouzi, 2015, p. 13). Besides, in the benefit, this type of material also has several drawbacks. Material like textbook often makes students feel demotivated in reading. They cannot find the pleasure in reading a textbook and will lost their interest in doing the reading. Islam (2015) argued that non-authentic reading material cannot give a pleasure for students, and it is more monotonous, unreal, and lifeless because the purpose of non-authentic material is only for the benefit of process of English’ teaching and learning. The examples of non-authentic reading materials are worksheets, textbooks, videos, and others.

**Authentic reading material.** Another type of reading material is authentic reading material. This type of material is often used in reading process. According to Islam (2015), authentic reading material is related to real life aspect, and it provides a real context and gives the students an opportunity to deal with real world. The examples of the authentic reading material are newspapers, brochures, magazines, novels, short stories, and offline and online English comics. Berardo (2006) stated that authentic reading material is very beneficial to EFL students because it motivates the students and trigger them for further reading. Febriana (2017) asserted that if students feel motivated to learn, they will involve themselves in classroom activity. That way, by reading an authentic material, students will be more active in learning process. This type of reading material is very interesting. Berardo (2006) added that the variety text and presentation of authentic reading material make it more interesting. He also said that the more

kinds of text are delivered to students, the more students are interested in. Hence, it will motivate students to read and increase students' English skill.

For the disadvantages, Gilmore (2007) as cited in Febriana (2017) argued that words and sentences in authentic reading materials are complicated. Also, it makes the students with a lower level difficult to understand the content because it is taken directly from sources without edited by teacher. Alex (2012) stated that sometimes, information found in authentic materials is from past material, and it has lost its validity (cited in Islam, 2017). Berardo (2006) also argued that the worst thing of authentic material is when reading process applied the wrong types of text, so the vocabulary is not suitable and relevant with students' needs. Thus, it will make students feel demotivated in doing the reading.

### **Websites and Applications from which Students to Read English Comics**

Online English comic is one of authentic reading materials. Authentic reading material such as online English comic makes the students feel connected with real life situation based on the story they read. Students will be easier to increase reading skill, if the language that used related with real situation (Febriana, 2017). Besides, the students are lucky to be digital readers in this digital era. Ketabi, Ghavamnia & Rezazedah (2012) stated that nowadays, the students' reading habit also affected by the development of internet because the use of online reading sources has spread widely (as cited in Bown, 2017). Besides, the students can find any reading material through internet in order to support their reading skill. Nowadays, people utilize internet for some aspects such as for the benefit of duty, education, entertainment, and information (Holmqvist, Holsanova, Barthelson, and Lundqvist, 2003).

According to Cahyadi (2019) there are some favorite applications that usually used by comic readers to read English comics. Two of them are Webtoon and Mangarock. He added that an application like Webtoon provides many types of genres of comic that can be read. Khoiri and Setiyani (2016) told that the genres that provided by digital comic very diverse and the readers have a chance to read their favorite one. There are more than hundred of comics provide interesting story that make students prefer to read comics from these applications. Besides, some comics in these two applications sometimes provide music and animations that played during each chapter. Those things also become the reasons why the readers loved to read online English comics from these applications. Listiorini (2017) added that students prefer to read online English comics because it is accessible. They only need a smart phone and an internet connection to read comics. They do not need to spend a lot of money to read comic.

Almost all websites and applications to read comic can be accessed for free. It supported by Setiyadi (2017) By utilizing internet as media to find out reading material, the waste of money and time can be minimized. Herdiansyah (2017) also added two websites that usually used by comic readers to read English comics such as Mangastream and Kissmanga.com. There are several aspects can make the readers prefer to read comics from these websites. Herdiansyah (2017) told that comics that provided by Mangastream have a very high quality of both picture and story. It is very important for a website or application to provide good quality of its comic. Most of the readers will be more attractive to the comics that have a high quality of pictures and stories, because picture and story are the important aspect to gain their interesting to read that comic. Besides, this website



also will inform the readers if there is any trouble when accessing the website. He added that by reading English comics from Kissmanga the readers can request the story that they want to read that do not provided by other websites. This website also has a presentable appearance that can make the readers look for comics that they want to read easier.

### **Benefits of Online English Comics as Reading Materials**

Online English comic is a very effective way to be a reading material for students in reading activity. Ray (2018) stated that English comic is one of the most popular art forms around the world, it is a perfect tool for English reading activity and also it is accessible through electronic devices. Online English comic is known as reading material which the texts are explained through the pictures (Novianti & Syaichudin, 2010). That way, online comic demands the students to blend the text and graphic in order to comprehend the content. Online English comic becomes one of the most popular reading materials among students.

Reading an online English comic also can make students read for pleasure. Roozafzai (2012) argued that visual aspects of comic give a big opportunity for readers to enhance their understanding because it provides additional contextual information. McVicker (2007) added that humor and simple text of comic also make students feel interested in reading it. Hence, online English comic can be an effective reading material in order to enhance students' reading proficiency because there are many benefits that can students get by reading it.

As cited in Ozdemir (2017), there are several opinions argued by several experts about benefits of comic. Comic is a part of an art that combines creative illustration with interesting story, which can triggered readers concerning the joy

of reading (Tatalovic, 2009). Besides, Rota and Izquierdo (2003) discussed that stories in every comic have worthwhile messages which will be obtained by the readers. Besides, comic includes verbal and visual coding which will make students comprehend the text in reading context clearly (Liu, 2004). Tatalovic (2009) also argued that interesting stuffs such as story and pictures might produce pleasure while reading comic.

### **Review of Related Studies**

The researcher has reviewed some studies related to the researcher's study. Those studies are from three researchers who had been conducted the same topic as the researcher does. The researcher of this research has found out some similarities from those studies.

Roofazai (2012) conducted study about the effectiveness of using comic in enhancing students' reading comprehension and also investigated the differences of learning outcome between using comic as a material and using general materials. In conducting this research, researcher involved 60 adult female aged 18-30 of a language institute in Iran, and they were divided into two groups of control and experimental group. The methodology of this research was that researcher provided same treatment for both groups being asked to read same material of same book and studying 4 language skills. The differences of both groups were in teaching reading while Experimental group used comic as materials and control group used course book as material. Then, participants were asked to complete some quizzes in all language skills and for reading test. Also, the participants were obligated to answer 10 true-false and 10 multiple choice test. The result of this investigation showed that the use of comic in teaching reading is

more effective than teaching through general material. The discussion of this research explained that students' interest and imagination is developed while teaching reading by using comic.

The second study was conducted by Khoii and Forouzes (2010) about comic strips can affect the development of students' reading proficiency. Participants of this study were 42 female beginner students of university in Iran. In this research, participants were divided into two groups. Texts and comic strips are used in conducting this research. Groups should accomplish reading test and 14 questions of post-test and 22 questions of pre-test. The final results of this study showed that both group that read different kinds of reading material did not show any significance different score. From the statement mentioned, the use of comic strip does not play a crucial role in enhancing students' reading proficiency.

The last study was taken from Kamil, Komariah and Yuliana (2017) who investigated achievement of students' reading proficiency by using comic as a reading material. The participants were students of two classes of one of junior high school in Indonesia, and they were divided into two groups, experimental and control groups. The methodology that researcher applied was three test given to students. Pre-test was to know students' reading skill before using comic as material. Second test is treatment, and in this test, the activity was used comic as a reading material in learning process. Post-test was used as the last test. In this last test, for the activity, the researcher gave students some questions related to reading. The result of this study showed that the students' achievement of the test post-test was extremely different with pre-test. Also, the students' score in post-

test was enhanced because comic used as the material made them easily to comprehend the learning content.

Those three studies showed their similarities and differences with the researcher of this study. First, second, and third research conducted have the same topics with the researcher of this study which is about comic as a reading material. This research with those three related researches, the researcher tries to find out the effect of comic as a reading material in improving students reading skill. For the method in conducting research, this research and those related researches apply the different method. Also, the researcher of this study will conduct interview with some students of different batch to get information, but those related studies implement the experiment with participants in classroom, dividing the participants into two groups, and conducting post-test, pre-test and reading test. Another difference is in the type of comic that is studied. Those three related research use offline comic but the researcher of this study will study the online one. The distinction also has showed up in the result of those three related studies. Besides, first and third study mentioned that comic is an effective way in teaching reading, but the second study told that comic strip does not play a crucial role in increasing students' reading proficiency. This study also conducts the different research focus, and the focus of this research will go to the online English comic which students read including the benefits from the online English comic for students' reading skill.

### **Conceptual Framework**

In this part of the research, the researcher tries to summary the explanation of chapter two. The researcher wants to find out the benefits of using online

English comic as reading material through student perception. The benefits that may be found in this research are hoped to be able to support the use of other reading material except from book, novel, dictionary and others.

English is an international language which is very popular among people. In this era, the students need to master English to make them be able to follow the transition of the world. In order to master English well, the students should study all English skills clearly. One of skills of English is reading skill. Reading is the most important process because by reading, readers will get a lot of information and knowledge.

In order to support students' reading successful, the choice of reading material plays significance role. An appropriate reading material will make students feel interested and more enjoyable in doing the reading. One of reading material that is interesting for students is online English comic. Online English comic gives a lot of benefits for students' reading skill. Also, it delivers reading material with interesting story and some illustrations. In conducting this research, the researcher also puts some types of online English comics' in order to give more options for reader. There are many benefits from those types of online English comics for students' reading skill. The students' reading motivation automatically will be increased. Additionally, the students will find a pleasure while reading and it can develop their curiosity of other reading material. Also, their reading skill will be enhanced slowly. The following chart is to simplify the concept of the research.

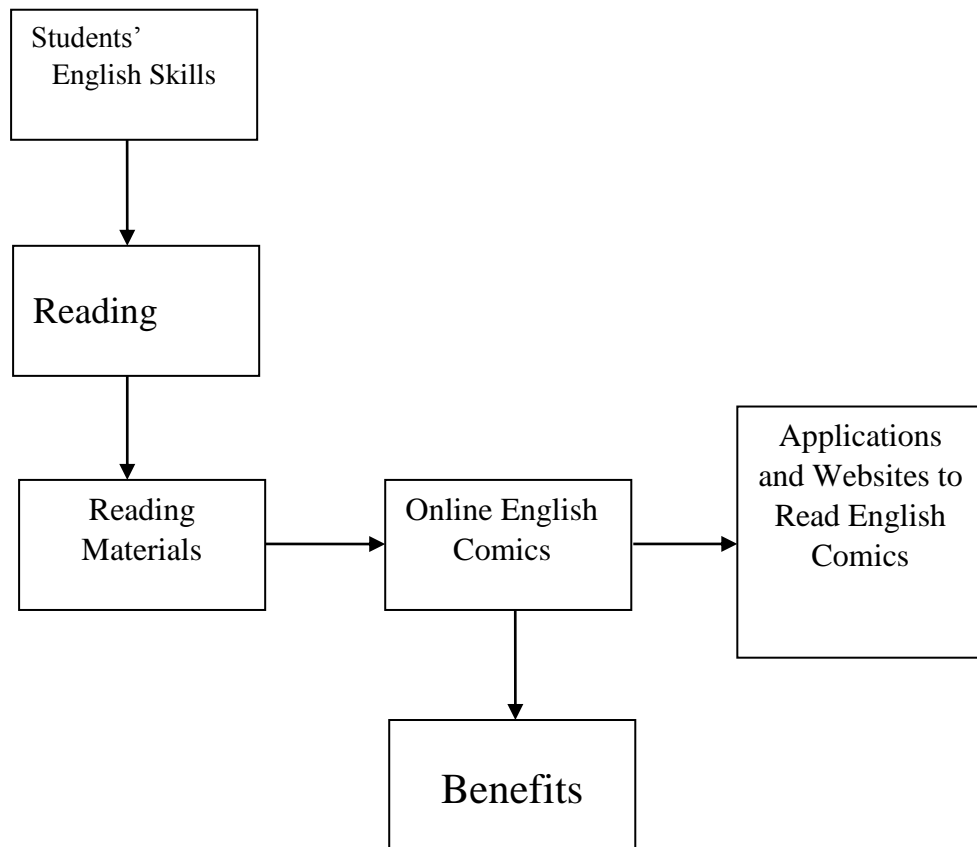


Figure 1

*The Conceptual Framework*