

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of theories that support the research. The theories have related to the use of Wattpad Application to help in reading comprehension.

2.1 Theoretical Framework

2.1.1 Wattpad Application for Reading Comprehension

Wattpad is an interesting mobile application for reading and it is suitable for teenagers. It was founded by Allen Lau and Ivan Yuen in 2006 as an online community to writers and readers platform in which for the network of writers to publish their work and can be read by readers and get feedback and have interactions with other writers and readers (Permatasari et al., 2020).

According to Basri and Tamrin (2020) related to literature and learning, Wattpad can be a support in the learning process. Wattpad is very often associated with its function as a tool for learning to read and write. Wattpad also related to the reading interest because Wattpad has facilitation for the users to write and read. This has many stories with numerous genres such as Classic, Romantic, Fanfiction, Horror, Action, Thriller, and other genres. Library features for saving many stories. Wattpad is given benefit for users, which people who have hobby to read.

Alkali and Hamburger (2004) reported that teenagers prefer to read stories digitally because they feel challenged to think critically and make them want to know in-depth through the stories they read. This allows them to use their knowledge of several aspects of reading comprehension to guide them in understanding the story. This statement was similar to Sari (2016) about the use of Wattpad in reading comprehension. In her research, it is stated that students were more interested in using media that could actively

provide comments to express their feelings or ideas after reading the story. Students were interested to find out the story and guess how the next chapter will be happened or ending of the story.

Sari (2016) also stated that students' reading comprehension is improved because of the story that made by the author led them to understand the culture based on their reality and the could connect themselves with the characters, places, events, and social relations from the story. By using Wattpad, students can also choose reading material ranging from short stories and long stories easily and students can use Wattpad to gain a lot of knowledge to increase their reading comprehension from a reading.

2.1.2 Reading Comprehension

Reading comprehension defines as a process to help a student to build meaning in reading text, get knowledge of words in the text, and understand the text (Azlan et al., 2019). On the side, according to McNeil (1992), reading comprehension is finding information from the text and then it combines with the knowledge elements and experience that have owned by the reader.

Gillet and Temple (1994) stated that the reading process involves background of the knowledge, knowledge of text structure, and information search actively. Moreover, it defines that reading comprehension as an activity to find meanings by using knowledge of world and text to understand new things that just read.

2.1.2.1 Fundamental of Reading Comprehension

Reading comprehension makes sense when it integrates some kind of complex mechanism including vocabulary, word awareness, and fluency (Soleimani & Hajghani, 2013). Good readers can identify

and understand the text they read. Readers who are unable to interpret well will not be able to grasp the text they read without support from other people. Reading awareness includes more than just the reader's reaction to the text (Klingner, 2007).

There are also fundamental of reading comprehension as follows according to Klingner (2007).

- a. Word Reading, the ability of the reader to know words and understand reading, and students must be able to read.
- b. Fluency, the ability of the reader to recognize words and understand reading at the same time
- c. Vocabulary, understanding vocabulary means comprehend the meaning of the word.
- d. Word Knowledge, having basic knowledge sufficient to benefit in reading.

2.1.2.2 Level of Comprehension

According to Rubin (1993) can be in the form of literal, interpretative, critical, and creative comprehension skills. This is confirmed by Burns et al. (1996) that reading comprehension consists of four levels, namely literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

2.1.2.2.1 Literal Comprehension

Linguists put forward that literal comprehension is the easiest level comprehension among other comprehensions. In this level, the reader only read what is in the text without connecting to something beyond the text. It is said that the reader only focus on the word arrangements,

sentences and paragraph. According to Rubin (1982), literal comprehension needs a easier level of thinking rather than other level of thinking. It is stated that the ability to get the comprehension by using information explicitly. Thus, literal comprehension is an explicit level of comprehension. It focuses on parts directly written in the text. Literal comprehension also involves a process of mastering the basic information from the text.

2.1.2.2.2 Interpretive Comprehension

Reading beyond or between the lines requires a higher level of comprehension. The reader brings knowledge and experience to an act of reading, and he or she draws distinctions. They must be able to read critically and critically analyze what they have read. They also need to see the relationships between ideas, such as how ideas fit together and the implied meaning of the ideas. Interpretive comprehension entails thinking processes such as drawing conclusions, generalizing, and predicting outcomes. It is prompting to a reader to wonder “*what if*” or “*why*”. Pattersen (2013) claimed the result from interpretive is an improvement of reading ability in which can bring the story more alive. Interpretive is necessary to transmission of ideas and opinions to the reader from the story (Kulo et al., 2020). At this level, students can explain what the writer has written in the text, summarize the main idea when it is

implicitly written in the text, and choose the conclusion which concluded from the text by giving the comments on other text or taking a note.

2.1.2.2.3 Critical Comprehension

Critical reading is evaluating the written material, it is comparing the ideas in the text with the standard that known and give the conclusion about accuracy, suitability, and timeline (Burn et al., 1996). Burns emphasize that critical reading should become an active reader, analyze the facts, and consider about reading content relatively. Harris and Smith (1996) also stated that critical reading is an ability to apply the relevant criteria in evaluating the text. This ideas focus on the evaluation of written text as a subject in critical reading.

In the other hand, Leo (1994) stated his idea which emphasizes the active thinking of the readers, when they read the text. Leo stated that critical readers are the readers who think. According to Leo, critical readers have characteristics, (1) they have an obvious purpose of reading, (2) they interested in everything they read, (3) they read to answer their own questions, and it means they have some questions in understanding the text.

Based on the exposures it can be concluded that in critical reading, the readers use their knowledge that have existed to evaluate the text or analyze the information that obtain based on their

experience to make the conclusion and evaluation of the text.

2.1.2.2.4 Creative Comprehension

Creative comprehension is one of the highest levels of comprehension. Same as critical comprehension, it demands the reader to think and use the imagination to read. According to Burn (1996, p. 293), by reading in that way, reader will have new ideas.

At the same point, Burn (1996, p. 293-297), lists five different skills that creative readers must possess. The five skills are (1) predicting results, (2) visualizing, (3) solving problems, (4) developing stories, and (5) making new creations. The first type of skill requires the reader's ability to predict what will happen next. Predictions can be made before or during reading. The second skill requires the reader to show or see the picture that is in his mind and draw a diagram to complete it. The third type of ability requires readers to be able to relate what they read to their personal experiences and solve problems that arise in stories in different situations. The fourth skill requires the reader to see how stories can be made more interesting. Furthermore, the last type of skill requires readers to be able to develop what they read into new forms, such as art, drama or dance.

In creative comprehension, readers use the scheme, combining the background of knowledge with the ideas from the text to obtain new responses. The ability of creative comprehension is rearranging text. Creative comprehension is about rearranging, correcting or transforming the text into new text while retaining the original idea.

2.1.3 Students' Perception

Perception is an understanding and interpreting something based on experience. According to Steward and Stylvia (1974), perception is a process of perceiving, organizing, and interpreting based on experience. It can be formed by how individuals interpret around them (Forgus and Melaned, 1976).

According to Qiong (2017) there are three processes of perception as follows;

- a. Selection, in this process, where the environmental stimulation into meaningful experience.
- b. Organization, in this process, where it needs to organize information by finding meaningful patterns.
- c. Interpretation, this processes where the selected information and organized the patterns have been categorized it. The students try to understand the patterns by giving words to the stimulation. Evey students have different interpretation to the stimulus.

The definitions are in line with what the researcher wants to get from the EFL students' perceptions of the use of Wattpad. Students using Wattpad will get information through their reading; they will become understand about something. This is how the individuals respond to what they experience (Demuth, 2013).

2.2 Study of the Relevant Research

The study of relevant research was a quantitative study about the effects of short story through Wattpad on reading comprehension achievement of non - English major students by Sari (2016). It was focusing a short story from Wattpad in teaching reading. The researcher wants to know that the Wattpad can help students in reading comprehension. In the research, it said that the two students taught using Wattpad in the short story get better achievement than those who did not teach by using Wattpad. It encourages them to get more new vocabulary; also they are more creative in giving comments based on what they just read.