

THE IMPACT OF IMPLEMENTING "LET'S READ" TO ENHANCE STUDENTS' READING SKILLS AT SMAN 1 KADEMANGAN BLITAR

Galuh Salsabila Azara, Dian Fadhilawati

English Education Department, Faculty of Teacher Training and Education, Balitar Islamic University

Email:

ABSTRACT

This research explores the impact of the "Let's Read" application on enhancing the reading skills of eleventh-grade students at SMAN 1 Kademangan Blitar. Focusing on narrative texts, especially legends, the study employs a one-group pre-test post-test design to evaluate improvements in reading comprehension. Results reveal a significant increase in students' understanding and engagement with texts. The application offers an interactive, enjoyable learning experience, promoting student autonomy and critical thinking. By integrating digital tools, the study addresses limitations of traditional methods, providing insights into effective strategies for language education. This research underscores the potential of technology to transform reading practices, encouraging educators to adopt innovative approaches that cater to modern educational needs and enhance students' overall learning experiences.

Keywords: Let's Read, Reading Skills, Narrative Text, Digital Learning, Language Education

BACKGROUND

The widespread adoption of English in Indonesia aligns with its status as a critical global language that facilitates international communication and supports participation in global discourse (Rao, 2019). English is integrated across sectors, notably in education, where it is a staple in the school curriculum and featured in national examinations. Emphasis is placed on listening, speaking, reading, and writing skills, with reading singled out as foundational for students' academic development. Mastery of reading skills allows students to access a broad spectrum of knowledge, which directly influences their academic success and overall educational trajectory (Zein et al., 2020). To develop students' reading comprehension, teachers need a structured instructional approach that supports progressive skill acquisition. This includes a sequence of steps such as text selection, explaining and demonstrating reading strategies, providing guided support, facilitating independent practice, and encouraging reflective exercises (Indrayani, 2014). This structured, systematic process fosters deeper understanding and retention, setting students up for long-term academic achievement. However, there is a need for instructional strategies that go beyond traditional methods, integrating more engaging and interactive approaches to align with modern educational demands (Li et al., 2024).

In response to these needs, the Indonesian government launched the Kurikulum Merdeka, which extends English language instruction from Grades 1 to 12. This curriculum promotes a holistic approach to language skills, encouraging students to interact with texts in ways that enhance comprehension and reflection, enabling them to tackle real-world issues effectively

(Aditomo, 2021). However, despite these curricular enhancements, traditional teaching methods remain dominant, often lacking in interactivity and emotional engagement, thus limiting students' motivation and enthusiasm for reading. At SMAN 1 Kademangan, preliminary observations of eleventh-grade students reveal challenges in reading comprehension, especially with narrative texts that involve complex vocabulary, such as past participles. Students here tend to rely heavily on standard English materials, and teachers primarily use textbooks and worksheets with limited integration of technology, despite the availability of school WiFi. English teachers, including Mrs. Suratn, S.Pd., and Mrs. Mulki Banu Wati, S.Pd., noted that students are often constrained to traditional learning resources, with few opportunities to explore innovative learning methods that might make reading more accessible and engaging.

Incorporating digital tools, such as smartphones, into reading activities offers a promising avenue for addressing these challenges. Previous studies have shown that digital reading applications like Let's Read can support reading comprehension, vocabulary building, and interactive engagement. For example, Mudawamah's (2023) study on vocabulary enhancement in eighth-grade students through e-books emphasizes vocabulary acquisition, while Stevani et al., (2023) employed the Let's Read app to improve visualization strategies. Additionally, Khoiriyah et al. (2021) used mind mapping to facilitate narrative comprehension, and Sulisty (2020) explored Wattpad in action research settings. While these studies provide insights, they differ from the current research, which seeks to examine the impact of Let's Read specifically on narrative text comprehension. The current study, titled "*The Impact of Implementing 'Let's Read' to Refine The Students' Reading Skill in SMAN 1 Kademangan*" aims to assess the effectiveness of this application in elevating reading comprehension and engagement levels among eleventh-grade students. With a research problem focused on evaluating the effectiveness of Let's Read in enhancing narrative reading achievement, this study addresses a gap in research by introducing an accessible, educational tool in the Indonesian high school context. Given the school's smartphone-friendly policy, the study has the potential to illustrate the benefits of digital learning resources and pave the way for further integration of technology in language education.

THEORETICAL STUDY

The Fundamental of Reading Assessment

Reading is a fundamental language skill, essential for acquiring knowledge and engaging with emotions and ideas. According to Guntur (2010), reading is a cognitive process where the reader interprets the author's intentions through written text. Thorndike, cited in Nurhadi (2004), adds that reading involves cognitive processes such as thinking and reasoning, highlighting the mental engagement required to comprehend and analyze a text. This makes reading a multifaceted activity, where readers use cognitive skills to derive meaning and engage with the author's message.

Reading plays a crucial role in the educational journey, especially in learning the English language. Kasmiri, Riyanti and Fitriarti (2023) argue that reading proficiency is key to academic success. Students with strong reading skills are more likely to excel in their studies, while those who lack these skills may struggle academically. Reading also enriches lives by allowing

individuals to explore diverse cultures and perspectives, broadening their understanding of the world. The significance of reading extends beyond academic achievement, contributing to personal growth and lifelong learning.

Reading serves various purposes, categorized into reading for pleasure and reading for information (Ardiansyah & Jaya, 2020). Reading for pleasure allows readers to immerse themselves in a narrative and enjoy its literary elements, which can also enhance vocabulary and comprehension (Krashen, 2011). In contrast, reading for information focuses on extracting knowledge. This can involve finding specific details, understanding main ideas, analyzing the sequence of events, and making inferences. These diverse purposes of reading help students develop both enjoyment and knowledge acquisition skills.

Brown and Lee (2015) classify reading assessments into different categories. Perceptive reading focuses on basic comprehension tasks like reading aloud or responding to multiple-choice questions. Selective reading assesses formal language elements such as vocabulary and grammar through matching, editing, or gap-filling exercises. Higher-level comprehension is evaluated through interactive and extensive reading tasks, which involve understanding longer texts, summarizing, and responding to content. These assessments help gauge students' reading abilities at various levels, from basic to more advanced comprehension skills.

Narrative Text

Narrative text describes a series of past events and serves various purposes, such as entertaining, expressing emotions, informing, and persuading readers (Khatimah, 2020). According to Mark and Anderson (in Pangestuti 2015), narrative texts evoke emotions and stimulate the imagination, often prompting laughter, tears, or reflections on life. By engaging with narrative texts, students can immerse themselves in the story's events and emotions, enriching their understanding of its content.

Narrative texts follow a specific structure that helps shape the story. Purba (2018) explains that narratives typically feature well-developed characters and a sequence of events that drive the plot. The structure involves four main steps: orientation, where the setting, characters, and context are introduced; complication, where problems or conflicts arise; resolution, where these issues are addressed; and reorientation, which concludes the story, offering either a happy or sad ending.

Various types of narrative texts, such as legends, fables, fairy tales, and science fiction, are introduced to students. Legends, for instance, are stories set in historical contexts and often reflect cultural heritage (Khatimah, 2020). Fables involve animals with human-like traits, while fairy tales include magical elements, and science fiction explores futuristic scenarios. This research focuses specifically on legends, aiming to assess the effectiveness of the Let's Read application in enhancing students' reading comprehension when engaging with culturally rich narrative texts.

Digital Learning

Digital learning, driven by technology, is a rapidly evolving educational medium that fosters critical thinking and problem-solving. It promotes active engagement, collaboration, and exploration, allowing remote communication between students and educators (Hidayat &

Khotimah, 2019; Suciati, 2018). Additionally, digital learning offers access to vast resources through search engines like Google and YouTube, creating an immersive learning environment (Pakpahan & Fitriani, 2020). The integration of digital technologies in education, as Horton (in Majid 2019) highlights, provides experiences that transcend traditional boundaries, offering a contemporary, flexible educational approach.

Digital learning serves multiple objectives, including improving the quality of online education, transforming instructional methods, and encouraging interactive, self-directed learning (Wijaya, 2015). It also enhances the accessibility of educational materials, aligning with technological advancements and fostering a competitive academic environment. By making learning resources available electronically and supporting the dissemination of knowledge, digital learning promotes continuous growth in educational quality, paving the way for an adaptive, modern learning experience.

Within blended learning, digital learning is defined by diverse delivery methods, instructional models, and the integration of technology-driven resources (Husamah, 2014). It combines traditional face-to-face learning with online education, ensuring flexibility and a balanced role for educators and parents. Furthermore, it emphasizes life skills and provides tailored learning experiences, especially during home-based learning, while addressing challenges such as unequal access to resources and offering qualitative feedback on students' progress (Firdaus, 2021).

Digital learning offers several benefits, including flexible learning, structured study materials, and opportunities for independent learning (Firdaus, 2021). It also facilitates internet-based communication between students and educators. However, it comes with drawbacks, such as limited face-to-face interaction, a focus on training over education, and challenges for students with low motivation. Other issues include inadequate internet access in some areas, a shortage of skilled personnel, and difficulties with computer-based learning. Despite these challenges, digital learning remains a valuable educational tool.

Let's Read Asia

Let's Read Asia is a digital library developed by The Asia Foundation under the Books for Asia program, aimed at providing children with access to educational materials in their native languages. Accessible on smartphones, tablets, and computers, the platform offers a wide range of digital books for children, focusing on improving reading comprehension. The platform collaborates with local writers and illustrators to produce high-quality content in often-overlooked languages. This initiative helps students engage with literature, offering teachers flexibility in integrating these materials into classroom learning (Ermerawati, 2019; Rahmadini & Kurniawan, 2022).

Let's Read Asia offers several features, including access to over 7,000 books categorized by reading difficulty, language, and themes such as science, adventure, and folklore. Books are available in regional languages, promoting language preservation. The application provides books based on students' reading abilities, and teachers can guide students in selecting appropriate books. It also supports interactive activities like storytelling and group discussions, allowing students to creatively engage with the material (Ermerawati, 2019).

Using Let's Read involves either teacher-selected or student-selected books. Teachers assist students in accessing books suited to their reading level and lead activities like prediction and role-play to enhance comprehension. Students can also choose their own books and share ideas in groups. The platform promotes collaboration, with activities like sketching and storytelling fostering engagement, particularly among younger readers (Ermerawati, 2019).

While Let's Read Asia has advantages like free access and support for various languages, it also has drawbacks. Issues include occasional mismatches in search results, large storage requirements for offline access, and limited book diversity at lower reading levels. Despite these challenges, the platform remains a valuable tool for promoting reading and cross-cultural understanding among children (Mudawamah, 2023).

METHODS

This study employed a quantitative approach to evaluate the effectiveness of the "Let's Read" application in improving students' reading skills at SMAN 1 Kademangan Blitar. Quantitative research was deemed appropriate for this study, as it involved collecting and analyzing numerical data to identify patterns and relationships (Creswell, 2018). The research design utilized a pre-experimental one-group pre-test post-test format, measuring students' reading abilities before and after the implementation of the "Let's Read" application (Fraenkel, Wallen, and Hyun 2019). The research focused on class XI at SMAN 1 Kademangan, where students faced challenges in understanding narrative texts. The study included pre-tests, the application of a series of narrative text exercises using the "Let's Read" application, and post-tests to assess improvements. According to Hardani et al. (2020); Sugiyono (2019), the quantitative method adheres to scientific principles and enables testing of hypotheses through statistical analysis.

The sample for this study consisted of 33 students selected through purposive sampling (Arikunto, 2020), and the research was conducted over the 2023/2024 academic year. Variables included the dependent variable (students' reading achievement) and the independent variable (effectiveness of the "Let's Read" application) (Sugiyono, 2019). The effectiveness of the application was evaluated based on its impact on students' comprehension of narrative texts (Hornby, 2006; McCormick, 1987). The instruments used in this research included pre-tests, post-tests, observations, interviews, and documentation. The pre-test and post-test aimed to measure students' reading skills before and after the intervention. Data analysis involved SPSS Version 27 and Microsoft Excel, with hypothesis testing conducted using paired sample t-tests to assess the impact of the application on reading skills.

RESULT

Pre-Test

The pre-test for Class XI-2 included 30 multiple-choice questions focused on narrative texts, with a brief introduction covering their structure and key elements like orientation, complication, and resolution. Students had 90 minutes to complete the test, assessing their understanding of narrative text structures, themes, character development, and plot analysis. The objective was to evaluate their initial comprehension and identify areas for further instruction.

Challenges included feelings of being overwhelmed, technical issues, and varying levels of reading comprehension. To support students, the teacher encouraged pacing, ensured materials were ready, and provided assistance as needed. Thirty-three students participated in the pre-test, and the results will be discussed in the next section.

Table 1. The Result of Pre-Test

No.	Students' Number	Score Pre-test
1	Student 1	55
2	Student 2	60
3	Student 3	62
4	Student 4	50
5	Student 5	58
6	Student 6	63
7	Student 7	54
8	Student 8	57
9	Student 9	52
10	Student 10	59
11	Student 11	53
12	Student 12	55
13	Student 13	66
14	Student 14	54
15	Student 15	60
16	Student 16	56
17	Student 17	51
18	Student 18	55
19	Student 19	60
20	Student 20	62
21	Student 21	58
22	Student 22	63
23	Student 23	64
24	Student 24	57
25	Student 25	55
26	Student 26	52
27	Student 27	60
28	Student 28	59
29	Student 29	57
30	Student 30	54
31	Student 31	50
32	Student 32	53
33	Student 33	55
Average		56.18

Post Test

The post-test for class XI-2 was conducted on March 14th, 2024, to assess students' understanding of narrative texts after several weeks of treatment. The test consisted of 30 multiple-choice questions covering aspects like structure, theme, and character analysis, with a 90-minute

time limit. During the test, challenges arose, including time pressure, noise distractions, and student anxiety. To address these issues, researchers provided regular time reminders, ensured a quiet environment, and offered motivational support to anxious students. The post-test results indicated a significant improvement compared to the pre-test, demonstrating the effectiveness of the treatment in enhancing students' narrative text writing skills.

Table 2. The Result of Post-Test

No.	Students' Number	Score Post-test
1	Student 1	80
2	Student 2	82
3	Student 3	85
4	Student 4	79
5	Student 5	80
6	Student 6	88
7	Student 7	79
8	Student 8	83
9	Student 9	78
10	Student 10	84
11	Student 11	77
12	Student 12	90
13	Student 13	87
14	Student 14	86
15	Student 15	91
16	Student 16	85
17	Student 17	76
18	Student 18	81
19	Student 19	82
20	Student 20	94
21	Student 21	89
22	Student 22	90
23	Student 23	92
24	Student 24	84
25	Student 25	88
26	Student 26	79
27	Student 27	85
28	Student 28	83
29	Student 29	86
30	Student 30	81
31	Student 31	78
32	Student 32	80
33	Student 33	82
Average		84.55

The Normality of Test

The purpose of the normality test in data processing is to determine whether the data follows a regular distribution or an abnormal one. In cases where the significance or probability value is below 0.05, the data in this study is considered not to follow a regular distribution, serving as a basis for the drawn conclusions. Conversely, if the probability or significance value exceeds 0.05, the data is viewed as regularly distributed. Detailed results of the normality test, both before and after testing, are shown in the following table.

Table 3. Normality Test

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	Pre Test	.133	33	.149	.972	33	.544
	Post Test	.101	33	.200*	.969	33	.459
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Referring to the Shapiro-Wilk test results shown in the table above, the significance value for the pre-test is 0.544 (>0.05). This outcome suggests that the data from the normality test generally shows a regular distribution. Similarly, the post-test data was also regularly distributed, with a Shapiro-Wilk significance value of 0.459 (>0.05). From these results, it can be observed that both the Pre-test and Post-test variables exceed 0.05, indicating that the variables follow a regular distribution pattern.

The Hypothesis of Test

The T-test is employed to determine the effectiveness of the Let's Read application in enhancing the reading achievement of class XI students at SMA Negeri 1 Kademangan, particularly in understanding narrative texts. This statistical test assesses whether there is a significant improvement in learning outcomes due to the application's use. The specific results of the T-test analysis are presented in the following table for further review.

Table 4. Hypothesis Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-26.818	3.386	.589	-28.019	-25.618	-45.497	32	.000

The output table from the paired test shows a "t" value of -45.497, which indicates a negative result. This negative t value arises because the average score from the pre-test is lower than that of the post-test. Notably, a negative t value of 45.497 can still suggest positive outcomes. To find the t table value, degrees of freedom (df) and the significance level ($\alpha/2$) are considered. From the output, the df is 32, and the significance level is calculated as $0.05/2 = 0.025$. This value serves as a reference point for determining the t table value within the t distribution, which is found to be 2.037. The relevant table is presented below for reference.

Table 5. Ttable with Alpha 5%

df	0.025	0.025	df	0.05	0.025
1.	6.314	12.706	26.	1.706	2.056
2.	2.920	4.303	27.	1.703	2.502
3.	2.353	3.182	28.	1.701	2.048
4.	2.132	2.776	29.	1.699	2.045
5.	2.015	2.571	30.	1.697	2.042
6.	1.943	2.447	31.	1.696	2.040
7.	1.895	2.365	32.	1.694	2.037
8.	1.895	2.306	33.	1.692	2.035
9.	1.833	2.262	34.	1.691	2.032
10.	1.812	2.228	35.	1.690	2.030
11.	1.796	2.201	36.	1.688	2.028
12.	1.782	2.179	37.	1.687	2.026
13.	1.771	2.160	38.	1.686	2.024
14.	1.761	2.145	39.	1.685	2.023
15.	1.753	2.131	40.	1.684	2.021
16.	1.761	2.120	41.	1.683	2.020
17.	1.740	2.110	42.	1.682	2.018
18.	1.734	2.101	43.	1.681	2.017
19.	1.729	2.093	44.	1.680	2.015
20.	1.725	2.086	45.	1.679	2.014
21.	1.721	2.080	46.	1.679	2.014
22.	1.717	2.074	47.	1.678	2.013
23.	1.714	2.069	48.	1.677	2.012
24.	1.711	2.064	49.	1.677	2.011
25.	1.708	2.060	50.	1.676	2.00

The decision-making process clearly shows that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected, as the tcount value of 45.497 exceeds the ttable value of 2.037. This indicates a significant difference between the Pre-test and Post-test scores. Consequently, it can be concluded that the Let's Read application positively influences students' learning achievements in reading narrative texts for the class.

DISCUSSION

This section discusses the research findings, emphasizing the evidence that the "Let's Read" app enhances students' learning outcomes when reading narrative texts in class. The analysis is based on the pre-test, treatment, and post-test results, highlighting how the app serves as a creative and effective teaching tool for improving English reading comprehension. Prior research supports that teaching reading comprehension, especially for narrative texts, can be successfully achieved using learning media like the "Let's Read" application. Notably, Stevani et al. (2023) demonstrate that integrating visualization techniques with the app significantly boosts students' reading comprehension.

Before the research commenced, the instrument was validated to ensure its appropriateness for the study. A trial involving thirty students from SMA Negeri 1 Kademangan's class XI-1 was conducted, utilizing fifty-five questions. The validity and reliability tests were carried out with the assistance of two qualified English validators. The analysis revealed 50 valid questions, while 5 were deemed invalid. Consequently, the study focused on these fifty items for the pre-test and post-test phases. A reliability test using SPSS yielded a Cronbach's alpha coefficient of 0.888, indicating strong consistency across the items.

The post-test, administered after the treatment, aimed to assess whether the "Let's Read" application effectively improved students' proficiency in reading narrative texts. Both the pre-test and post-test comprised the same 50 questions. The results were promising, with a mean score of 84.55, and scores ranging from 76.00 to 94.00, highlighting a significant improvement from the pre-test. The pre-test, conducted with thirty-three students, revealed an average score of 56.18, providing insights into their initial abilities.

To test the null hypothesis, the normality of the research class data was evaluated, allowing for further analysis using a t-test. The significance of the independent variable's effect on the dependent variables was assessed, and findings showed a 2-tailed significance value below 0.05, leading to the rejection of the null hypothesis. This indicates a substantial average difference in learning outcomes before and after the treatment, confirming that the "Let's Read" application effectively enhances students' reading abilities at SMA Negeri 1 Kademangan (Saputra et al., 2021).

CONCLUSION

The study concludes that the "Let's Read" application significantly enhances the reading skills of eleventh-grade students at SMAN 1 Kademangan Blitar. The interactive and engaging features of the app motivate students to improve their comprehension of narrative texts, particularly legends. The integration of digital tools in the classroom not only boosts students' reading abilities but also encourages a more engaging and independent learning environment. This research highlights the importance of incorporating technology in education to address the challenges of traditional teaching methods and improve educational outcomes.

REFERENCES

- Aditomo, A. (2021). *Kajian Akademik Kurikulum Untuk Pemulihan Pembelajaran*. Jakarta: Pusat Kurikulum Dan Pembelajaran Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi.
- Ardiansyah, F., & Jaya, A. (2020). Extending the Students'sTM Narrative Text Comprehension through Reading SMART Protocol. *Esteem Journal of English Education Study Programme*, 3(1), 42–55.
- Arikunto, S. (2020). *Prosedur penelitian suatu pendekatan praktik*. Rineka Cipta.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- Creswell, J. W. (2018). *Qualitative, quantitative, and mixed methods approaches+ a crash course in statistics*. Sage publications.
- Ermerawati, A. B. (2019). The Application of Let's Read! in Extensive Reading Class: Integrating MALL and Task-Based Learning. *Elementary School Forum (Mimbar Sekolah Dasar)*, 6(3), 317–329.
- Firdaus, A. A. (2021). Dampak Covid-19 Terhadap Kebijakan Pendidikan Di Indonesia: Antara Idealisme Dan Realitas. *UAD PRESS*. *UAD PRESS*. https://www.google.co.id/books/edition/Dampak_Covid_19_Terhadap_Kebijakan_Pendi/Lo4mEAAAQBAJ.
- Fraenkel, J., Wallen, N., & Hyun, H. (2010). *How to Design and Evaluate Research in Education 10th ed.* McGraw-Hill Education.
- Guntur, H. (2010). *Pengajaran Semantik*. Bandung: Aksara.
- Hardani, H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metode penelitian kualitatif & kuantitatif*. Yogyakarta: Pustaka Ilmu.
- Hidayat, N., & Khotimah, H. (2019). Pemanfaatan teknologi digital dalam kegiatan pembelajaran. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 2(1), 10–15.
- Hornby, A. S. (2006). *Oxford advanced learner's Dictionary*. New York: Oxford University.
- Husamah. (2014). *Pembelajaran bauran (Blended learning)*. Research Report.
- Indrayani, S. (2014). *The Effectiveness of Using Mind Mapping in Improving Students' Reading Comprehension of Narrative Text A Quasi Experimental Study at the Second Grade of SMA Mathla'ul Huda Parung Panjang-Bogor*.
- Kasmiri, U. A., Riyanti, D., & Fitriarti, U. M. V. N. (2023). Enhancing Students' Reading Comprehension through the Implementation of TAR (Text Around The Room) Technique. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 17(2), 219–231.
- Khatimah, H. (2020). *THE STUDENTS'PERCEPTION OF SPEECH FUNCTION USED IN BILINGUAL CLASS SYSTEM OF SOCIAL POLITICS DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR*.
- Krashen, S. D. (2011). *Free voluntary reading*. Bloomsbury Publishing USA.

- Li, Y., Chen, D., & Deng, X. (2024). The impact of digital educational games on student's motivation for learning: The mediating effect of learning engagement and the moderating effect of the digital environment. *PloS One*, 19(1), e0294350. <https://doi.org/10.1371/journal.pone.0294350>
- Majid, A. (2019). *Pembelajaran tematik terpadu*.
- McCormick, S. F. (1987). *Multigrid methods*. SIAM.
- Mudawamah, F. (2023). *The Implementation of Let's Read Short Story E-Book Media For Students' Vocabulary Enrichment at Second Grade MTS Muhammadiyah 3 Ponorogo*. IAIN Ponorogo.
- Nurhadi, K. (2004). *Pertanyaan dan jawaban*. Jakarta: Grasindo.
- Pakpahan, R., & Fitriani, Y. (2020). Analisa pemanfaatan teknologi informasi dalam pembelajaran jarak jauh di tengah pandemi virus corona covid-19. *JISAMAR (Journal of Information System, Applied, Management, Accounting and Research)*, 4(2), 30–36.
- Pangestuti, S. U. (2015). *THE CORRELATION BETWEEN STUDENTS' MASTERY OF SIMPLE PAST TENSE AND STUDENTS' ABILITY IN WRITING NARRATIVE TEXT (A Descriptive Study on the Students of MAN 1 Purwokerto in Academic Year 2014-2015)*. UNIVERSITAS MUHAMMADIYAH PURWOKERTO.
- Purba, R. (2018). Improving the achievement on writing narrative text through discussion starter story technique. *Advances in Language and Literary Studies*, 9(1), 27–30.
- Rahmadini, N., & Kurniawan, B. (2022). Pengaruh Kontribusi Pajak Restoran, Pajak Hiburan, Pajak Reklame Terhadap Pendapatan Asli Daerah Provinsi DKI Jakarta. *KALBISIANA Jurnal Sains, Bisnis Dan Teknologi*, 8(4), 4750–4765.
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65–79.
- Saputra, R. A., Hariyadi, A., & Sarjono, S. (2021). Pengaruh konsep diri dan reward terhadap prestasi belajar siswa pada mata pelajaran pendidikan kewirausahaan. *Jurnal Educatio Fkip Unma*, 7(3), 1046–1053.
- Stevani, A. M., Ambarini, R., & Setyorini, A. (2023). Enhancing Students' Reading Comprehension Using Let's Read Application In Visualization Strategy. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 3(4), 1–8.
- Suciati. (2018). Pengembangan kreativitas inovatif melalui pembelajaran digital. *Jurnal Pendidikan*, 19(2), 145–154.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (27th ed.). Alfabeta.
- Sulistyo, I. T. (2020). *Applying Wattpad Application to Improve Students' Reading Comprehension of Narrative Text (A Classroom Action Research at the Tenth Grade of SMA Nurul Falaah Bogor Academic Year 2019/2020)*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.
- Wijaya, D. P. (2015). *Dampak E-learning di SMP Negeri 10 Yogyakarta*. LPPM Universitas Negeri Yogyakarta.

Zein, S., Sukyadi, D., Hamied, F., & Lengkanawati, N. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, *53*, 1–33. <https://doi.org/10.1017/S0261444820000208>