

CHAPTER II

REVIEW OF LITERATURE

This chapter provides an overview of the previous research on reading abilities. Expected to English learners, especially Vocational High School students for the Tenth Grade, including reading skills for EFL students, teaching reading using Content-Based Instruction and Webtoon, relevant research, and theoretical framework.

A. Review of Literature

1. Reading Skill of EFL Students

One of the most important abilities for students learning English as a foreign language (EFL) is reading. Various instructional programs have been proven to be effective in enhancing students' critical reading skills. Reading is an important skill that supports both knowledge acquisition and critical thinking. In educational settings, reading contributes to the development of students' critical thinking skills (Nussy & Pekpekay, 2024). Through reading activities, students are encouraged to analyze information, evaluate ideas, and think more critically during the learning process.

The development of reading skills is an important aspect of English as a Foreign Language (EFL) learning. The development of reading skills among EFL learners has received considerable attention in previous studies (Cahyani, 2023). These studies identify various factors that influence

students' reading proficiency and comprehension, highlighting the complexity of developing effective reading skills.

Reading ability is recognized as one of the essential skills required for success in 21st-century education. Reading ability serves as a fundamental educational skill in the 21st century, as it supports students in acquiring knowledge and achieving academic success (Nurhidayat & Abidin, 2025). Strong reading skills enable students to acquire knowledge, think critically, and adapt to the demands of lifelong learning.

It acts as a springboard for knowledge acquisition, vocabulary expansion, and language development. EFL students, however, frequently struggle with issues including low motivation, a small vocabulary, and a lack of exposure to real literature. Additionally, EFL students frequently rely more on translation than contextual comprehension, which hinders their ability to read fluently and comprehend concepts more deeply. To encourage reading development, teachers must thus offer suitable teaching methods and interesting resources, particularly for genres like procedure texts that call for specialized knowledge.

2. Teaching Reading for EFL Students

Teachers play an important role in improving students' reading comprehension through the use of appropriate instructional strategies. Teachers apply various strategies in teaching reading comprehension, including pre-reading, while-reading, and post-reading activities (Hartati et al., 2024). These strategies help students who experience difficulties in

understanding learning materials, and provide effective guidance that can be used to enhance reading comprehension instruction.

Teaching and learning strategies are essential components of effective classroom instruction. In the educational context, teaching and learning strategies consist of a series of planned activities designed to achieve specific instructional objectives (Apoko & Marcellinda, 2023). As facilitators, teachers need to consider various factors when designing instruction, and the choice of strategy is especially important because it influences the outcomes of teaching and learning.

The use of appropriate teaching strategies plays a crucial role in facilitating effective reading comprehension. Strategy-based reading instruction helps students improve their reading comprehension through the systematic use of multiple reading strategies. Technologies of strategy-based reading instruction involve applying several reading strategies in a specific sequence to enhance students' understanding and retention of a text (Lebedeva, 2022). By combining different strategies, students can comprehend reading materials more effectively and remember important information more easily.

Reading strategies play an essential role in helping students develop effective reading comprehension and critical thinking skills. Reading strategies equip students with the cognitive tools needed to monitor their thinking processes and strengthen their confidence in analyzing texts (Primasari et al., 2023). These strategies also help learners recognize and

overcome comprehension difficulties while making their thinking processes more explicit and observable. Furthermore, reading strategies equip students with cognitive tools that enable them to become more aware of their thinking processes, build confidence in analyzing texts, overcome comprehension difficulties, and make their thinking processes visible and explicit.

Some effective teaching methods include explicitly teaching reading strategies such as predicting, questioning, summarizing, inferring, and visualizing. Second, extensive reading, which encourages students to read large amounts of varied texts according to their comfort level. Third, intensive reading, namely focusing on short texts for detailed analysis, is especially useful for academic purposes. Finally, scaffolded instruction, which is guiding students through the text with pre-reading activities, vocabulary support, and comprehension tasks.

3. Teaching Reading by using Content-Based Instruction & Webtoon for EFL Students

A method of teaching languages that combines language acquisition with academic content learning is called content-based teaching (CBI). Content-Based Instruction gives EFL students the chance to improve their language proficiency while enhancing their cognitive and background knowledge. Because it offers students a reason to read and write and provides significant context to help them understand the material, Content-Based Instruction is especially successful in EFL classrooms. When

teaching process texts, for instance, Content-Based Instruction enables students to learn English while they manufacture something, follow directions, or do a task all of which reflect real-world language usage.

Content-Based Instruction (CBI) promotes meaningful language learning through authentic and relevant content. Content-Based Instruction encourages students to actively construct knowledge while developing important cognitive skills, such as perception, analysis, and integration (Vinita & Ilankumaran, 2024). By engaging with real-world content, students gain a deeper understanding of language and become more actively involved in the learning process.

Content-Based Instruction (CBI) enhances reading comprehension by integrating language learning with meaningful content. In the context of reading narrative texts, Content-Based Instruction (CBI) goes beyond teaching grammar and vocabulary in isolation by using stories as meaningful and relevant contexts for learning. Through narrative texts, students are able to understand content more effectively while simultaneously improving their language skills and developing critical thinking abilities.

In implementing Content-Based Instruction during reading lessons, learning does not only focus on language but also on content. There are several procedures or steps to implement Content-Based Instruction in the classroom (Wafiroh et al., 2022). Here is as follows:

- a. The teacher prepares the lesson plans, material, and reading test.

- b. The researcher conducted a preliminary observation during the teaching and learning process in the classroom. The observation aimed to identify the existing conditions of reading instruction, students' behaviors, students' participation.
- c. The researcher administered a pre-test to measure students' initial reading comprehension ability, before the implementation of Content-Based Instruction (CBI). The pre-test provided baseline data regarding students' reading performance before the treatment.
- d. The researcher implemented Content-Based Instruction (CBI) during the teaching and learning process. Through this approach, students learned English through meaningful content and reading activities designed to improve their reading comprehension skills.
- e. The researcher continuously observed the classroom activities, during the implementation of CBI. The observation focused on students' engagement, participation, responses to the learning activities, and the effectiveness of the instructional approach.
- f. The researcher administered a post-test to assess students' reading comprehension ability after the treatment, after the implementation of CBI. The post-test was designed to measure any improvement in students' reading comprehension.
- g. The researcher compared the results of the pre-test and post-test to determine whether the implementation of Content-Based Instruction (CBI) improved students' reading comprehension ability.

- h. The researcher drew conclusions regarding the effectiveness of Content-Based Instruction (CBI) in improving students' reading comprehension ability, based on the observation findings and the comparison of the test results.

The researcher chooses the Content-Based Instruction approach as implemented by Wafiroh, et al. (2022), based on the explanations provided. The researcher will integrate and adapt the activity steps from previous studies to develop a comprehensive lesson plan that aligns with the research objectives. This combination will allow the researcher to make learning more interesting and structured Content-Based Instruction implementation for teaching reading in the EFL students.

In order to create a fun learning atmosphere, teachers should integrate technology to support Content-Based Instruction approach. One of the technologies that students and teachers can use is Webtoon. There are several steps in conducting Webtoon in the EFL classroom (Adella, 2026). The procedures of the study were conducted in the following steps:

- a. The teacher begins the lesson by asking students about narrative texts to assess their prior knowledge.
- b. The teacher introduces Webtoon as a digital medium for learning narrative texts.
- c. The teacher then discusses the theme of the story and encourages students to share their ideas and experiences.

- d. The teacher shows the Webtoon cover or first panels and asks prediction questions to activate students' thinking, before reading.
- e. The teacher monitoring the students as they read Webtoon, either individually or in pairs, paying attention to the text and illustrations to understand the story.
- f. The teacher guides students to identify the narrative structure, including orientation, complication, and resolution, after reading.
- g. Finally, students identify the main ideas, supporting details, inferences, references, and new vocabulary from the Webtoon to improve their reading comprehension.

Multimedia learning theory emphasizes that combining visual and verbal elements can enhance students' understanding and learning outcomes. The multimedia principle suggests that people learn more effectively from a combination of words and pictures than from words alone (Mayer, 2024). Webtoon serves as an engaging digital medium that supports students' reading motivation and comprehension.

Webtoon is an effective learning tool because its appealing format aligns with students' interests, particularly among teenagers, thereby increasing their motivation to read. The use of illustrated stories makes narrative texts easier to understand, as visual elements provide context that supports comprehension and memory retention. Furthermore, as a digital platform, Webtoon contributes to the development of digital and visual literacy, which are essential skills for learners in the 21st century.

Webtoon is a form of digital comic that combines visuals and written text in a sequential story based format. As a multimodal medium, it supports comprehension by providing contextual visual cues alongside written language. This makes it especially useful for EFL learners who may struggle with vocabulary, idiomatic expressions, or cultural references in traditional texts. The use of Webtoon as a learning medium provided several educational benefits (Tacuri, 2023).

The study revealed that Webtoon was useful for teaching affixes, improved students' perceptions and motivation toward reading, and offered engaging features that supported the learning process. In addition, the findings indicated that students showed a preference for reading materials presented in the Webtoon format. The use of Webtoon contributes to the improvement of vocabulary mastery, reading comprehension, and even teachers' creativity in designing learning activities. In terms of vocabulary development, the findings indicate that students are able to learn and generate new words by utilizing the visual cues and dialogues provided in Webtoon stories.

Webtoons often use conversational language and visual storytelling, providing real life insights in an engaging and easy to follow format for students. The first step in using Webtoons in narrative text lessons is for teachers to select a Webtoon story or episode that has an interesting genre (e.g., legend, everyday life, comedy, romance). Second, guide students through the book, stopping occasionally to discuss the language features,

type, structure, and purpose of narrative text. Third, this strengthens students' reading skills and comprehension of narrative text content.

Content-Based Instruction (CBI) and Webtoon applications can be integrated in teaching reading narrative texts because both emphasize meaningful understanding of story content. In this integration, Webtoon functions as instructional media that provides contextualized narrative content, while Content-Based Instruction serves as the instructional approach that guides students to comprehend and discuss the meaning of the text. Therefore, the integration of Content-Based Instruction and Webtoon creates a more engaging and meaningful learning process for students.

B. Review of Relevant Research

Numerous studies have investigated reading instruction, particularly the use of Content-Based Instruction (CBI) and digital media such as Webtoons separately. One relevant study was conducted by Karim et al., (2024), entitled *Improving students' reading comprehension through implementation of content based instruction*. The findings indicate that Content-Based Instruction is an effective approach for developing students' reading comprehension skills. This result is supported by the improvement in students' test scores after the implementation of Content-Based Instruction. However, there is a difference between the previous study and the present research in terms of research design. The earlier study employed quantitative approach, whereas this study adopts a qualitative descriptive approach to describe the teaching and learning process in depth.

Another study examining the use of Content-Based Instruction (CBI) in teaching reading was conducted by Wafiroh, et al. (2022), entitled *The Use of Content-Based Instruction In Teaching Reading For Second Grade of Senior High School*. The findings reveal that the implementation of the Content-Based Instruction method significantly improves students' reading achievement, as shown by the increase in pre-test and post-test scores in the experimental group. These results indicate that Content-Based Instruction is effective in enhancing students' reading ability. However, this study differs from the previous research in terms of research design. While the earlier study employed a quasi-experiment method, the present study uses a qualitative descriptive approach to explore the teaching and learning process in greater depth. Therefore, Content-Based Instruction can be considered an effective alternative method for teaching reading comprehension, particularly for EFL learners.

Several studies have examined the role of Webtoon comics in supporting students' reading comprehension. One such study was conducted by (Lestari et al., 2025), entitled *The Effect of Using Webtoon Comics in Reading Comprehension of Seventh Grade Students at SMPN 3 Banyuwangi in the Academic Year 2023/2024*. This study aimed to investigate the impact of using Webtoon comics as a learning medium in reading instruction. The research employed a quantitative method with a pre-experimental design to determine whether Webtoon comics had a significant effect on students' reading comprehension. The findings

revealed that the use of Webtoon comics significantly improved students' reading comprehension. In addition, the implementation of this medium increased students' motivation and interest in reading. The effectiveness of Webtoon comics was attributed to their engaging visual illustrations, which made the content easier for students to understand. However, this study differs from the previous research in terms of research design. While the earlier study used a quantitative pre-experimental approach, the present study adopts a qualitative descriptive method to explore how Webtoon and Content-Based Instruction (CBI) are implemented in teaching reading narrative texts.

Another study investigating the use of Webtoon for teaching narrative reading comprehension was conducted by Fajriyah, et al. (2025), entitled *The Effect of Webtoon Application Towards Students' Reading Comprehension in Narrative Text*. This study aimed to examine the impact of the Webtoon application on students' reading comprehension of narrative texts. The research employed a quantitative experimental design involving two groups of students. The findings indicate that the use of the Webtoon application has a significant positive effect on students' reading comprehension skills. This suggests that Webtoon is an effective medium for improving students' understanding of narrative texts. However, this study differs from the previous research in terms of research design and approach. While the earlier study used a quantitative experimental method, the present study adopts a qualitative descriptive method and integrates the

Content-Based Instruction (CBI) approach to explore the teaching and learning process in greater depth.

Lastly, another relevant study is conducted by Juniarto & Fahri (2019), entitled *Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students*. This study investigates the implementation of Webtoon comics as a medium for teaching narrative reading texts at the junior high school level. The data are collected through observation, students' assignments, and interviews. The findings reveal that students find Webtoon comics interesting, and the visual illustrations help them understand the storyline more easily. However, the present study differs from the previous research in terms of participants and instructional approach. The earlier study focuses on junior high school students, whereas the present research involves tenth-grade students at a vocational high school. In addition, this study integrates the Content-Based Instruction (CBI) approach with Webtoon as a learning medium in teaching narrative reading texts.