CHAPTER TWO
LITERATURE REVIEW

2.1 Previous Studies

This research will be conducted by reviewing previous studies in order to get anoverview of the effectiveness of using NovelToon in teaching English. This chapter willalso discuss some previous research results on research in reading skills conducted within the last five years so that the research results are still relevant:

The first research conducted by Hermanto & Hassanudin (2019) created a learning concept that aims to improve short story writing skill by utilizing the NovelToon application. The method used by the researcher in this research is the library research method and takes data from books and articles from journals. The secondary data used in this study are directly related to the discussion, including: Short story writing skill, high school students, and NovelToon application. The data in this research were taken from books and national and international journals or articles. The results of this study explain that using the NovelToon application in improving short story writing skill is very useful and has a good impact on high school students.

The second research conducted by Wahyuni (2018) to find out improved the skill to write the improvement in short stories on 9th grade students of SMP Negeri 3 Batang Hari using NovelToon media. Researcher expect an efficient and effective action in learning. The researcher concluded that students' responses to learning to write short stories using NovelToon media were very positive, clearly visible in the behavior and attitudes of students during the learning process. Based on this research, it can be concluded that NovelToon media is effective for improving the ability to write short stories in class IX students of SMP Negeri 3 Batanghari.

The third research conducted by Simbolon et al (2022) focused on the lack of student interest in writing literary works, one of which is drama scripts. The research aims to explain the effect project-based learning models with the use of NovelToon application on the ability to write drama in class XI Taman Siswa Pematangsiantar. Then the conclusion of this study is that in the PBL learning model, the NovelToon application has a good impact on improving the ability to write drama scripts in class XI Taman Siswa Pematangsiantar.

The fourth research was conducted by Mulyaningtyas & Febriyanti (2021) this research used the NovelToon application as a medium for learning prose in high school, according this research method uses content analysis. Documentation and note-taking techniques are the data collection technique in this study. The conclusion of this research shows that the use of NovelToon application begins with creating a user account, either as a writer or reader of the work. The advantage of NovelToon is the audio feature that can be added to each story so that readers can listen to the content of the story a addition to reading it.

The next research was conducted by Marcel Adam Just et al.(2019) whose research concluded that using eye fixations to check reading comprehension, this study describes some of the methodological innovations and improvements they have introduced to online comprehension learning in recent years.

Based on the previous explanation, this current study has a similarity to previous studies that investigate the effectiveness of NovelToon in learning English. Meanwhile, there are some differences such as the focused skill and the subject of the research. In this current research, the researcher will focus on investigating the use of NovelToon in

reading skill for Vocational high school students in other hand, some previous studies investigated the application of NovelToon in writing skill.

2.2 Theoretical Framework

2.2.1 Concept of Reading

Reading is an activity in everyone's life including students, the more they read, the more knowledge they will gain as long as students understand what they read. This can be seen from the theory put forward by Harmer (2007, p. 9) that reading is useful for language acquisition. As long as students more or less understand what they read, the more they understand what they read, the more they read, the better they do. According to Grabe (2009), reading is an interaction between the reader and the text and requires efficient knowledge about the world and a given topic as well as efficient language knowledge. The more students read, the more knowledge and information students get and are able to make a major contribution in life, such as getting achievements and success in school for students. Reading is not only about decoding words, but also about constructing meaning and understanding to elaborate on and replace old knowledge with new ideas (Weaver, 2002). By reading a person can interact with feelings and thoughts, obtain information and increase scientific knowledge. According to Tarigan (1998, p. 7) reading is a process used by a reader to get the researcher's intent through written words. Based on this theory, it can be concluded that reading is the process of obtaining information and understanding text by using the eyes and brain to understand the message conveyed by the researcher in the text.

2.2.2 Concept of Teaching Reading

Teaching is a complex activity process that does not only convey information from the teacher to students. Various activities can be carried out in the teaching and learning process, especially during teaching and learning activities in class. According to Harmer (2008) teaching is not easy, but it is one of the most rewarding tasks when a teacher sees student progress and knows that they have helped students achieve their goals. There are 4 English language skills that students can master at school, namely: reading, writing, listening, speaking especially reading comprehension in English, reading is considered an important skill for students to learn. Since, reading is a phase where students can get information and knowledge, and the ability to read becomes a window to the world and students' knowledge (Elizabeth S. Pang et al, 2003). More recent studies have provided us with more detailed information about how implicit beliefs and knowledge influence teacher learning practices (Cunningham and Zibulsky, 2009) therefore for the new curriculum, namely the independent curriculum teachers provide the actions and strategies they apply to teach reading in class. It is true that some students are sometimes difficult and stressful, but it is also important to remember that the best teaching can also be very enjoyable (Harmer, 2008) many students do not like learning English because it is difficult to understand. The first problem posed by Gersten et.al (2001, p. 280) is that students may not have an appropriate strategy for a problem situation. Thus, students do not know when to use the right strategy when they are reading. But by means of fun teaching methods or strategies, students will understand reading in English. The first problem posed by Gersten et.al (2001, p. 280) is that students may not have an appropriate strategy for a problem situation. Thus, students do not know when to use the right strategy when they are reading.

2.2.3 Reading Comprehension

According to Tarigan (2008), reading comprehension is a type of reading that aims to understand reading. Reading is an activity in everyone's life including students, the more they read, the more knowledge they will gain as long as students understand what they read. This can be seen from the theory put forward by Harmer (2007, p. 9) that reading is useful for language acquisition. As long as students more or less understand what they read, the more they understand what they read, the more they read, the better they do. According to Grabe (2009), reading is an interaction between the reader and the text and requires efficient knowledge about the world and a given topic as well as efficient language knowledge. The more we read, the more knowledge and information we get and are able to make a big contribution in life, such as getting achievements and success in school for students.

Reading is not only a source of information and a fun activity, but also a means to strengthen and broaden one's knowledge of a language. Mikulecky and Jeffries (2007, p. 74) state that comprehension is understanding what someone is reading and connecting the ideas in the text to what he already knows. This means that readers can answer questions or explain the text because they have an understanding by connecting every idea in the text. According to Dole et al (1991) reading comprehension is a constructive process whereby readers use both cognitive and metacognitive strategies to construct their understanding of a text. Based on this theory, it can be concluded that reading is the process of obtaining information and understanding text by using the eyes and brain to understand the message conveyed by the researcher in the text.

According to Haeri (2017), these important points are referred to as aspects of reading which include:

1. Identifying Main idea

   The main idea is the main idea or core of the discussion. To determine the main idea, we usually read the title first, look at the images in the text, and read the first sentence of the paragraph, which usually represents the whole idea.

2. Understanding Vocabulary

   The second step is to understand the vocabulary. Understanding the written words helps us all better understand the meaning of the whole text. But the problem is that we can't find a dictionary, and then we have to understand the vocabulary, then the situation becomes difficult.

3. Identifying Details

   After looking up difficult words and then understanding them, the next step is to understand the various details. Of course, this information is just as important as the characters in the text, the setting and the flow of events itself.

4. Identifying Reference

   Reference means a reference where a reader must know who owns the pronoun or pronouns in the text. An example of reference can be found in the sentence, "Dewi is a vocational student and she always comes late." The pronoun she is used to replace Dewi. Thus, she refers or has reference to Dewi.

5. Making Inference

   Making inference means making assumptions about various things related to the text. For example, about what happens next, what the researcher's purpose is in creating the text, and what will happen if one of the events changes. All the guesses you have to make are basically there to improve your understanding of the text.

In the key points above, reading comprehension is the activity of reading a text not only by reading it, but by doing other activities in the form of interaction with the text, for example reading the text, looking for the main idea and writing the events in the text with the aim of obtaining a much better understanding. The researcher also explained that while reading, students also think by collecting all the words of the text in each line and paragraph to get general information to understand the content of the text, therefore it is called the reading comprehension process.

2.2.4   Narrative Text

One type of text that is studied by vocational students in the new curriculum, namely the independent curriculum, is narrative text. Narrative text is a type of text that describes a series of fictional or nonfictional events. Narrative text is a flexible type of text to contain moral messages, attitudes and behavior (Sarwani, 2015). This type of text aims to entertain or please the reader or listener. Besides that, narrative text has a general structure, namely orientation, complication, resolution and re-orientation. Therefore, the introduction of narrative texts can be maximized by providing reading comprehension exercises to students. The following is an example of narrative text:

Title   : Princess Mandalika

Orientation   :Orientation is also known as introduction.

a. Once upon a time, on the island of Lombok, there lived a wise king and his beautiful daughter named Putri Mandalika.Because Princess Mandalika wasvery beautiful, many princes asked her to be a wife.

Complication : Complication is a description of the emergence of crises or problems experienced by the characters in the story

b. The princess did not want to disappoint the princess and her people, she meditated in a seaside cave to ask the gods for help.After meditating for a long time, Princess Mandalika returned to see her father.The princess said, "If I accept the proposal of one of the princes, it will create enmity among the princes. I don't want to marry those princess and I choose to devote myself to the gods."

Resolution: There solution is the part that contain show the characters from the story solve the problem.

c. The next day, Princess Mandalika threw herself into the sea. It is said that his body turned into a colorful worm in the Lombok sea.The worm was called nyale. People of Lombok have ancient tradition called Bau Nyale that they gather nyale annually.

Language features of narrative text:

a. Most often use past tense, it can be simple past tense, past continuous, or other past tense forms.
b. Past tense (killed, drunk, etc)
c. Action verbs. It is a verb that shows an action. Example: Climbed, Turned, Brought, etc.
d. Specific noun as pronoun of person. Such as "malin kundang, cinderella, Snow White."

e. Direct and indirect speech, sometimes using dialogue to invite readers to imagine so that the story looks clearer and more real.

f. Time Connectives and Conjunctions, it makes the story looks coherent or sequential. Such as "when, then, suddenly, before, after, soon, etc"

g. Adverbs of time (adverbs). Example: One time, once upon a time, one day

Narrative texts also have text types that describe fictional or non-fictional events that exist in the researcher's imagination, are factual, or a combination of both. For example, when a young reader reads Cinderella and Snow White, this is a non-fiction narrative text type. Anderson and Anderson (2003) summarize the types of narratives, namely Myths, Fables, History, fiction, romantic novels, mysteries, fables, legends, and fairy tales.

2.2.5 NovelToon

NovelToon is a free novel reading platform with more than 400 thousand works by Indonesian researchers that presents a variety of favorite genres such as: Romance, Fantasy, Modern, Comedy, Time Travel Thriller and various other genres.

Having been downloaded by almost 5 million users, NovelToon has advanced features that are no less interesting than other novel apps by providing a discussion room that brings together readers

and writers to interact with each other. In addition, NovelToon supports writers who want to publish their writings so that people can be recognized by loyal users of this application. This is the page of NovelToon application below:
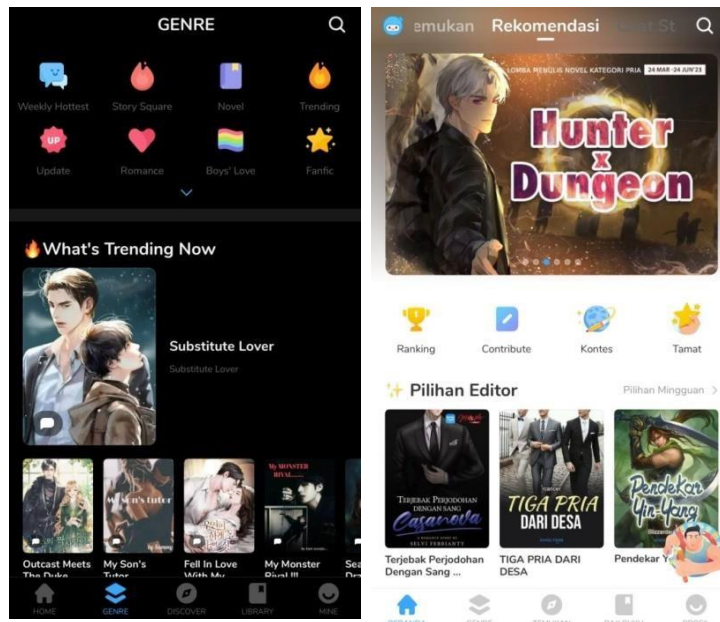

Figure 2. 1 NovelToon Page

NovelToon seeks out talented Writers by providing them with income based on advertising proceeds, paid income, and bonuses based on gifts from a large number of readers. NovelToon is an application that presents prose that can be accessed for free or paid (in certain story titles). Rafi (2021) stated that NovelToon is an application that provides digital novels for free or for a fee. NovelToon can be used as a means to write and appreciate literary works in the form of novels. NovelToon is a novel reading application in Indonesia aimed at teenage readers (WowKeren Team, 2020). Wahyuni (2020; p.105) states that NovelToon is an application that can be downloaded from the Android playstore via a device. NovelToon presents interesting and original

novels. Anggraeni and Wati (2020, p.9) add that there are applications or literary content sites that can be used to write and read works. This is the picture of NovelToon application below:
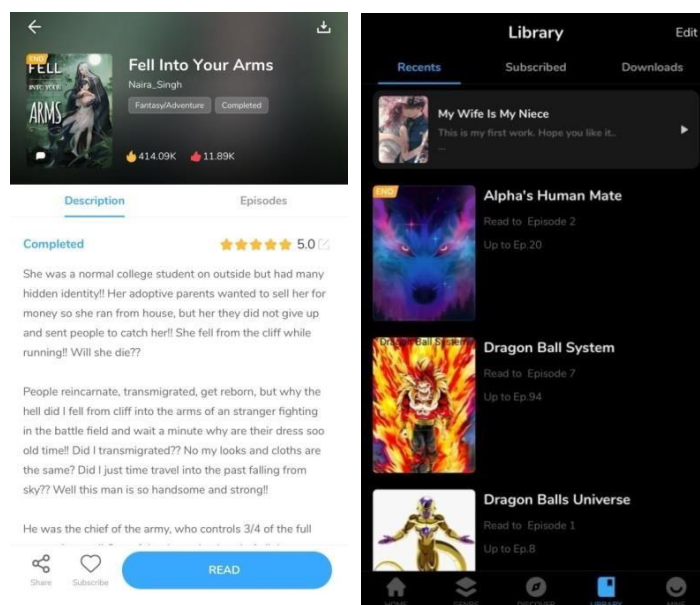

Figure 2. 2 NovelToon Picture

Not only the NovelToon application page, in the image above the application has a way of finding the type of reading information that students want to read from this application. Students can click search in the application to find the story or novel they want to read.

2.2.6 Implementation of NovelToon in Teaching Narrative Text

In the NovelToon application, there are two categories, namely registering as a writer and registering as a reader, how to use the NovelToon application as a writer. The first step after registering, the researcher can directly upload the story script by clicking on the script then pressing the (+) sign at the bottom right. It accompanied by filling in the information of the novel. Furthermore, users can write chapters. Once uploaded, readers can read it. For the second, readers in the NovelToon application can read novels

directly, by selecting the novel they want to read. Readers can also search for the title of the novel they want to read in the search field. The NovelToon application has various types of genres that are interesting to read, including romance, fantasy, modern, comedy, time travel, school life, etc.

In addition to various genres, the NovelToon application provides various features. The first is the chat feature, this feature allows readers to communicate with story writers. Second, it features points and coins that can be used by writers. Third, the searching feature is a feature used to search for various genres of novels according to the wishes of readers by typing the name of the researcher or the title of the novel you want to read. Fourth, the contribution or contribution feature. This feature allows someone not only to be a reader, but also to contribute to writing novels which can then be published and read by many people. Fifth, there is the ranking feature. This feature serves to make it easier for readers and application developers to appreciate all novel works. Sixth, the download feature allows readers to download their favorite novels so that they can be read at any time without restrictions.

In the NovelToon application, a reader can download his favorite novel. Seventh, the audio feature can be used if the reader feels bored reading, so the reader can become a listener of a novel story in the NovelToon application. With the audio feature, readers can listen to audio novels without having to read them. Eighth, a bookcase feature that functions to make it easier for readers to collect various kinds of books they have read or haven't read, just like a library. And finally, ninth, the contest feature in the NovelToon application. According to Rafi (2021) the NovelToon application can be accessed by everyone, including students because the application can be downloaded and the NovelToon application displays various languages, one of which is English.

Therefore the NovelToon application is very helpful for research on students' reading comprehension in English.

2.2.7 Hypothesis

According to Sugiyono (2014: p. 159) states that:

"Hypothesis is a temporary answer to the formulation of research problems. The truth of the hypothesis must be proven through the data collected. This test is used to find out the difference between the average score before being given treatment (pre-test) and the average score after being given treatment (post-test) using narrative text material.

The hypothesis used is:

Ho : NovelToon cannot improve students' reading comprehension effectively at SMKN 1 Talang Padang

Ha : NovelToon can improve students' reading comprehension effectively at SMKN 1 Talang Padang