

CHAPTER II

REVIEW 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) Narrative Text, (3) Let's Read Asia and (4) Previous Study, (5) Theoretical Framework.

2.1 Reading Skill

In reading skill passage the researcher provided the definition of reading, the importance of reading, the purpose of reading, and reading assessment.

2.1.1 The Definition of Reading

Mastering reading is a fundamental language skill alongside listening, writing, and speaking, crucial for individuals to acquire. Through reading, one can engage with emotions and ideas, acquire information, and enhance their knowledge. As described by (Henry Guntur, 2008), reading is a cognitive process where the reader interprets the author's intentions through written text.

Thorndike, as cited in Nurhadi, (2004), suggests that reading involves cognitive processes of thinking and reasoning. This indicates that readers employ their cognitive faculties to comprehend text. From these perspectives, it can be inferred that reading is a multifaceted process wherein readers seek to grasp the author's intentions and engage in cognitive processing to understand and reason through the text.

In conclusion, reading is a vital language skill that plays a key role in acquiring knowledge, processing emotions, and engaging with ideas. It involves not only interpreting written text but also utilizing cognitive processes to understand and reason through the content. As a complex and multifaceted activity, reading requires the reader to actively engage with the text, seeking to comprehend the author's intentions while simultaneously applying cognitive skills to derive meaning and insight.

2.1.2 The Importance of Reading

Reading holds a significant place in the educational journey of students, particularly in the realm of English language acquisition. Through reading, students have access to a wealth of information and knowledge. As asserted by Kasmiri et al., (2023), reading is not only a beneficial activity for learners but also an essential skill, as the success of their academic endeavors largely hinges on their reading proficiency. It plays a pivotal role in enriching our lives by allowing us to explore diverse cultures, territories, and historical perspectives, thereby broadening our understanding and experiences.

The statement underscores that student with inadequate reading skills are at risk of academic failure or encountering difficulties in academic progress. Conversely, students equipped with strong reading skills are better positioned for success in their academic pursuits. This highlights the enduring significance of reading for students, both during their academic journey and beyond graduation.

2.1.3 The Purpose of Reading

Students engage in reading books and other resources for various purposes, with experts offering insights into these purposes from different perspectives. Ardiansyah & Jaya, (2020) categorizes the purposes of reading into two main types: reading for pleasure and reading for information. Reading for pleasure involves immersing oneself in a narrative to enjoy the literary aspects such as the language, rhythm, and storytelling. Additionally, Krashen (2011), highlights that regular reading for pleasure can aid in enhancing students' knowledge, vocabulary, reading speed, comprehension, and writing skills. Furthermore, it exposes students to diverse language patterns and styles.

On the other hand, reading for information entails extracting knowledge from various texts. This includes first, reading for specific details or facts which students focus on gathering specific information or solving problems presented in the text. Second, reading for main ideas, which students aim to understand the significance or interest of the topic, identify story problems, and summarize the content. Third, reading for sequence or organization, which students analyze the chronological order of events and the structure of the text to comprehend the storyline. Fourth, reading to classify, which students categorize information or actions presented by the author within the text or paragraphs. Fourth, reading for inference, which students infer conclusions based on actions or ideas presented in the text. Fifth, reading for comparison or contrast, which students compare or contrast plot elements or content to identify similarities or differences. These insights provided by Henry Guntur, (2008) offer a comprehensive understanding

of the multifaceted purposes of reading, catering to both enjoyment and knowledge acquisition.

2.1.4 Reading Assessment

Brown & Lee (2015) categorizes reading assessments into several types. Perceptive Reading focuses on bottom-up processing, where students take in stimuli from the outside world and deal with information at a basic level. Tasks include reading aloud, written response, multiple choice, and picture-cued tasks. Reading aloud is a crucial motivational strategy, adaptable across all educational levels, while written responses require careful evaluation to identify errors. Multiple choice tests are beneficial at lower levels, allowing students to select the correct answer, and picture-cued tasks require students to match pictures with sentences to assess comprehension.

Selective Reading focuses on formal language aspects like vocabulary and grammar through tasks such as multiple choice, matching, editing, picture-cued, and gap-filling tasks. These tasks assess linguistic competence by evaluating students' ability to match items, identify errors, or complete sentences. For example, multiple choice questions test vocabulary and grammar knowledge, while matching tasks require students to link related items. Editing tasks assess grammatical accuracy, and picture-cued tasks evaluate the ability to associate text with images.

Interactive and Extensive Reading assessments focus on higher-level comprehension skills. Interactive Reading involves tasks like cloze tasks, short answer questions, and scanning to assess understanding of longer texts and

context. Extensive Reading includes skimming tasks to identify main ideas, summarizing and responding to texts, and note-taking or outlining to retain key information. These tasks help students comprehend and engage with longer, more complex texts, enabling them to analyze, summarize, and respond to content effectively.

2.2 Narrative Text

In narrative text passages the researcher provides the definition of narrative text, the generic structure of narrative text, the kinds of narrative text.

2.2.1 The Definition of Narrative Text

Narrative text describes a series of past events. Barbara, as mentioned by (Khatimah, 2020), suggests that narrative text serves several purposes: entertaining, expressing emotions, informing, and persuading readers. It also serves to address real-life experiences in diverse ways. Conversely, Mark and Anderson (Pangestuti, 2015) argue that narrative text is designed to evoke emotions and stimulate imagination, prompting laughter, tears, contemplation about life, or consideration of personal benefits. Understanding the content of narrative text allows students to immerse themselves in the story's circumstances.

2.2.2 The Generic Structure of Narrative Text

The structure of narrative text typically involves well-defined characters with distinct personalities, which helps to set the stage for vivid imagery and enhances the story's impact on the reader (Purba, 2018). The narrative often centers on a sequence of actions that drive the plot forward.

Constructing a narrative text generally involves four key steps. The first step is orientation, where the opening paragraph introduces the setting, scene, and characters of the story, answering the questions of who, when, and where. This is followed by the complication stage, where a series of complications or problems arise and develop throughout the narrative.

Next is the resolution, where the problems faced by the characters are resolved, signifying the successful resolution of complications. Finally, the reorientation marks the conclusion of the story, which can have either a happy or sad ending, providing closure to the narrative.

2.2.3 The Kinds of Narrative Text

High school students should have a solid understanding of various types of narrative texts, given their exposure to stories like legends, fairy tales, folktales, and fables during their earlier education. According to Nuning, as referenced in (Khatimah, 2020), there are distinct categories of narrative texts.

First, legend is narrative text that depict human actions set within a historical context, often following traditional patterns. Examples include tales like Toba Lake, Roro Jonggrang, and Sangkuriang. Second, fables are brief allegorical stories featuring animals that exhibit human-like traits and behaviors. Examples include The Lion and The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle. Third, fairy tales typically incorporate elements of folklore, such as fairies, goblins, magic, and enchantments. Examples include classics like Snow White, Cinderella, and Rapunzel. Fourth, science fiction is the genre involves narratives based on speculative developments in science or societal trends. Science

fiction often explores futuristic settings and technological advancements. Examples include works like *To the Moon from Earth* by Jules Verne and *Space Odyssey* by Arthur C. Clarke.

In this study, the type of narrative text used by the researcher is specifically focused on legends. By using legends as the main form of narrative text, this research aims to assess how effectively the Let's Read application can enhance students' reading comprehension, particularly when they are working with texts that combine storytelling with cultural heritage.

2.3 Digital Learning

In digital learning passages the researcher provides the definition of digital learning, the significance of digital learning, the characteristic of digital learning, and the advantages and disadvantages of digital learning.

2.3.1 The Definition of Digital Learning

Digital Learning is a swiftly progressing educational medium driven by technology and currently employed in educational settings. According to Suciati (2018), it acts as a catalyst for students to enhance their skills in line with contemporary demands, aiming to foster critical thinking and problem-solving skills through collaborative efforts and effective communication.

Further elucidated by Hidayat & Khotimah (2019), digital learning can be seen as a system of digital processing that promotes active engagement, facilitates the construction of knowledge, encourages inquiry, and supports exploration among students. Additionally, it enables remote communication and the exchange

of data between educators and learners situated in different physical locations. Another perspective, as outlined by Pakpahan & Fitriani (2020), highlights that digital learning affords students the opportunity to access a vast array of information via internet search engines like Google and YouTube. The integration of digital technology in education creates an immersive environment that engages all senses of students throughout the learning process.

Moreover, as Horton referenced in Majid, (2019), e-learning is characterized as employing internet and digital technologies to craft educational experiences for individuals. It utilizes digital technology and internet connectivity to deliver educational content tailored to the needs of contemporary learners. Synthesizing multiple definitions of e-learning, scholars deduce that it represents a form of education that leverages digital technology and internet connectivity to establish a learning environment that transcends spatial and temporal limitations, embodying a contemporary educational paradigm.

In this study, the digital application used is Let's Read, a tool designed to enhance students' reading comprehension, particularly in narrative texts focusing on legends. The use of the Let's Read application allows for an interactive, engaging digital learning experience, aligning with the modern educational needs and promoting student autonomy. By integrating this digital platform into the learning process, the study aims to assess its effectiveness in improving reading skills while fostering critical thinking, exploration, and cultural understanding through legend-based narratives.

2.3.2 The Significance of Digital Learning

The adoption of e-learning, whether for remote education or as a supplementary educational tool, encompasses several objectives, as outlined by Wijaya (2015) namely. First, elevating the caliber of online learning. Second, revolutionizing the instructional techniques utilized by educators. Third, transitioning from passive student learning to a more interactive approach, thereby nurturing a new era of self-directed learning. Fourth, disseminating learning resources through electronic mediums via easily accessible e-learning platforms developed by students. Fifth, enriching educational materials to align with the advancements and evolution of knowledge and technology. Sixth, establishing a competitive edge and bolstering brand reputation. These fosters heightened interactivity in learning, as learning is not constrained by temporal limitations.

2.3.3 The Characteristic of Digital Learning

Digital learning is a tool currently utilized within the educational sphere. According to Husamah (2014), digital learning within the blended learning framework is characterized by four distinct features namely. First, integration of diverse delivery methods, instructional models, teaching approaches, and a variety of technology-driven learning resources. Second, adaptation of traditional face-to-face instruction, self-guided learning, and online education (e-learning). Third, implementation of effective combinations of delivery methods and teaching

strategies to support learning. Fourth, equally significant roles played by educators and parents, with educators acting as facilitators and parents serving as supporters in the learning process.

Moreover, as stated by Firdaus (2021), the attributes of digital learning encompass. First, conducting home-based learning through web-based distance/online platforms to deliver meaningful educational experiences to students, without the obligation to cover the entire curriculum for grade progression or graduation. Second, emphasizing life skills education, including information pertaining to the covid pandemic, during home-based learning. Third, tailoring learning activities and assignments at home to suit individual interests and circumstances, while acknowledging discrepancies in access to learning facilities. Fourth, providing qualitative feedback from teachers on the evidence or outcomes of home-based learning activities, without mandating quantitative scores or grades. All these facets inherently rely on proficient educational personnel. Enhancing the caliber of human resources in education is an imperative that cannot be overlooked.

2.3.4 The Advantages and Disadvantages of Digital Learning

Here are the benefits of the e-learning approach, as outlined by Firdaus, (2021). First, availability of e-moderating tools facilitating indirect communication between educators and students through regular internet connectivity, enabling communication activities regardless of distance, location, or time constraints. Second, utilization of structured and scheduled study materials or learning guides via the internet, allowing both educators and students to gauge

the extent of comprehension of the study materials. Third, flexibility for students to engage in learning anytime and anywhere, as the study materials are stored on computers. Fourth, easy access to additional information related to the subject matter being studied, enabling students to enhance their understanding through internet resources. Fifth, participation of both educators and students in internet discussions with a wide range of participants. Sixth, facilitation of the transformation of students' roles from passive recipients to active and more independent learners.

However, despite its advantages, e-learning is not without its drawbacks. The disadvantages of the e-learning method, as highlighted by (Firdaus, 2021), include. First, limited interaction between educators and students, and sometimes even among students themselves. Second, the risk of neglecting academic or social aspects in favour of promoting business or commercial interests, and vice versa. Third, a tendency for the learning process to prioritize training over education. Fourth, the transformation of the educator's role when employing computer-based learning techniques. Fifth, challenges faced by students with low levels of motivation, leading to potential academic setbacks. Sixth, inadequate internet access in certain locations. Seventh, shortage of personnel proficient in internet operation. Eighth, insufficient personnel possessing proficiency in computer programming languages.

2.4 Let's Read Asia

In Let's Read Asia passages the researcher provides the definition of Let's Read Asia, the feature of Let's Read Asia, the procedure of using Let's Read Asia, the advantages using Let's Read Asia.

2.4.1 The Definition of Let's Read Asia

The digital library "Let's Read Asia" is an initiative developed by the Asia Foundation under the Books for Asia program. Its primary objective is to offer children easy access to educational materials in their native language, aligning with both their home and school environments. Let's Read Asia is accessible on various devices such as smartphones, tablets, and laptops. Users can download the Let's Read Asia application from the Play Store or Apple Store, as detailed by (Rahmadini & Kurniawan, 2022).

The Let's Read app offers a curated selection of reading materials accessible via mobile phones, with supervision recommended for student use. This initiative, developed by The Asia Foundation, addresses the scarcity of books in Asia by creating and translating digital children's books. Through collaboration with local writers, illustrators, and editors, the app aims to provide high-quality books in languages that are often overlooked. This effort expands reading opportunities for children in Asia, allowing them to engage more extensively with literature on their devices. Teachers have the flexibility to utilize various devices, including smartphones, classroom computers, and projectors, as noted by (Ermerawati, 2019).

2.4.2 The Feature of Let's Read Asia

This application is available for download on mobile phones and tablets, or accessible via the web on computers or laptops. To facilitate readers in finding their preferred books, Let's Read categorizes them into three main groups (Ermerawati, 2019).

Firstly, Let's Read offers a collection of 7792 books, allowing students or teachers to select based on their preferred category, level, or language. Secondly, in addition to English, the platform provides books in regional languages such as Javanese, Sundanese, Minangkabau, and Tagalog. Thirdly the books are categorized based on the child's reading ability rather than age, ranging from Difficulty 1 to 5, with the easiest book presented first. Fourthly, various themes are available, including heroes, science, critical thinking, adventure, animals, art and music, problem solving, non-fiction, nature, remarkable girls, health, humour, folklore, community, family, and friendship.

2.4.3 The Procedure of Using Let's Read Asia

According to Ermerawati (2019), there are two distinct procedures outlined for utilizing Let's Read. The initial procedure involves two steps: Teacher-selected digital books and self-selected digital books.

In the first step, students engage with a digital book chosen by their teacher. To begin, students access Let's Read Asia via the app or website to access the study materials. Upon reaching the main page, the teacher assists students in selecting the English language and adjusting the book's level. It is advisable for the teacher to read aloud to the students, providing insight into the individuals behind the digital books. Suitable activities during this phase may involve

collaborative learning among students, particularly in group settings, and engaging in activities such as note-taking, sketching, and role-playing. Younger students benefit from imaginative and creative play and enjoy stories with a clear beginning, middle, and end. However, activities for lower-level students may be simplified to accommodate their abilities.

The second phase involves students selecting and reading digital books of their preference from the "Let's Read Asia" collection. During this stage, students are organized into four groups. In the prediction phase, students are prompted to anticipate and discuss the story's development before accessing the story page. They engage in sharing their ideas within their groups and verifying the accuracy of their predictions. Additionally, it is beneficial to provide visual aids depicting the story's setting. Within each group, one student assumes the role of the protagonist, while the remaining members act as interviewers, unraveling the story's events. The teacher facilitates a lighthearted storytelling session, inviting students to share amusing anecdotes with the class.

2.4.4 The Advantages of Using Let's Read Asia

The advantages in using Let's Read Asia according to (Mudawamah, 2023) as follows. Firstly, Let's Read Asia is accessible at no cost, serving as a digital repository of stories that can be freely accessed. Secondly, Let's Read Asia provides universal accessibility, allowing users to access its content from any location and at any time. Thirdly, Let's Read Asia offers a diverse array of languages, including foreign, national, and regional languages. Readers have the flexibility to select from a variety of reading materials and language options,

thereby promoting the preservation of native languages. Through the utilization of Indonesian and regional languages, children can access stories from various countries, fostering cross-cultural understanding. Fourthly, the stories featured on Let's Read Asia are crafted in clear and understandable language, tailored to the difficulty level of the reading material. This ensures that readers can easily comprehend the story content.

Then, there are some disadvantages in using Let's Read Asia as follows (Mudawamah, 2023): Firstly, utilizing animated or moving images on the story covers can heighten children's interest in the story content beyond traditional two-dimensional picture illustrations. Secondly, the search function occasionally yields inappropriate results, and there are instances where collections are categorized incorrectly based on reading levels. Thirdly, saving favourite books requires users to log in, a process that may take a considerable amount of time. Fourthly, the collection download feature allows users to store and access collections offline, yet the drawback lies in the large storage size required for downloaded collections. Fifthly, the selection of books at level 1 lacks diversity, specificity in themes, suffers from inadequate translation quality, and demonstrates limited diversity among writers.

2.5 Previous Studies

Previous investigations serve as the groundwork for conducting research on similar topics. By referring to earlier studies, researchers can compare their current findings with those of the past, identifying research gaps, avoiding redundancy in methods and subjects, and establishing connections between previous research clusters. This acts as a reference point for researchers undertaking more recent studies, contributing to a clearer understanding of the advantages and disadvantages associated with addressing research gaps in the field. Researchers typically locate prior studies by searching for titles or methodologies employed by their predecessors.

Table 2.1 Previous Studies

No	Researcher (s)	Title	Result	Comparison
1.	Fitriah Mudawamah (2023)	The Implementatio n of Let's Read Short Story E- Book Media for Students' Vocabulary Enrichment at Second Grade MTS Muhammadiyah 3 Ponorogo	The study found two main steps in using the "Let's Read" e-book application to enrich students' vocabulary: preparation and application. In preparation, the teacher selects and prepares the e-book. In application, students write down new vocabulary, classify it by grammar category, and are required to classify at least 10 new words each session. The teacher used four strategies to implement this application for vocabulary enrichment.	This research has the similarity in the research approach and methods, also in the media used to do the experiment.
2.	Awanda Mella	Enhancing Students'	The study results showed that post-test scores	This research emphasize on

	Stevani, Ririn Ambarini, Ajeng Setyorini (2023)	Reading Comprehension Using Let's Read Application In Visualization Strategy	increased and exceeded pre-test scores. At a significance level of 0.05%, the t-score was smaller than the t-table value, leading to the acceptance of the Alternative Hypothesis (Ha) and the rejection of the Null Hypothesis (Ho). Based on the data analysis, the use of the Let's Read app in a visualization strategy is proven to effectively enhance students' reading comprehension. Therefore, it is recommended that educators and students use this app to improve reading comprehension.	the visualization method by using Lets Read Application to enhancing the students' reading comprehension. Different with the research if this application will be provided in general when treatment occurred.
3.	Sinta Khoiriyah, Ady Prasetya, Ifatul Maula (2021)	The Application of Mind Mapping to Teach Reading of Narrative Text	This study analyzed several articles related to the application of the mind mapping method in teaching narrative text. The results show that mind mapping can increase students' enthusiasm for learning English and help them identify information in narrative texts, making it easier for them to comprehend the text.	This research has the differences in how the research conducted with literature review mode. And also, the researcher chose qualitative approach and mind mapping instead of Let's Read.
4.	Ika Teguh Sulisty (2021)	Applying Watsapp Application to Improve Students' Reading	Quantitative data supported the findings, showing that students made progress. Their pre-test score was 44.34 initially. After the first	This research used classroom action research which

		Comprehension of Narrative Text (A Classroom Action Research At The Tenth Grade of SMA Nurul Falaah Bogor Academic Year 2019/2020)	cycle, it increased to 69.83, and after the second cycle, 78.40% of the class achieved a score of at least 75, with an average score of 77.14. In summary, the Wattpad application successfully improved the reading comprehension of tenth-grade students at SMA Nurul Falaah Bogor during the 2019/2020 academic year.	conducted by two cycles. Differs with the research using pre-experimental design of one group pre-test and post-test
5.	Bella Adelia Amanda (2022)	The Influence of Using Let's Read Asia Towards Students' Reading Comprehension in Narrative Text at The Eighth Grade of Second Semester of MTSN 2 Bandar Lampung in The Academic Year 2021/2022	After conducting pre-tests and post-tests, this research analyzed the data using SPSS to perform an independent sample t-test. The analysis showed that Sig. = 0.000 and $\alpha = 0.05$, indicating that H_a is accepted because Sig. < 0.05. This means there was a significant impact of using Let's Read Asia on students' reading comprehension of narrative texts in the eighth grade at MTs N 2 Bandar Lampung. Additionally, the study found that students enjoyed and were engaged in learning activities with Let's Read Asia, as it provided interesting reading materials with high-quality pictures and illustrations that captured their attention. Let's Read Asia also improved various aspects of reading comprehension.	This research engaged by using quasi-experimental research which decide the sample by purposive sampling. Then, this research's sample are the Junior High School Students.

Firstly, Fitriah Mudawamah's (2023) research titled "*The Implementation of Let's Read Short Story E-Book Media for Students' Vocabulary Enrichment at Second Grade MTS Muhammadiyah 3 Ponorogo*" shares similarities with the current study in terms of research approach, methods, and the media used for experimentation. However, while Mudawamah's research focuses on vocabulary as the primary skill, this study differs by emphasizing reading skills. Additionally, Mudawamah's research targets 8th-grade students, whereas the current research involves different subjects.

Secondly, the study by Awanda Mella Stevani, Ririn Ambarini, and Ajeng Setyorini (2023) titled "*Enhancing Students' Reading Comprehension Using Let's Read Application in Visualization Strategy*" shares similarities with the current research in terms of approach, methods, variables, and the media used for experimentation. However, Stevani and colleagues emphasize the use of the Let's Read application specifically within a visualization strategy to enhance students' reading comprehension. In contrast, the current study plans to use the application more generally during the treatment phase.

Thirdly, the study by Sinta Khoiriyah, Ady Prasetya, and Ifatul Maula (2021) titled "*The Application of Mind Mapping to Teach Reading of Narrative Text*" shares similarities with the current research in terms of focusing on narrative text and reading comprehension as key variables. However, there are notable differences between the two studies. Khoiriyah and colleagues conducted their research using a literature review approach, employing a qualitative methodology

and utilizing mind mapping as the primary instructional strategy, rather than the Let's Read application used in the current study.

Fourthly, Sulisty (2021) conducted study titled "*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)*" shares similarities with the current research in its use of a digital learning application to enhance the reading comprehension of narrative texts in a senior high school setting. However, Sulisty's research employed a classroom action research method conducted over two cycles, which differs from the current study's pre-experimental design using a one-group pre-test and post-test approach.

Finally, Bella Adelia Amanda's (2022) research titled "*The Influence of Using Let's Read Asia Towards Students' Reading Comprehension in Narrative Text at The Eighth Grade of Second Semester of MTSN 2 Bandar Lampung in The Academic Year 2021/2022*" shares similarities with the current study in terms of research approach, variables, and the use of the Let's Read Asia application for the experiment. However, Amanda's study was conducted using a quasi-experimental research design with purposive sampling, focusing on junior high school students as the sample, which differs from the current study's methodology and sample selection.

2.6 Theoretical Framework

Based on initial investigations conducted at SMA Negeri 1 Kademangan Blitar, it was noted that the implementation of English learning methodologies

among students led to a marginal enhancement in academic performance. A common hurdle encountered during English language education at schools pertains to reading comprehension. The inadequate proficiency of students in developing reading skills poses a significant challenge that warrants effective intervention, given the pivotal role of reading comprehension in English language learning. The competencies demonstrated by students serve as the fundamental determinant of their academic achievement. However, it is evident that many students still struggle to grasp the meaning of words or sentences they encounter in English texts. This indicates a deficiency in their English reading comprehension abilities and a limited mastery of reading comprehension (Khunaifi, 2019).

Acknowledging the necessity to enhance students' motivation for English learning, it is underscored, as indicated by (Manoppo et al., 2021), that integrating learning media can enliven learning sessions, ignite fresh interests, and have a positive impact on students. The integration of technology into education is regarded as a strategy to elevate student performance in language acquisition. Despite the availability of various learning media resources, their efficacy requires evaluation. Utilizing the Let's Read Application for English reading comprehension instruction emerges as a promising solution.

Hence, the researcher endeavors to address this issue by advocating the use of the Let's Read Application. Building on the findings of (Stevani et al., 2023) research, which explored the impact of Let's Read Short Story to enhance reading comprehension to high school students, was found to be highly effective. The

research demonstrated that before implementing Let's Read in the visualization strategy application, students' initial scores were categorized as minimum or low, indicating low reading comprehension skills. After the treatment, there was a significant improvement in students' reading comprehension skills, as evident from the pre-test and post-test results. The Let's Read application strategy proved highly effective in enhancing children's reading comprehension abilities. The average pre-test score was 62.50, while the average post-test score increased to 79.17. Overall, the research results indicate a significant positive effect, with a significance level of $0.00 < 0.05$, confirming the effectiveness of using Let's Read in visualization strategies for improving students' reading comprehension skills.

To assess the effectiveness of reading comprehension with the Let's , a research design based on the one-group pre-test post-test approach, as outlined by (Sugiyono, 2019), will be implemented. The purposive sampling method will employ to select students as research subjects, aiming to create the best possible conditions at SMA Negeri 1 Kademangan Blitar. The expectation is that learning narrative text through the Let's Read Application will significantly enhance students' comprehension.

The Impact of Implementing “Let’s Read” To Refine The Students’ Reading Skill
In Sman 1 Kademangan

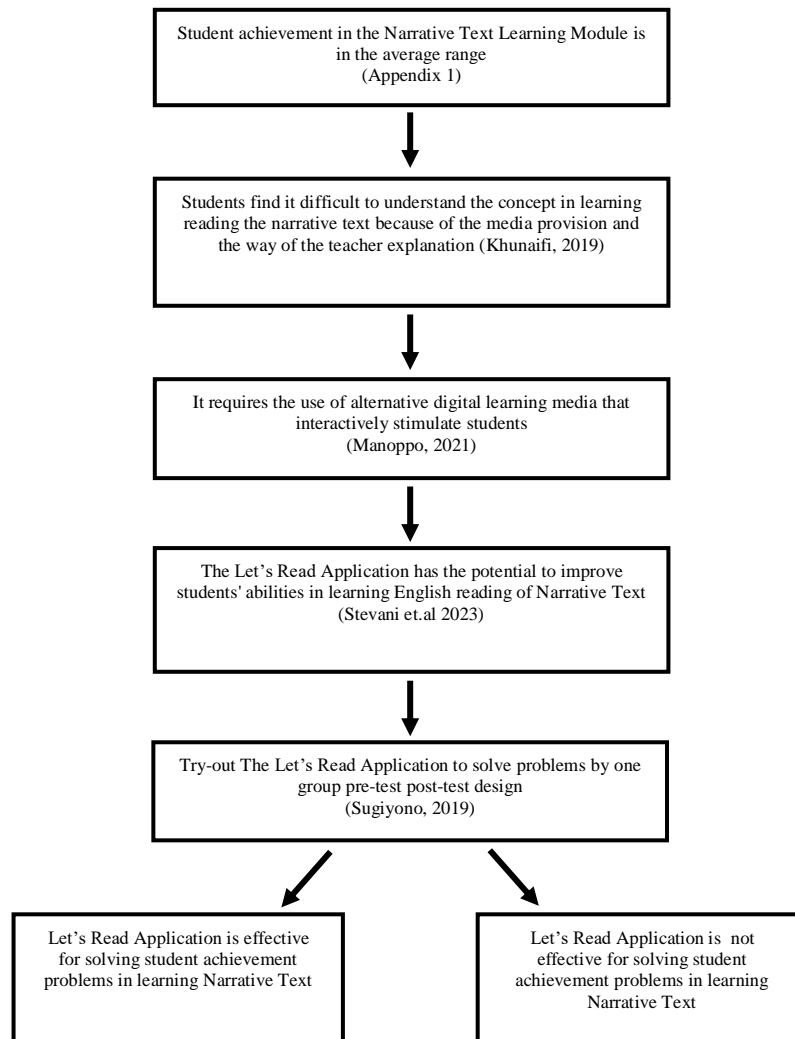


Figure 2.1 The Theoretical Framework of Research