CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher will clarify and discuss the topics that will be deepened in this research. Further, the researcher presents the theoretical framework and the studies of the relevant research. In the theoretical framework, the researcher presents several sub-points, such as the definition of learning to read, reading comprehension, basic principles of reading comprehension, metacognitive strategies in reading, the theory of perception, reading English text, technology in learning reading skills, and Z-library platform. While in the studies of the relevant research, the researcher presents the previous studies related to this research. The following explanation regarding this topic is outlined.

2.1 Theoretical Framework

2.1.1 Learning to Read

Learning to read is the development and practice of abilities carried out to comprehend the purpose of the words. When students learn to read words from memory, they develop the ability to read them automatically (Ehri, 2020). The phonological skills that students have for reading are related to individual differences in their speed and progress in learning to read, thus influencing their reading ability (Gosmawi & Bryant, 2015). Reading is a common way of learning and as a skill from the most basic way to enhance effective language learning (Ochildinovna, 2021). Additionally, a simple method of learning to read in a foreign language has received strong empirical support from researchers which means that it is not focused on complicated strategies, but rather supports students that learning to read is easy (Renandya, 2015). This involves students' cognitive abilities to have the desire to learn to read. Moreover, in some languages, especially foreign languages, it requires learning to read quite seriously to get the desired goal. As Share (2021) argued, although the degree and timing of the relationship between reading and phonological awareness may differ across orthographies, it is crucial for learning to read considering that a foreign language is a challenge for non-native English.

2.1.2 Reading Comprehension

Reading is a skill needed to obtain the information required by the reader. More clearly, reading not only gets information but also contains the interaction between the reader's cognitive skills, processes, and the linguistic features of the text (Smith et al., 2021). By looking for what is needed, the readers need the ability to understand the text by reading comprehension. Understanding what is written and being aware of understanding techniques are both components of reading comprehension (Dewi & Salmiah, 2019, p. 128). To support that ability, reading comprehension is the interaction of the reader's, text's, and task's characteristics in a sociocultural context (Elleman & Oslund, 2019). It means that reading comprehension is needed when the reader wants to know the intended meaning of something read. How important reading comprehension in academics, vocabulary, reasoning, and all of these factors have an impact on the reading comprehension of adolescents and young readers, both directly and indirectly (Elleman & Oslund, 2019).

An interactive process in which the reader constructs content by combining text information with previously stored information will affect reading comprehension (Yang, 2017). Further, reading comprehension means that the reader should discover information in the text to fully understand the writer's meaning in his or her writing (Yến & Thảo, 2021). However, as Bahrami and Rahimy (2022) stated the need for adequate reading comprehension continues to grow, as does the need for effective reading among university students, who should read complex technical texts related to their field of study, primarily in English. Thus, reading comprehension does not only lead to simple reading but also complex reading to train one's abilities.

2.1.3 Basic Principle of Reading Comprehension

The basic principle of reading comprehension is born from one's reading ability. Reading comprehension involves understanding the information presented by the writer (Nadirah et al., 2020). Even reading comprehension results ought to become an active activity in which students interact with the text, comprehend word meanings, interpret pictures, comprehend arguments, and develop thoughts

(Yuldashev, 2023), of course by understanding the principles of reading comprehension. Some principles of reading comprehension have a certain scope, while for this research it is included in the scope of extensive reading where a person can read freely according to her wishes. This can be supported by 10 principles of extensive reading skills based on Dar and Bamford (pp. 137-141) cited by Ng et al. (2019, p. 172) such as: 1). The reading material is easy, 2). A variety of reading material on a wide range of topics is available, 3). Learners choose what they want to read, 4). Learners read as much as possible, 5). Reading is for pleasure and to gain information and general understanding, 6). Reading is the reward itself, 7). Learners generally read quickly and not slowly, 8). Reading is silent and individual, 9). Teachers orientate and guide students, 10). The teacher models being a reader.

Based on the principle of reading comprehension, quite a few reading activities are carried out without orders from the teacher as a guide. This is because the participant in this study performed the reading activities entirely on her initiative, with no guidance from the teacher. Even more, improving reading comprehension also influences motivation and engagement processes, it can encourage students to seek meaning from texts (Barber & Klauda, 2020). Thus, by paying attention to the principles of reading comprehension well, the reader's goals will be achieved.

2.1.4 Metacognitive Strategies in Reading

Metacognitive strategies are needed in reading, especially to improve reading comprehension. This is influential because metacognitive reading strategies are devices for resolving problems encountered where readers are deeply engaged with the text, and they are a useful tool and role-playing facility for readers (Villanueva, 2022). It means that metacognitive strategies have useful benefits for students, namely it can help students who have difficulty reading and can increase self-confidence which leads to deeper learning that can contribute to students reflecting on what they have understood (Sutiyatno & Sukarno, 2019). Apart from that, awareness in using skills such as recognizing more important text parts, adjusting the speed of reading according to the complexity of the text, using

contextual instructions, skimming, previewing, formulating questions, translating, and recording is an example of reading strategy metacognitive (Roomy & Alhawsawi, 2019).

Generally, there are two kinds of metacognitive strategies in reading skills, namely bottom-up and top-down. Nadea et al. (2021) stated that bottom-up focuses on developing basic skills starting with a basic introduction such as comparing sounds, writing and pronunciation of words to recognize text. The top-down is the reader's prior knowledge to understand the written text, beginning with predicting the title of the reading text, allowing them to narrow the scope of their reading. According to Ali and Razali (2019), metacognitive reading strategies focus on 3 strategies. The first is problem-solving, which is a strategy for overcoming reading difficulties and determining the meaning of difficult words in the text. The second is global reading which is a thoughtful thoroughly organized method used by readers for tracking their reading, involving goal setting and text review. The third is support reading which is a reading strategy that involves using several reference materials to find answers to the text. These three strategies can motivate students through the use of gadget technology and tools that can increase their level of confidence when reading a text. This can help readers better understand reading styles which have a greater impact on reading strategies.

2.1.5 The Theory of Perception

Perception is a mental process to describe a world to be meaningful. Perception is an expression that some people often use to give an idea based on their perspective. Hickok (2015) stated that perception is described as a neurocognitive system that functions to reveal the truth about objects and events in the world. Perception is indeed of course one that is not mediated by material objects that represent the world in a certain way (Drayson, 2020). More specifically, Démuth (2013) it was revealed that theories regarding perception can be divided into two basic groups, namely bottom-up and top-down. The first is a process that begins at the lowest sensory level at a more complicated and complex cognitive level that occurs at a higher level. On the other hand, the second is a process that starts at a higher sensory level to a lower level.

Walgito (2004) stated that perception is a process that is preceded by a sensing process, which is the procedure of receiving a stimulus through an individual by the sense organs. The sense organs include sight, hearing, smell, touch, feeling, and appreciation. Furthermore, he also revealed that there are three components of perception, namely cognitive, affective, and conative. The cognitive component refers to the knowledge, opinions, or beliefs of the participants. The affective component refers to the feeling or emotional aspect which are not mediated by thinking. The conative component refers to the actions or behaviour of the participants. Meanwhile, for this research, the components used are cognitive and affective regarding the use of Z-library in learning English reading comprehension. These perception components are used to search for data regarding this research which produces negative and positive perceptions. Sari et al. (2020) divided perception output into two types, namely positive perceptions and negative perceptions. Positive perception contains positive responses that students experience during the use of Z-library in learning English reading comprehension, such as benefits, advantages, and positive responses. Negative perceptions contain negative responses to the use of Z-library in learning English reading comprehension, such as challenges, difficulties, weaknesses, and negative impacts. This theory is used in this research where the perception refers to the use of Z-library for non-English language students affects reading comprehension of English texts.

2.1.6 Reading English Text

Reading English texts is used to evaluate and demonstrate specific language again regarding the essence of the implied message, and the teaching of reading is more than relevant for most (Apairach, 2021). Indeed, the process of reading words gets more attention so that the speed of reading texts can consistently be measured. However, this is thwarted by the difficulty of reading words, especially in understanding each word contained in the reading text (Ehri, 2020). Generally, each person has differences in understanding reading English texts as, when the filtered text was written with younger individuals in mind, older adults' reading abilities suffered less of an impact (Beh et al., 2023). Apart from that, reading English text

also involves paying attention to the use of semantic, syntactic, and visual cues, so that a person can improve their ability to predict words in the text and become a better reader (Ehri, 2020).

To become a good reader, readers should carefully comprehend all types of reading English texts, as each reading text has a level of difficulty that corresponds to the text's complexity. Not all reading texts can be understood based on certain contexts, thus text complexity for native readers differs significantly from that for readers of other languages (Anggia & Habók, 2023). It can be done by breaking down words from a sentence that is a reference for reading and then translating it can help recognize the word stone and make learning to read easier for beginners. One way to practice complex reading comprehension is through reading media. Reading media could cause users' minds to wander, which would directly explain the online procedures behind the screen's shallow processing (Delgado & Salmerón, 2021).

One of the reading media used by the participant in this research is novels. Novel is a marketable commodity that falls into the category of "luxuries" because it does not directly contribute to the support of life or the maintenance of health (Crawford, 2016). In general, a novel has the meaning of a literary work in the form of prose that describes long events in a character's life which contains intrinsic elements. The novel should both instruct and entertain, and the novel with a purpose is the realization of this idea (Crawford, 2016). A novel is a long and complex written work that imaginatively explores the human experience and it is a fictional story that tells an impossible story or something that did not happen in real life. Generally, novels consist of several parts according to the life phases of the story. For some people, novels can be a medium to entertain and learn the lessons contained in them.

2.1.7 Technology in Learning Reading Skills

The involvement of technology in learning reading skills makes it easier for users to search for everything without limitations which can be done through various digital tools. As Menrisal (2022) stated the current development gave rise to digital learning media, which is the use of technology in the form of software to

disseminate knowledge to students. Students can process various information obtained by reading and sorting out the things they want to find out with digital technology. Moreover, digital technology has an important role in helping develop abilities that require students' professional performance, such as problem-solving, creating thinking structures, and understanding processes (Haleem et al., 2022). This is important to help students achieve their goals in learning in the field of education where their knowledge is increasingly broad and developing so it requires a lot of effort to make it happen. Khusniyah (2019) emphasized that reading via digital is effective in focusing on speed, purpose, and comprehension to improve reading fluency and comprehension. Thus, digital reading is often done because the understanding gained from this information can be quickly captured, making it easier for readers.

2.1.8 Z-library Platform

Currently, reading English texts can be done online in the form of reading the works by a variety of authors, including poets and scientists, as well as scientific literature, which can greatly enhance students' abilities in terms of language learning and language competency (Ochildinovna, 2021). Reading and library usage habits are crucial for an individual's growth as well as the advancement of society and culture (Alver, 2019). It can be easier for students to search for works from various authors in the form of an online platform, one of which is Z-library. Z-library is a library platform with more fiction, nonfiction, and comics (Kjellstr¨om, 2023). Technically functional, the Z-library is interpreted to show how the world's premier e-book library appears from a confidential perspective. Besides that, according to Kjellström (2021), there are three types of functions on the Z-library platform, such as; (1) Manual function, which is a function that requires a user's active input of information and commitment, (2) Automatic functions, it is the explanations of functions that require only a minimal amount of user interaction. (3) Social functions, there are features of the platform that serve as a foundation for sharing rather than a formal sharing space located on the platform itself.

The founders of the Z-library are Anton Napolsky and Valeriia Ermakova from Russia. They created the site by providing various books since 2009. The Z-library can be accessed by users through the link https://z-lib.io. In the Z-library platform, several useful features can help users get the books they want, such as free access, search, and filter features that can search for books based on title, author, keywords, or categories. Apart from that, the Z-library platform has a reading collection containing various languages that can be downloaded for free, unlimited access, and the availability of E-Book formats which can be downloaded in PDF and ePUB formats. On the other hand, the Z-library platform is also equipped with the year of publication, the type of language used in the text, user ratings, and the book edition displayed. However, in the Z-library platform, there are limitations, namely that not all types of books can be downloaded and some types of books require access to be able to download certain file types.

Z-library is a platform that can be downloaded and can be used whenever the users need it. Unfortunately, the Z-library platform is illegal but it can still be accessed and downloaded according to the user's needs. Nevertheless, the advantage of the Z-library platform is it can help students who need reading book references.

2.2 Studies of the Relevant Research

This research includes previous studies related to reading comprehension on non-English major students. Yến and Thảo (2021) and Bahrami and Rahimy (2022), conveyed some of the difficulties that non-English students have in English reading comprehension. From the two studies, there are differences in the strategies used to help students' reading comprehension. Therefore, with the method determined by the teacher, not all non-English students can realize reading comprehension and quite a few experience difficulties in the progression of reading comprehension.

The first study was conducted by Yến and Thảo (2021). They investigated the impact of using a mind-mapping strategy in reading lessons to improve reading comprehension. The study aimed to advance reading comprehension for non-English major students by incorporating a mind-mapping technique into reading lessons. The research was carried out by the non-English majors at Thai Nguyen

University of Education. The participants of that study conducted observation to gather information about students' attitudes toward the mind-mapping technique. The study's findings revealed statistically significant differences between pre-test and post-test scores.

The second study was conducted by Bahrami and Rahimy (2022). That study was conducted on students at the Islamic Azad University of Babol, in the North of Iran. They investigated how the backward summary technique affected reading comprehension. This study aims to see if using backward summarization techniques improves reading comprehension among non-English major students. To collect the data, that study conducted a quasi-experimental pre-test and post-test with an equivalent control-group design was used. A one-way ANCOVA was also performed to investigate the impact of the intervention while controlling for the pre-test. The study's findings revealed statistically significant effects on the post-test for the experimental groups in terms of key concept comprehension, retention, and organization.

From these two studies, it can be concluded that they both have different strategies that can be applied to non-English major students. The researcher wants to dig deeper and innovate strategies for developing reading comprehension of non-English major students, namely by reading English texts through Z-library. Thus, the researcher wants to investigate regarding the student's perception of using Z-library in learning English reading comprehension.