

CHAPTER II

LITERATURE REVIEW

A. Conceptual Description

1. Definition of Reading

Reading is one of foundation skill in language learning that can help with other skills, speaking, listening, and writing (Maxom, 2009). As students develop their reading skills, they are exposed to a variety of vocabulary, sentence structures, and ideas that serve to build their own language output. This not only improves their ability to understand but also to express themselves more effectively in speaking and writing. Reading is not only important for students' language but also as a key factor in their academic success (Patel, & Jain., 2008). By reading, students can obtain knowledge from various subjects that allow students to build understanding and connect ideas for academic success.

Reading is an activity that is carried out to try to understand writing, in other word, identifying the meaning contained in each word and sentence (Montgomery et al., 2007). Reading involves various interpretations, symbols, letters, and texts that help readers to gain meaning, knowledge and information contained in writing. To comprehend a text, an individual must interpret its literal content by applying prior knowledge, which helps reveal the text's actual meaning (Montgomery et. al., 2007). This means

having the ability to comprehend the text not only to know the meaning contained in each word but also to bring knowledge that helps in understanding the true meaning of the text read.

Reading is important to get information or ideas from what is read (Sasalia & Sari, 2020). Reading is a cognitive process that entails the transfer of information or messages from the author to the reader through written text (Nuttal, 1996). The more information the more knowledge you will get. Knowledge gained beforehand, such as knowledge about the world, culture, subject and linguistics knowledge will be very helpful in interpreting the meaning in the text (Pang et al., 2003). Not only this but vocabulary and grammar are also a must-have to help in understanding the meaning in the text. Reading essentially refers to the process of interpreting the author's intended meaning by connecting it with the reader's prior knowledge.

In conclusion, reading is a fundamental skill that supports the development of other language skills, enabling students to acquire knowledge across different subjects, build comprehension, and make connections between ideas. Through reading, individuals can access a wide range of information and broaden their knowledge by integrating the content of the text with their prior experiences and existing background understanding. Viewed in this context, reading

represents the process of readers to gain knowledge and information through writing.

2. Definition of Reading Comprehension

Reading comprehension is an active and evolving process that requires readers to engage meaningfully with the text, where integrating vocabulary, analytical thinking, reasoning, and the use of prior knowledge are used to build the meaning of the information, ideas, and viewpoints expressed by the author (Pang et al., 2003). It indicates that through reading comprehension, one can get complete information and see how the reader can relate the meaning of the sentence, so that they can deduce the true meaning in the text. Reading comprehension is an activity that engages the reader's cognitive processes in interpreting and constructing meaning from a text, requiring the active processing of words to achieve understanding (Cartwright, 2023). Because comprehension grows from a reader's engagement with the text, reading comprehension is a complex process that involves actively interpreting and constructing meaning from the material. (Zasrianita, 2017). It means reading comprehension involves one's competence to connect and manage the information and meaning in the text.

Strategies for the development of reading comprehension consist of previewing, reviewing, continuing, and discussing the reading material (Yurko et al., 2020). Previewing, readers will analyze the text by looking at the heading, subheadings,

and identifying the parts that are important to predict the topic of the material. Reviewing, readers will review the important parts, and summarize the ideas that are key to the text so that they can convince what has been learned. Resuming, readers will deduce important ideas in simpler texts for deeper understanding. And the last is discussion, where readers will have discussions with friends and teachers by exchanging information to strengthen their understanding of the content in the text. With these strategies, it will greatly help readers in comprehending the meaning of the text's content, more efficiently.

Additionally, reading comprehension for English learners refers to the ability to understand and interpret texts written in English (Bella, 2022). Accurate text comprehension requires skills such as identifying the main idea, finding specific details, making inferences, and understanding the overall meaning. Therefore, this study assessed students' reading comprehension using common evaluation criteria, including the recognition of main ideas, understanding grammatical structures, extracting detailed information, and grasping vocabulary within the text.

3. Narrative text

Narrative text is a text that utilizes human experience poured into a story (Georgakopoulou, 2007). With the experience that humans have, they can form a story based on events experienced by themselves or others that are made in

a structured way. The narrative of the text can also be based on the imagination of the author. With imagination, the writer can form a unique and creative story that can make readers interested. According to Quinlan and Mar (2020), imagination is needed in understanding the story, from understanding the story to the characters in the story. This helps readers understand what the content and morals are included in the story.

Narrative text is a text that aims to teach norms, to entertain and create common opinions through stories built from past events (Boyd et al., 2020). It means that narrative text aims to entertain readers by providing life values and inviting readers to think about the meaning of the story. This indicates that narrative text does not merely function as a story, but also serves as a means to guide the reader's perspective toward a particular event or meaning and interpret the world from the various stories that exist in narrative text (Piper et al., 2021). Types of stories can be shared, such as mysteries, fables, romances, fairy tales, and narrative texts that contain myths and legends.

Narrative text has a text structure that will help readers grasp the meaning of the story, the structure is orientation, complications, resolution, and re-orientation (Fadilah et. al., 2024). The orientation, at the beginning of the story, explains the characters, the setting, the act, and what happened. Complication, in this section the author makes a series of

stories that will affect the course of the story. The Resolution section shows how the characters solve the problem. And the last part is re-orientation, this part shows the end of story, happy ending or sad ending, and can show a moral message that can be learned from the content of the story.

According to the explanations above, a narrative is a type of text based on human experiences and imagination, intended to entertain, educate, and convey moral values. Stories that are presented in an engaging way to grab the reader's attention. And narrative text has a text structure, namely orientation, complication, resolution, and re-orientation. This research selects fables that will be used as teaching materials to support students' reading skills. Table 2.1 illustrates an example of a fable story along with its structure.

Table 2.1 Example of Narrative Text “Lonely Landy”

Structure	Text
Orientation	One day, there was a porcupine named Landy. He was lonely. No one wanted to play with him because they were afraid of his spikes. “Dear Landy, we don’t want to play with you because your spikes are too sharp. We don’t want you to hurt us,” said Cici the rabbit one day.
Complications	Landy left lonely, land spent most of the time daydreaming at the river bank, “I would be happy if there were no spikes on my body.

	Suddenly, Kuku the turtle appeared from the river. He came to Landy and said, “Landy, what are you thinking of?” Shortly, Landy told his problem, Kuku nodded his head. He said, “Poor you. But it isn’t your fault. I know, your spikes are very useful and helpful for you. They will realize it someday. Trust me!” “Thanks, Kuku. You are my best friend.”
Resolution	One day, Koko the frog held his birthday party, he invited all his friends, including Landy. But he decided not to come. He didn’t want to mess up the party. “I’ll come with you, Landy. I’ll tell everyone that you are harmless,” said Kuku. Finally, Landy attended the party. Everyone enjoy it. Suddenly Tito screamed, “Help ... help! the evil wolf is coming. Save yourself!” Then, everyone saved their live, except Kuku and Landy. Kuku pulled his head and his leg into his shell. And Landy rolled his body into a ball. Unintentionally, the evil wolf touched Landy. Of course, the spike pricked him. He screamed “Ouch!” since his foot was bleeding, he didn’t chase Landy’s friend any longer. Then, he ran away.
Re-orientation	“Horray Horray! long live Landy! He saved our lives,” said Cici and her friends. They thanked him from then on. Landy wasn’t lonely anymore.

4. Digital Learning

Digital learning is an approach in the learning process that utilizes technological support (Sayaf et al., 2022). With the continuous advancement of technology, the learning process can be made more effective, efficient, and interactive. Digital

learning enables students to extend their learning time beyond the scheduled classroom hours, they can learn anywhere, anytime, and at a pace that suits them (Carrier et al., 2017). With this, students can explore material that they do not understand on their own in depth, so that they can progress according to their own pace in learning. And digital learning enables students and teachers to connect in dynamic ways, regardless of location or time.

According to Mukaromah (2020), using technology as a learning medium can increase enthusiasm for learning. Digital learning tends to enhance learners' motivation by maintaining their interest and concentration on the learning material, due to their attraction to interacting with technology. In addition, their active engagement with technology also encourages curiosity and a desire to explore deeper, making learning more enjoyable and meaningful.

Digital learning has various advantages. First, in terms of flexibility, digital learning can be used anytime and anywhere. Second, convenience, where digital learning can

be accessed easily, only requires the internet to access it. And lastly, digital learning can encourage interaction through audio-visual communication among students and teachers and classmates. Digital learning also has disadvantages, namely it can make students less socially interactive because it consumes much time in front of the screens of smartphones

or laptops, and can make students feel lonely because they don't interact with their friends.

Along with the rapid developments of the modern era, technology has become increasingly accessible and widely distributed across various places, including internet networks that are accessible in many schools (Titiyanti et al., 2022). According to a 2022 survey by Kominfo in Indonesia, the country's digital literacy index is measured at 3.54 on a 5-point scale, which falls into the medium category. The lack of digital literacy skills may be due to the insufficient implementation of digital literacy in education. One effort that teachers can make to integrate digital literacy is by utilizing digital technology in learning (Wahyuni et al., 2022).

Technology is essential to the English language learning process. With technology, it is easy to access various learning resources, such as websites, applications, and learning videos (Paramita, 2023). This brings considerable advantages to both students and teachers during the learning process. Students can learn at home, not just at school, because each student has different abilities in understanding lessons. Therefore, they need to review the material taught at school with the help of technology. Teachers can utilize technology to encourage greater participation and communication during learning activities, and it can also help them become more familiar with technology, allowing them to teach students while

simultaneously introducing them to technology (Mayuni et al., 2022).

One of the applications that has been used is Canva as a learning medium. The research undertaken by Titiyanti et al. (2022) confirms that the Canva application provides benefits for students in finding writing ideas and engaging in fun activities. Additionally, Canva can be an option for teachers as an engaging way to run checks for understanding and make the learning process more interactive while enhancing students' engagement and comfort.

This study utilizes a website that can impact reading skills, namely the Let's Read website, which focuses on narrative texts. Digital libraries include the Let's Read website, which provides access to a wide range of picture storybooks for children digitally. Using this website can make reading lessons more engaging and interactive, aligning with the needs of modern education. By integrating a digital platform into the learning process, the study aims to assess its effectiveness in improving reading skills through narrative texts.

B. Let's Read Asia

Developed by The Asia Foundation, Let's Read serves as a digital library for readers to provide children's digital books. Let's Read is an application that provides a variety of storybooks equipped with quality visual images and audio (Stevani et al.,

2023). With visual images, it will make children interested in reading. This digital library is a collaboration between Local writers, artists, and editors to create books that have high-quality images to provide more books for Asian children (Prihartono, 2021) Children will get the opportunity to read high-quality books through their gadgets.

Let's Read is an electronic library that offers opportunities for both language acquisition and cross-cultural learning through its diverse collection of books available in multiple languages (Afifatunnisa et al., 2023). The languages provided on this website cover a wide range of Asian regions, including regional, national, and foreign languages. Among the regional languages available are Minangkabau, Javanese, and Balinese, while examples of foreign languages include Indonesian, Malaysian, Thai, and Myanmar. Furthermore, the website offers a variety of reading categories, such as folktales, fables, slice-of-life narratives, fiction, and non-fiction, which enrich the reading experience and cater to diverse learner needs. And this digital library also provides reading levels that are suited to varying levels of text difficulty, from levels 1-5 (Mulyaningtyas & Setyawan, 2021) With this reading level, it will really help children to read according to their abilities, that way children will understand reading according to their age.

Let's Read was created with the aim of preparing a developing society by inviting readers to have curiosity with various books presented in various languages. The reading

material in this application is a collection of illustrated stories that contain educational content with characters, themes, and life settings around the child (Afifatunnisa et al., 2023). Let's Read wants to instill reading habits that can help children's development. Therefore, to attract children's attention, this website makes books that have quality and attractive images so that children can read happily. This can help children to become confident readers and critical thinkers.

Let's Read is a free library online that offers both online and offline books to read. Let's Read has a variety of ways to access it. First, download the application via the App Store or Play Store. And second, it can be accessed via its official website, which is www.letsreadasia.org through Google Chrome or other browsers. This means, Let's Read is a digital library that is easily accessible using smartphones, tables, and computers.

1. Procedure of using Let's Read Asia in teaching reading

The following is the process for teaching reading using Let's Read Asia:

- a. Students are instructed to use laptops, tablets, or smartphones to access the Let's Read website.
- b. Students search for books according to the desired category, such as the type of story, the language and the reading level.
- c. Once the book is found, students can start to reading the storybook

- d. Finally, students can draw conclusions from the stories they read

2. Advantages and Disadvantages of using Let's Read Asia

Using the Let's Read website as a digital library has several advantages, such as free access, has various types of stories, languages to reading levels that can adapt to the reader's reading ability, and the last one can be accessed anytime and anywhere. Not only does it have advantages but it also has some disadvantages, namely the search function sometimes produces inappropriate results, saving favorite books requires users to log in which may take a long time, and the selection of books at level 1, there are several categories of stories that do not have level 1.

C. Previous studies

Several previous studies are related to this research, providing valuable insights and serving as references for the present study. The first by Dwi Prihartono, Fauzi Miftakh, and Maya Rachmawati (2021) who used Let's Read to see the process of student involvement during extensive reading practice and student response. This study employs a qualitative approach with basic interpretive research as its design. The findings indicate that during extensive reading activities, the Let's Read website encourages students to choose books according to their preferences and elicits a positive attitude toward reading.

The second study was carried out by Rahmawati Mulyaningtyas and Bagus Wahyu Setyawan (2021). This study

centers on using Let's Read as a tool for reading aloud. It adopts a descriptive qualitative approach to explain how Let's Read can be applied in reading aloud activities and to examine the strengths and weaknesses of the application. The findings reveal that Let's Read can effectively serve as a tool for reading aloud and is accessible through parents' devices, such as smartphones and laptops. The advantages include free access, the availability of multiple languages, appealing visual design with engaging illustrations, appropriate font types and sizes, and story content that is easy to understand. And the disadvantages of this application are illustrations/images presented in two-dimensional form.

And the third, by Diana Putri, and Wiwiet Eva Savitri (2022) who researched the Let's Read digital library in the process of reading activities in the classroom because reading is an important skill for students by utilizing technology. This study obtained data through observations, questionnaires, and interviews from students and teachers. As a result, Let's Read can awaken their reading skills with books of their choice and give a positive response by using Let's Read as a medium for reading activities.

The use of the digital library Let's Read is a helpful tool to support students' reading activities, according to the findings of the three earlier studies. The earlier research has applied Let's Read in various contexts, including extensive reading, reading aloud, and other reading practices. Building upon these findings,

the present study aims to see how the effect of the Let's Read website on the reading ability of eighth-grade students.

D. Conceptual Framework

Explanation of the conceptual framework:

1. Independent Variable

Let's Read is the study's independent variable. Let's Read is a medium used to see students' reading ability. The Let's Read website serves as an interactive reading platform that offers diverse, engaging, and accessible reading materials that are suitable for students.

2. Dependent Variable

Reading ability is the study's dependent variable. Reading ability is a variable that is the effect of using the Let's Read website. Reading ability refers to a student's skills in comprehension, interpretation, and analysis of written text.

3. Logical Argumentation

a. Let's read and Reading Ability

Let's Read is a digital library that has a variety of children's books with colorful pictures and interesting stories from various countries and languages, especially English. This can be used as a teaching material to improve students' reading ability,

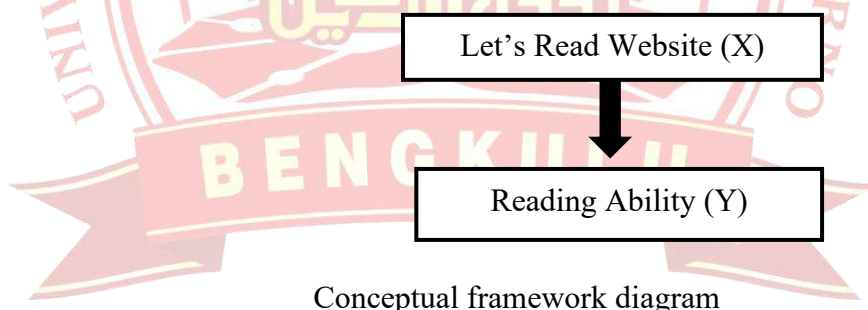
b. Interaction and Contextual Understanding

The books on Let's Read have interesting stories accompanied by high-quality and colorful images. This can make children interested in reading and can make children to improve reading comprehension. This aligns with the Cognitive Theory of Multimedia Learning which

states that text accompanied by pictures can improve reading comprehension. This theory was developed by Richard Mayer who stated that the human brain has two ways to process information, namely verbally (for text) and visually (for images). When these two channels are used simultaneously, the reader can improve their understanding better than if only one text or visual were used.

c. Improve Reading Ability

Through Let's Read, students are not just reading but also gain a variety of vocabulary, sentence structures, and contexts that can directly improve their understanding, fluency, and overall reading skills.



Conceptual framework diagram

E. Research Assumptions

Based on the description of the Let's Read digital library, it can be inferred that this platform has the potential to positively influence students' reading development. Let's read has a variety of books that have interesting stories along with pictures that can make children interested in reading. Let's Read also categorizes

books by reading levels, allowing children to select texts that align with their reading ability and allowing teachers to choose levels that suit their students' needs. With this, teachers can use Let's Read as a reading material that can improve students' reading skills effectively.

F. Hypothesis

Based on the theories and explanations presented, the hypothesis of this study can be formulated as follows:

Ho : There is no significant effect of using Let's Read toward students reading ability of class VIII students at Madrasah Tsanawiyah Pancasila, Bengkulu

Ha : There is a significant effect of using Let's Read toward students reading ability of class VIII students at Madrasah Tsanawiyah Pancasila, Bengkulu

