

CHAPTER II

RIVIEW OF RELATED LITERATURE

Theoretical Description and Theoretical Framework will be the two main topics discussed in this chapter. The researcher will discuss the literature relative to research in this section. The concepts are (1) Reading Skill, (2) The Definition Digital Technologies, (3) Narrative Text and (4) Previous Study, (5) Conceptual Framework.

2.1 Reading

2.1.1 Definition of Reading

According to Nurhadi (2004), reading is an activity that involves cognitive processes, such as thinking and reasoning. This indicates that text comprehension does not occur passively, but rather requires the active involvement of readers through their cognitive abilities. Thus, reading is seen as a complex and multifaceted process, in which the reader not only interprets the text, but also attempts to understand the author's intent through mental processing of information. Therefore, reading is a crucial language skill, as it plays an important role in acquiring knowledge, understanding emotions, and exploring ideas.

The reading represents a complex cognitive process through which readers comprehend ideas conveyed by authors through written text. It extends beyond merely recognising written symbols to encompass a sophisticated interplay between visual perception and cognitive understanding in interpreting written messages as (Haqiqiyah, 2020). To make students understand the message that the author wants to convey, teachers must have good reading skills and processes in using digital

platforms during class. In the context of the curriculum, reading is positioned as a core literacy skill that supports the achievement of learning outcomes in various subjects. The curriculum emphasizes that reading instruction not only develops students' ability and comprehension of texts, but also develops higher order thinking skills, which enable students to analyze, interpret and critically evaluate information.

In Conclusion, reading is not just looking at letters, but involves an active thought process. When reading, one not only understands the content of the text, but also tries to capture the author's intent through mental comprehension. For this reason, reading is an important skill in learning, understanding texts, and exploring new ideas.

2.1.2 Reading Comprehension

According to Kurniawan (2015), defines reading comprehension as the ability to understand and interpret written texts at varying levels of attention, which involves not only grasping the content but also applying the knowledge gained from the text. reading comprehension is a complex cognitive process, making inferences, integrating prior knowledge, and critically analyzing the meaning of the text to build a coherent understanding.

Reading is always related to comprehension. Reading comprehension is very important so that a person can understand the content of reading well. This comprehension is one of the important aspects in reading activities, because by understanding reading, reading skills can improve and certain goals can be achieved (Husniati, 2021). Reading comprehension includes recognizing written words, understanding the content, and capturing the meaning of the text read (Healy, 2002).

In addition, reading comprehension is a complex process because it involves various thinking skills (Ikrima Hikmawati, 2016). In this process, readers are not only required to recognize written symbols, but also to connect them with prior knowledge, make inferences, understand the meaning, and assess the information in the text. The ability to understand reading is very dependent on the ability to read words well, because word recognition is the basis of the ability to understand reading in more depth. If readers are not fluent in recognizing and understanding each word, they will have difficulty capturing the main message in the text. Therefore, it is important to build a strong vocabulary, good language skills and reading fluency to support deeper comprehension and critical thinking skills when reading.

In Conclusion, reading comprehension is a complex cognitive process and is very important in reading activities. It involves not only word recognition, but also the ability to connect information with prior knowledge, make inferences, and analyze and assess the content of the reading. This ability plays a major role in helping readers understand the meaning of the text as a whole. For this reason, vocabulary acquisition, reading fluency, and good language skills are the foundations that need to be built so that readers can achieve deep understanding and critical thinking when reading.

2.1.3 The Purpose of Reading

The Purpose Reading is one of the language skills that plays an important role in successful learning. By reading a lot, students can learn and obtain abundant information (Pandiangan et al., 2021). Reading allows us to access centuries of accumulated human knowledge, scientific discoveries, and wisdom it also lets us

engage deeply with complex concepts and process information quickly. This sets reading apart from other methods of information transfer.

In addition, reading with a specific purpose is a skill that must be learned and taught consciously, because someone will not be able to read if they never learn it (Iftanti, 2012). Reading is not an ability that comes automatically, but requires structured learning and consistent practice in order to develop effectively. Understanding the purpose of reading can also improve the quality of the reading activity itself, as it helps readers set clear goals before starting to read. For example, reading for specific information, general comprehension, or critical analysis of a text requires different strategies. When students know why they are reading, they will be more actively engaged, choose appropriate strategies, and monitor their own comprehension.

In Conclusion, Purpose reading an important skill that needs to be learned in a conscious and structured manner. Understanding the purpose of reading not only helps students access information effectively, but also improves the quality of the reading activity itself. By knowing why they are reading, students can be more focused, apply appropriate strategies, and develop critical thinking skills and a deeper understanding of the text.

2.1.4 The Importance of Reading

As stated by Stevani et al., (2023) argue that reading ability is not limited to basic text comprehension; it also includes a deep understanding of the meaning of the text and the characteristics of literature in an educational context. The researchers emphasized that planned interventions are needed to increase students' engagement in reading activities, given Indonesia's relatively low literacy culture.

Therefore, the ability to comprehend reading well, whether through print or digital media, is essential for managing information. In short, reading is not just about understanding words, but also about building critical thinking skills, cognitive development, empathy and sustainable intellectual independence for learners in the digital age.

In Conclusion, Importance of reading are not limited to basic text comprehension, but also include a deep understanding of literary meaning and context in the world of education. Given the low level of literacy in Indonesia, planned interventions are needed to increase student engagement in reading activities. Therefore, strong reading proficiency, whether through print or digital media, is crucial for navigating the flow of information, fostering critical thinking, developing cognitive skills, cultivating empathy, and building long term intellectual independence in the digital age.

2.2 Digital Technologies

2.2.1 Definition of Digital Technologies

Digital technologies are inherently information and communication technologies. For this reason, they are often referred to as ideal resources for learning (Fluckiger & Zabban, 2023). Technology is not only used as a medium for children to play but also as a tool to help children learn. can also be used as a tool to help children learn (Dwanda Putra et al., 2023). Digital technologies to their full potential can make teaching and learning processes more efficient and productive (Bourbour, 2023). where technology not only functions as a learning tool, but also as an enabler that allows the creation of new, more innovative learning models, such

as hybrid learning, adaptive learning, and technology supported project-based learning.

In Conclusion, digital technology supports the learning process as it serves as an effective communication and information tool. Apart from entertainment, this technology helps students learn in a more interesting and efficient way. Maximum utilization of technology opens up opportunities for the creation of new, more innovative learning models, such as hybrid, adaptive and project-based learning.

2.3 Types of Digital Technologies

2.3.1 Let's Read Asia

Let's Read Asia is a digital library created by The Asia Foundation through the Books for Asia program. Let's Read Asia aims to provide educational content for children in the languages they speak at home and at school, while ensuring easy and convenient access to these resources (Adelia et al., 2021). Reading books used in learning to read can be customized according to the level of difficulty or students' interest in pictures and illustrations.

Let's Read Asia is a digital library that aims to spread and improve literacy through fun reading activities. The platform provides thousands of free digital storybooks that can be used in teaching and learning reading activities. In addition, Let's Read Asia is equipped with various interesting features such as reading lists, language options, difficulty settings, reading categories, and offline library access.

In Conclusion, Let's Read Asia is a digital library created by The Asia Foundation to support children's literacy through fun reading activities. The platform provides thousands of free digital storybooks that can be customized according to the level of difficulty and interest of students, and is equipped with

interesting features such as language options, reading categories, and offline access, making it easier for students to read in the language they speak at home and at school.

2.3.2 Newsela

Newsela is an informative platform that increased students' interest in reading and their understanding of the subject. It is a web application that offers a digital reading platform to assist users in reading certain articles (Andriani, 2024). Newsela is application that provides a digital reading platform to help users read various articles. The site has an online library of authentic news, testimonials and articles, which is available in both a free version and a more comprehensive paid version called Newsela Pro. Newsela also provides students and teachers with a feature called “binders”, which allows them to keep notes on assignments and assessments.

The platform specifically reorganizes articles from trusted sources into five difficulty levels, so educators can tailor the material to students' abilities. In addition, Newsela is equipped with reading comprehension exercises, interactive quizzes, and student progress monitoring tools that make it easier for teachers to monitor learning development.

In Conclusion Newsela is a web based digital reading platform that helps increase students' interest and comprehension of reading. The app provides a variety of original articles, news and testimonials in the form of an online library.

2.3.3 CommonLit

CommonLit platform provides various levels of reading difficulty. Teachers can choose challenging texts according to students' abilities. To strengthen comprehension, the platform also provides additional resources such as comprehension questions and vocabulary exercises (Buñay Illapa et al., 2024).

CommonLit is a free online reading platform created in 2013 by Michelle Brown, a former teacher who noticed that many schools in low-income areas lacked good reading materials. The platform helps students become better readers and improve their understanding of what they read. Students can access thousands of texts on CommonLit, including news articles, poems, short stories, and historical documents. These materials are organized by grade level, topic, and type of writing, making it easy for teachers and students to find appropriate content. Each reading comes with questions to check understanding, tools for highlighting and taking notes, and helpful features for different learners. For example, students can listen to texts being read aloud or translate them into over 30 languages. These features make the platform useful for students from diverse backgrounds and those with different learning needs.

In Conclusion, CommonLit is a digital literacy platform that provides various types of texts with different levels of difficulty, complete with comprehension questions and vocabulary exercises. Features such as digital annotation, text to speech and translation support the needs of students from different backgrounds to improve their reading and text comprehension skills.

2.4 Narrative Text

2.4.1 The Definition Narrative Text

A narrative text is a unique kind of written discourse that fulfills a number of objectives in both literature and communication (Khoiriyah et al., 2021). Narrative is a text that tells a story and entertains the audience. It has to inform about an event or audience find it interesting. Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative places act in times and tell what happened according to natural time sequence.

Purba (2018) describes narrative text as a collection of temporally structured fragments that are sequentially chronological. Several important components are present in this text: characters that drive the story, settings that provide context, conflicts that create tension, and resolutions that end the story. The deliberate use of imaginative and engaging language to create a deep atmosphere and create an emotional bond with the reader distinguishes narrative text. This method has many benefits.

In conclusion, narrative texts present stories that aim to entertain and attract the attention of readers. The story is organized coherently based on time sequence, including elements of character, setting, conflict, and resolution. The language used is imaginative so that it can build an atmosphere and closeness between the reader and the story.

2.4.2 The Kind of Narrative Text

Narrative texts encompass a diverse range of forms, each with distinct characteristics and purposes (Khoiriyah et al., 2021). emphasize these narratives are characterized by their sequential nature, presenting events in meaningful, ordered

progressions rather than random assemblages of incidents. This sequential structure serves as a fundamental organizing principle across all narrative types.

1. Short Story

Short stories are relatively short narratives that usually focus on a single theme or event. They usually have one or two main characters and focus on the conflict faced by those characters. Short stories are often used to convey moral messages or portray certain emotions.

2. Novel

A novel is a type of story that is longer and more complicated than a short story. Novels usually have many different characters, subplots, and themes. This allows the author to explore characters and conflicts in more depth, giving the reader a richer experience. Various genres can be included in novels, including science fiction, fantasy, romance, and mystery.

3. Legend

Legends are stories that are usually associated with figures or events in history. While they often contain fantastical elements, legends are usually based on facts or beliefs that exist in a particular culture. Examples include the Indonesian legend of Roro Jonggrang and the British legend of King Arthur.

In this study, the researcher specifically used narrative texts in the form of legends as the main focus. The selection of legends aims to evaluate the effectiveness of reading platform in improving students' reading comprehension, especially when they interact with texts that integrate elements of storytelling and cultural heritage.

2.5 Relevant Study

No	Research Title	Researcher Name	Difference	Similarity
1	The Predictability of English Reading Skill from Indonesian Reading Skill and English Knowledge at Students of SMAN 1 Pademawu-Pamekasan	Muflihatun Haqiqiyah	This study examines the correlation between Indonesian reading ability and English knowledge on English reading ability, which was conducted on high school students.	The study focus reading ability as an important skill for learning.
2	Enhancing Students' Reading Comprehension Using Let's Read Application in Visualization Strategy	Awanda Mella Stevani, Ririn Ambarini, Ajeng Setyorini	The study measuring the effectiveness of the Let's Read application in visualization strategies to improve students' reading comprehension, especially in the context of using digital media.	The study focus in discussing the relationship between learning strategies and improving students' reading abilities.
3	Analysis of Early Reading Ability in Grade II Elementary School Students	Nadia Fitri Jeni, Eko Kuntarto, Silvina Noviyanti	The study This research places more emphasis on aspects of letter recognition, reading, spelling, and constructing simple sentences.	The study focus is discussing students' reading ability as an important aspect of learning.

Table 2.1: Relevant Study

2.6 Conceptual Framework

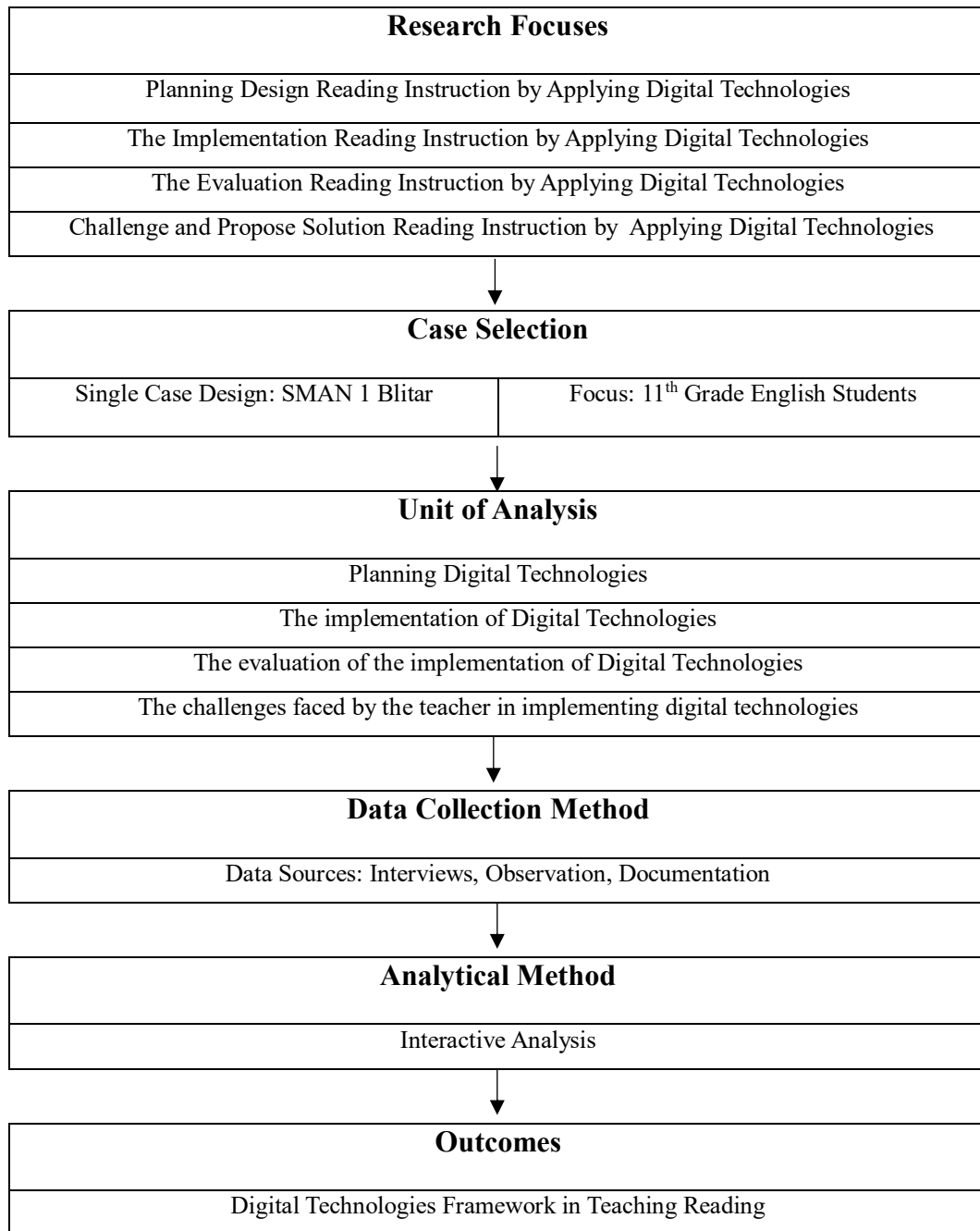


Figure 2.1: Conceptual Framework