



**THE EFFECT OF “LET’S READ” APPLICATION ON
STUDENT’S READING COMPREHENSION ON NARRATIVE
TEXT**

(An Experimental Research at Eleventh Grade of SMA Negeri 3
Brebes in Academic Year 2023/2024)

RESEARCH PROJECT

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By

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STATEMENT OF ORIGINALITY

I State that my research project entitled “The Effect of “Let’s Read” Application on Student’s Reading Comprehension on Narrative Text” is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others’ opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

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MOTTO AND DEDICATION

MOTTO

” There will always be good days, keep growing and getting stronger”

DEDICATION

I dedicate this thesis to my two beloved par ents, the sincerity from the heart for the prayer and enthusiasm that is always given, not forgetting also to all lecturers of the English Education Department who have given valuable lessons during lectures, and also to the two advisors Dr. Yoga Prihatin, M.Pd and Nur Aflahatun, M.Pd who always guides the writer in the preparation of the thesis and for the almamater that I am always proud of.

PREFACE

Alhamdulillah, praise to Allah SWT who always brings miracles and blessings, so the writer could finish this research project entitled "**THE EFFECT OF “LET’S READ” APPLICATION ON STUDENT’S READING COMPREHENSION ON NARRATIVE TEXT**". The writer realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

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It is realized that this research project needs a lot of improvement due to the writer's limited capability in formulating and designing a qualified research project. Therefore, the writer will highly appreciate the readers' constructive criticism for the sake of the perfection of this research project.

ABSTRACT

Hanif, Sofyan. 2024. 1620600035. “*The Effect of “Let’s Read” Application on Student’s Reading Comprehension on Narrative Text (An Experimental Research at Eleventh Grade of SMA Negeri 3 Brebes in Academic Year 2023/2024)*”. Research Project. Strata I Program, Faculty of Teacher and Education, Pancasakti University Tegal, The First Advisor is Dr. Yoga Prihatin, M.Pd and The Second Advisor is Nur Aflahatun, M.Pd.

Key words: *Let’s Read Application, Teaching of Reading Comprehension, Reading Comprehension.*

The purpose of this study is to find out how the use of the *Let's Read* application improves students' ability to understand reading. This app is one of the great learning apps that gives students the choice of many reading books to study and helps them understand better what they are reading. The research hypothesis is that using *Let's Read* media improves students' reading ability and their ability to understand narrative texts. This experimental research uses a descriptive quantitative approach. All eleventh grade students of SMAN 3 Brebes, totaling 356 people, are included in the population of this study. The researchers used a simple random sample with two group designs: an experimental group and a control group. The total number of samples was 70 students, 35 in the experimental group and 35 in the control group.

The questionnaire analysis shows that the *Let's Read* application significantly improves students' understanding of narrative texts, makes learning more engaging, and allows them to study at their own pace. It effectively enhances reading comprehension, corrects errors, and aids in text analysis. The application is user-friendly, offers flexibility in study time, and makes students feel comfortable using it. When combined with narrative materials, *Let's Read* helps students better understand and narrate stories. Additionally, it enhances teacher engagement and clarifies English learning while fostering student skills.

The researcher draws conclusions based on the findings of the study and discussion. This study aims to find out how much *Let's Read* media affects students' reading comprehension. There was an increase in students' reading comprehension after being taught using this media. The average score of the experimental pre-test was 69.88, the average score of the experimental post-test was 88.62, while the average score of the control group pre-test was 69.65, the average score of the control group post-test was 79.37 obtained from 70 students as research subjects in this study. The results of the pair test showed that H1 was accepted and H0 was rejected at a significance level of 95%. Thus, *Let's Read* is an effective digital learning medium in improving students' reading comprehension

ABSTRAK

Hanif, Sofyan. 2024. 1620600035. “*The Effect of “Let’s Read” Application on Student’s Reading Comprehension on Narrative Text (An Experimental Research at Eleventh Grade of SMA Negeri 3 Brebes in Academic Year 2023/2024)*”. Proyek Penelitian. Program Studi Strata I, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Pembimbing Pertama adalah Dr. Yoga Prihatin, M.Pd dan Dosen Pembimbing Kedua adalah Nur Aflahatun, M.Pd.

Kata kunci: *Aplikasi Let's Read, Pengajaran Pemahaman Bacaan, Pemahaman Bacaan.*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan aplikasi *Let's Read* meningkatkan kemampuan siswa dalam memahami membaca. Aplikasi ini adalah salah satu aplikasi pembelajaran yang bagus yang memberi siswa pilihan dari banyak buku bacaan untuk dipelajari dan membantu mereka memahami lebih baik apa yang mereka baca. Hipotesis penelitian adalah bahwa menggunakan media *Let's Read* meningkatkan kemampuan bacaan siswa dan kemampuan mereka untuk memahami teks naratif. Penelitian eksperimental ini menggunakan pendekatan kuantitatif deskriptif. Seluruh siswa kelas sebelas SMAN 3 Brebes, yang berjumlah 356 orang, termasuk dalam populasi penelitian ini. Peneliti menggunakan sampel acak sederhana dengan dua desain kelompok: kelompok eksperimen dan kelompok kontrol. Jumlah total sampel adalah 70 siswa, 35 di kelompok eksperimen dan 35 di kelompok kontrol.

Analisis kuesioner menunjukkan bahwa aplikasi *Let's Read* secara signifikan meningkatkan pemahaman siswa tentang teks naratif, membuat pembelajaran lebih menarik, dan memungkinkan mereka untuk belajar dengan kecepatan mereka sendiri. Ini secara efektif meningkatkan pemahaman bacaan, memperbaiki kesalahan, dan membantu dalam analisis teks. Aplikasi ini ramah pengguna, menawarkan fleksibilitas waktu belajar, dan membuat siswa merasa nyaman menggunakannya. Ketika dikombinasikan dengan materi naratif, *Let's Read* membantu siswa lebih memahami dan menceritakan cerita. Selain itu, ini meningkatkan keterlibatan guru dan mengklarifikasi pembelajaran bahasa Inggris sambil menumbuhkan keterampilan siswa.

Peneliti menarik kesimpulan berdasarkan temuan penelitian dan diskusi. Penelitian ini bertujuan untuk mengetahui seberapa besar media *Let's Read* mempengaruhi pemahaman bacaan siswa. Terjadi peningkatan pemahaman membaca siswa setelah diajarkan menggunakan media ini. Nilai rata-rata pra-uji eksperimental adalah 69,88, nilai rata-rata post-test eksperimental adalah 88,62, sedangkan nilai rata-rata pre-test kelompok kontrol adalah 69,65, nilai rata-rata post-test kelompok kontrol adalah 79,37 yang diperoleh dari 70 siswa sebagai subjek penelitian dalam penelitian ini. Hasil uji pasangan menunjukkan bahwa H1 diterima dan H0 ditolak pada tingkat signifikansi 95%. Dengan demikian, *Let's Read* merupakan media pembelajaran digital yang efektif dalam meningkatkan pemahaman membaca siswa.

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CHAPTER I

INTRODUCTION

This chapter present consist background of the problems, identification of the problems, limitation of the problems, statement of the problems, objectives of the research, and significances of the research.

1.1 Background of the Problems

Reading is one of the most important soft skills, along with listening, speaking, writing, etc. Reading becomes very important because it is one of the skills that students should master as it helps them succeed in their studies, especially in learning English. Since all knowledge is conveyed through written texts, students should improve their understanding of text content, main ideas, etc. Despite having studied English for no less than six years, the students' reading skills are still low. It was obvious that they could not understand the English message very well.

One of the English skills that students must master is reading. The ability to read will help students expand their knowledge and understand the meaning of a reading. According to (Grabe & Stoller, 2013: 3) reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is incomplete without understanding and interpreting texts. Reading is the fluent process by which readers incorporate information from text and their own background to build meaning (Nunan,

2003: 68). In reading, the reader's personal background is an important component in getting meaning from text information.

Reading is not an easy skill to master, but it must be mastered by English students. The mastery process is complex and requires special reader skills and understanding. The process of identification and interpretation is also necessary because the reader must understand the structure of the language use in the text as well as his knowledge of a particular topic. This activity is not interesting for students because of its complexity. Because the lack of knowledge this methods can help them read more effectively and efficiently. This phenomenon is seen in almost all language classes.

The difficulty of students in improving reading comprehension has many reasons and factors, such as students are still lazy to read texts, articles, books, etc. Reading also related with “comprehension”. Comprehension is goal of reading (Nunan, 2003: 68). According (Graham & Bellert, 2005: 72) that reading comprehension is important life skill, because it has give many benefit from complex process especially constructing meaning from text. Comprehension is much more than a mechanical way of recognizing language symbols, but a process that involves thinking, teaching, past experience, and knowledge.

The model, technique, practice, and procedure given will also have an effect, therefore, the reading teacher must have a variety of approaches. Apart from the reasons and factors derived from the personal or individual of the

student, the teacher's model in teaching reading is also another factor that arises in this case. Because different teaching models will also be different results that obtained. Sometimes, there are still many teachers who use conventional techniques when teaching reading to students. Where by using this method that makes the teacher the centre during the learning process. Usually, the learning process is done by the teacher asking students to read silently, asking difficult words, and then asking them to open a dictionary and then discuss the text by translating using a dictionary per word. Students will quickly get bored with this activity.

Students must have an interest in reading before learning to use this technique if they want to improve their reading comprehension. Reading activities can be use by children to adults (Aisyah, 2022). However, in the implementation of reading activities, it takes students' willingness to do it. There are several factors that affect students' reading interest, a complete school library, supported by the school, is one component that can increase students' reading interest. However, in its implementation, it must also be accompanied by learning methods and media that are attractive to students. One application that can be use in the framework of the digital literacy movement is *Let's Read* (Maruti et al., 2021). *Let's Read* comes as an online storybook platform that can be accessed through the web and application.

Let's Read application use as a learning medium to improve students' understanding of reading. As one of the digital learning media, *Let's Read* application comes with various conveniences, ranging from easy access to

finding reading 4 books that are relatively easy as well. This application has a complete reading feature and is easy to install and there is no need to carry reading books that must be understood by taking notes as a summary (Samsiyah et al., 2020). *Let's Read*, which is a new innovation from the Asia Foundation as part of the Books for Asia initiative. The goal is to increase people's interest in reading. Books written in their own language, with characters, themes, and settings that reflect children's lives are indispensable. *Let's Read* is a new initiative that leverages the expertise of local writers and illustrators while building Asia's only free children's digital library by leveraging The Asia Foundation's extensive expertise and network in communities across Asia

Let's Read application can be accessed via www.letsreadasia.org web address. In addition, *Let's Read* application can also be accessed through Android and iOS-based applications. Of course, it can be downloaded for free. You can start by entering the "Book Category" field. Or search directly in the search field at the top of the page. The digital library has 10515 books in 15 categories. These include categories like Art and Music, Society, Folklore, Super Heroes, Critical Thinking, Nature, Science, Adventure, and more. After opening the desired title, a brief description of the book appears. For example, author, illustrator, abstract, and page numbers. All you have to do is select the reading option. Or you can download it to continue reading offline. Some books are available in different languages. There's even audio so student can listen to the story.

comprehension. This research conducted on eleventh grade students at SMA Negeri 3 Brebes. This choice of school is based on the fact that students involved in teaching and learning activities during the School Field Introduction show low levels of reading comprehension. In addition, this was also validated by English teachers at the school and a survey has also been conducted through a google form made by researchers. The survey is only limited to knowing which of the four skills in English, which one needs to be improved. In the survey, of the four skills, namely reading, listening, speaking, and writing, the students tended to be weak in the reading section. This is what makes researchers finally conduct research to improve students' reading comprehension using *Let's Read*.

This research focuses on improving students' reading comprehension, so narrative texts are chosen as material for this research. They are suitable in the discussion in this study, namely reading comprehension and most of the readings contained in the media use are narrative texts. In addition, the narrative of this text has been adapted to the school syllabus for the 2023/2024 school year. The use of narrative texts is also in accordance with the use of research media use, namely *Let's Read*. Texts that tell about events that happened in the past are called narrative texts. According to Barbara in (Khotimah, 2017), narrative texts have the purpose of entertaining, expressing feelings, providing information, and persuading readers. In addition, it has the added purpose of handling various or actual experiences in a variety of ways.

researchers found that some students still lacked in understanding of reading. This can happen because maybe students still do not receive instruction in terms of reading comprehension. From here, researchers will conduct experiments using digital-based learning media. Reading comprehension is essential for academic success across a wide range of subjects and is a foundational skill for lifelong learning. In addition, reading skills are also very important for effective communication, critical thinking, and problem solving.

There are many ways to teach reading, such as reading books, PowerPoint, etc. But this time, the researcher will use *Let's Read* application to find out is it possible or not to get positive effect from the student's in learning reading comprehension by narrative text. *Let's Read* digital library offers a variety of genres of reading books and storybooks packaged in multiple languages to increase students' reading interest. The goal of *Let's Read* is to improve students' reading comprehension and make them more interested in finding the information contained in the text. The purpose of this study was to determine whether the use of *Let's Read* affected the reading comprehension of students in the eleventh grade of SMA Negeri 3 Brebes in the second semester of the 2023/2024 school year.

1.2 Identification of the Problems

Based on background of the problems, the identification of research problems are as follows:

1. Students have difficulty understanding reading texts when studying English texts.
2. Students sometimes lack of motivation and interest in reading texts because the teacher's reading is less interesting in teaching reading.
3. Students have difficulty with the use of vocabulary in reading texts because the use of words is too complicated.

1.3 Limitation of the Problems

This research focuses on how the use of *Let's Read* impacts students' ability to understand narrative texts in the eleventh grade of SMA Negeri 3 Brebes in the academic year 2023/2024. The type of narrative text used in the study is based on the competencies set out in the syllabus. The focus of the study is on students' understanding of reading, after which they are given guidance to analyze the reading.

1.4 Statement of the Problems

Based on the background of the problem, the research problems that arise are as follows:

1. How is the effect of *Let's Read* to improve students reading comprehension on narrative text?
2. What is the students' perspective on the application of *Let's Read* to improve students' reading comprehension?

1.5 Objectives of the Research

1. To find out the differences between those who are treated using *Let's Read* and those who are not on students' reading comprehension.
2. To find out the students' perspective on the application of *Let's Read* to improve students' reading comprehension

1.6 Significances of the Research

This research was conducted with several objectives that are expected to contribute in several aspects. The contributions are as follows:

1.6.1 Theoretical Significances

The results of this study are expected to provide information and knowledge on how to use *Let's Read* to improve students' overall reading skills in narrative texts.

1.6.2 Practical Significances

The results of this study contribute

1. For teachers

The purpose of this study is to help English teachers develop reading learning processes to improve students' reading interest. This study can also enrich teachers' knowledge by providing students with comprehensive reading skills.

2. For students

This research has many benefits for students. In addition to fostering their interest in reading, this research helps students become more engaged in reading the text thoroughly so that they can understand what the author is trying to convey.

3. For researchers

Researchers have knowledge and experience in providing knowledge. Researchers can develop various methods and techniques to carry out activities to provide knowledge to improve students' reading skills comprehensively.

CHAPTER II
REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK,
AND HYPOTESIS

This chapter presents previous studies, review of related theories, theoretical framework, and hypothesis. Review of related theories consist of reading explanation, and the implementation of *Let's Read* application to improve students' reading comprehension.

2.1 Previous Studies

There are five previous studies that have investigated the use of *Let's Read* and its effect on students reading abilities. First, “Enhancing Students' Reading Comprehension Using *Let's Read* Application In Visualization Strategy” (Awanda Mella Stevani, Ririn Ambarini, and Ajeng Setyorini, 2023). The similarity of this study is that the purpose of this study is both to measure the effectiveness of the *Let's Read* application as a visualization strategy to improve students' reading skills. This study was tested using quantitative design. In the pretest, two tests were carried out, namely pretest at the beginning and post-test after treatment. The difference in the research is in the experimental method used, where the study uses pre-experimental while in this study uses quasi-experimental. The use of samples in the study was also only in one class, while this study used samples from two classes. The study only focused on the use of applications, while this study focused on improving students' reading comprehension.

The second is the study of (Diana Putri and Wiwiet Eva Savitri, 2022) about “The Use of Digital Book *Let's Read* in Improving Reading Comprehension for Junior High School Students”. The purpose of the study was to understand the process of reading activities using the digital book "*Let's Read*" in class, while in this study it aimed to find out how influential this media is in students' reading comprehension. The research method uses qualitative methods with the instruments used are observation, questionnaires, and interviews, while the methods to be used in this study are quantitative with the instruments used in the form of targets, post-tests, and questionnaires. In the study, researchers did not go directly to class, but used WhatsApp groups, while in this study, researchers went directly to class to examine the influence of *Let's Read* media on the understanding of eleventh grade students of SMA Negeri 3 Brebes.

The third is the study “The Influence of Using *Let's Read* Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of the Second Semester of MTs N 2 Bandar Lampung in the Academic Year 2021/2022” (Bella Adelia Amanda, 2021). In this study, there are a number of similarities and some differences. In their research, both discussed improving reading skills using the same media from and explained how to apply it. In addition, this study also focused on the narrative of the text. Bella Adelia Amanda in her research used two classes for sampling and data. While this study only uses one class for sampling and data which will later be carried out pre-test and post-test as a comparison between before and after treatment. In

his research, he also applied this treatment to eighth graders at the junior high level. In this study, the treatment was carried out in the eleventh grade of high school, where the data will also be influenced by mental readiness, thinking patterns, and the absorption of material by students. In this study, the authors hope that the results of the study will confirm the difference between the findings of previous studies conducted at the junior high school level and this research conducted at the high school level, where this level should have explicit knowledge about meaningful communication, and it may be that the results will also be different from previous studies.

The fourth is the study of (Issyatul Mardiah, Muh Junaidi, Marham Jupri Hadi, Arlinda Aulia, 2022) about “The Effectiveness of Using *Let's Read* Application As a Media to Improve Student English Vocabulary In Junior High School“. The media to be used in this study is the same as that used in the study, the difference lies in the purpose of the study, where the study aims to evaluate how effective the *Let's Read* application is in improving students' vocabulary skills, especially seventh grade students. The purpose of this app is to allow teachers to use engaging media to help students learn English. While in this study, it aims to improve students' reading comprehension. The purpose of this application is to help students to increase students' reading interest with digital and more interesting reading materials. In the study, this study both used two paired sample tests with samples divided into two groups: the experimental group and the control group. Quota sampling is used to collect data from two classes. The use of *Let's Read* is also different, as research was used to reveal

that the use of the *Let's Read* app has a positive impact on improving students' English vocabulary. However, in this study, the application was used to test how much *Let's Read* has an effect on students' reading comprehension.

The fifth is the study of (Fitriah Mudawamah, 2023) about “The Implementation Of *Let's Read* Short Story E-Book Media For Students' Vocabulary Enrichment At Second Grade MTS Muhammadiyah 3 Ponorogo”. The media to be used in this study is the same as that used in research, the difference lies in the purpose of the study, where the research is the application of *Let's Read* application to enrich students' vocabulary skills. While in this study, the *Let's Read* application was used to see how influential this media was on students' reading comprehension. The purpose of this application is to help students increase students' reading interest with digital and more interesting reading materials.

The previous research above was used as a reference for researchers in this study. In five studies, researchers will apply *Let's Read* as a learning medium to teach reading. This research is quantitative and uses simple random sampling techniques. This research took place in two classes, namely the experimental class and the control class. This experimental class was taught reading comprehension using *Let's Read* media, while this control class was not treated using *Let's Read* media. A reading test was conducted in this study to find out how effective the *Let's Read* media is in helping students understand reading. This study uses a multiple-choice reading test. Therefore, an increase in students' post-test scores indicates the successful use of this medium.

Based on previous research, the implementation of digital storybook-based learning can improve student performance and competency levels in several fields of English, especially reading comprehension. In this study, researchers tried to prove for themselves the influence of this media on students' reading comprehension abilities. Researchers decided to find out if *Let's Read* could affect students' comprehension of reading and increase students' reading interest. So, researchers can know and understand the problems that arise in the current situation.

In conclusion, reading can assist students in expanding their knowledge and thinking skills, which are essential for the growth of their moral, emotional, and verbal intelligence.

2.2 Review of Related Theories

2.2.1 Reading Comprehension Explanation

a. Definition of Reading Comprehension

Reading comprehension is the process of acquiring and understanding the meaning of written language (Snow, 2002: 9). Reading is also a learning activity that enhances students' knowledge and skills. It is expected of the reading pupils to be able to understand what they have read.

According to (Snow, 2002: 11) understand the text in a somewhat different way. Snow divides the components that interact and influence reading comprehension into three: reader, text, and activity. Snow encompasses the reader's capacity, ability,

knowledge, and experience. Snow also describes texts as printed or electronic, and activities include the goals, processes, and outcomes of each attitude toward reading.

According to (Richards & Rodgers, 2014: 289) indicate to the reader that they must read the text to understand the content of the text. Moreover, (Harmer, 2010: 64) convince readers that they must understand the language of the text at the level of words, phrases, and the text as a whole. Furthermore, according to (Brown, 2007), the reader needs a conceptual framework or understanding of the outside world to understand the text. Readers may try to understand what they are reading. This they achieve by interacting with the material and using their previous knowledge of the subject. They can understand the complete book once they have mastered the understanding of each word and sentence that composes it.

According to the definitions given above, reading comprehension is a mental process that consists of a number of interconnected parts that work together to interpret textual content. These elements come from readers, text, and activities. These elements must have good interactions with others. There is difficulty reading if there is an increase in distractions between them.

b. Purpose of Reading

People read for a variety of reasons. Reading is done for at least two purposes: informational reading and recreational reading. Readers can understand the intent of reading in many different ways, there are; skimming (reading fast to get the main idea), scanning (reading to get specific information).

According to (Grabe & Stoller, 2013) explained several purposes of reading. They are; First, read to find simple information and read to read skim. The reader's ability to search for specific information is the purpose of this reading, which relies on their cognitive processes to find that information in the text. Secondly, the purpose of this reading is to make the reader learn a lot from the text. This includes remembering key ideas, making connections between texts and their prior knowledge, and constructing information frameworks rhetorically. Third, reading to integrate information, write and critique texts. This goal is to help readers make decisions about what information they should include and how to do it for their purposes. Can organize, select, and analyze text. Fourth, Read for general comprehension. The purpose of this reading is for readers who are fluent in general understanding. This includes fast and automated processing of words, a strong ability to describe key concepts in a widely accepted manner, and the ability to effectively organize processes within a limited time.

c. Importance of Reading

Reading is an important skill in many different settings, especially in the educational setting (Grabe, 2008). Students have a lot of reading to do because everything is written down. To understand the text's content, students should be proficient readers.

In addition, (Harrison, 2004) argues that reading is not only related to the development of knowledge but also people's thinking skills. This development will improve moral, linguistic, and emotional intelligence, and ultimately shape people's personalities.

In conclusion, reading helps students expand their knowledge and their thinking skills, which are vital for the growth of their moral, emotional, and verbal intelligence.

d. Strategies on Reading

(Brown & Abeywickrama, 2010: 127) propose taxonomic methods to help people understand readings:

- 1) Identifying the purpose of reading;
- 2) Applying spelling rules and conventions for bottom-up decoding;
- 3) Using lexical analysis such as prefix, root, suffix, to determine the meaning;
- 4) Using picture, chart, marginal note to understand the information;
- 5) Guessing meaning from the context; and

6) Using discourse markers.

Most reading techniques are partial, focusing on a specific component (such as perceptual or cognitive), phase (such as initial or skilled reading), or modality (such as oral or silent reading). They don't even make any effort to consider every aspect of the reading. No approach is considered best.

e. Approaches in reading Process

According to (Richards & Rodgers, 2014: 205), the two most common approaches to reading comprehension are top-down and bottom-up.

1) Bottom-up Strategy

This bottom-up method considers sound and visual acuity as well as the ability to detect the evolution of words, spelling patterns, text, and other linguistic components. (Richards & Rodgers, 2014: 205). Readers try to understand the text by making connections between the meaning of its most significant elements and its smallest ones. Reading from bottom to top does not cover the entire reading process, which is necessary for optimal comprehension, according to (Brown, 2004). Simply put, bottom-up reading is a technique for decoding the meaning of a text read by studying the structure, letters, sounds, and words in a text until a complete translation is complete. Often used in the early stages of reading.

According to the specialists mentioned above, a bottom-up reading technique entails linguistic unit analysis. By creating textual meaning from the three smallest to the greatest units, readers try to understand the text by applying this technique. They then adjust their past knowledge and make predictions based on the text.

2) Top-down Strategy

In psycholinguistics, top-down reading strategies are reading techniques or guessing games (Bintang Nadea et al., 2021: 4). Top-down reading strategies emphasize the role of schemata, or past experience, and background knowledge in understanding literary works (Ngabut, 2015: 2) tell readers that they must have the knowledge, comprehension, and language skills to understand the meaning of the text using top-down reading strategies. The top-down method of teaching reading can be used by processing longer sections of text and emphasizing things that students have learned before. The reader consequently applies his past knowledge to the reading. This strategy differs from bottom-up in that it asks the reader to find meaning in the text (Richards & Rodgers, 2014: 206).

2.2.2 Teaching Reading

Teaching reading in the classroom involves passing on knowledge from the instructor to the students through the use of certain strategies

and materials that are necessary for reading comprehension. Teaching is a complex process that includes more than just imparting a teacher's knowledge to his students. Reading is one of the teaching-learning techniques used to increase students' knowledge.

According to (Harmer, 2007: 23) although teaching is not an easy task, it is a task that must be done and can be very rewarding when we look at the progress of our students and know that we have helped make it happen. While it's true that teaching can sometimes be challenging and frustrating for some students, it's important to remember that teaching can also be very rewarding when done right. Based on justification, the author draws the conclusion that instructional activities and maintaining a clean atmosphere are necessary to create and provide students with the opportunity to understand the goal of learning.

Teachers have several responsibilities when it comes to teaching reading. This includes encouraging students to read by selecting or creating appropriate texts, creating engaging reading exercises, preparing for effective learning, encouraging critical reading, and creating a warm environment where students can practice reading. The instructor must determine the objective of reading in the classroom. It is reading for pleasure or understanding the passage. The subject of the text may be anything if the reader wants to read for pleasure. However, if the purpose of the reading assignment is to understand the passage, the topic of the

text must be prepared before the teacher teaches his students to read in class.

2.2.3 Narrative Text

a. Definition of Narrative Text

Narrative text is a text that tells about the sequence of events in the past. According to Barbara in (Khotimah, 2017), narrative texts have the purpose of entertaining, expressing feelings, providing information, and persuading readers. In addition, it has the added purpose of handling various or actual experiences in a variety of ways. The type of writing that tells one or more stories is called narrative text. The existence of a sequence of events, or events sorted in chronological order, starting with the background and introduction of the characters and ending with the ending of the story is a distinguishing feature of narrative texts. Novels, short stories, myths, legends, fairy tales, and more can all be considered narrative literature.

Narrative texts not only aim to entertain readers or listeners, but also aim to give lessons or convey certain messages through the story being told. Imagination and language style are often important components in creating narrative texts that attract and grab the reader's attention.

b. The Purpose of Narrative Text

Text that tells about events that happened in the past is called narrative text. According to Barbara in (Khotimah, 2017) Narrative texts serve to entertain, express feelings, provide information, and persuade readers. There are also additional functions that will handle different or actual experiences in different ways. In the other Mark and Anderson in (Pangestuti, 2015) says that narrative texts are meant to appeal to our emotions and imagination, make us laugh or cry, think about our lives or consider our merits. If students understand the content of the text, they will feel the situation of the story.

c. Generic Structure of Narrative Text

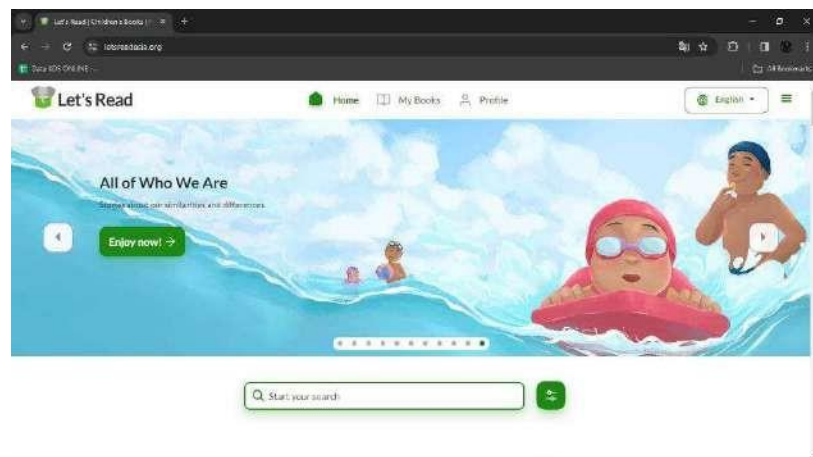
The generic structure of narrative text emphasizes a series of actions and engages the character by providing an explanation of the character's personality and identity, instilling the reader's thinking, and enhancing the story. According to (Siahaan, 2008: 73) states that characters, settings, and time are defined by the generic structure of narrative text. The process of creating a narrative text is as follows:

- 1) Orientation: Set the scene and introduce the characters
- 2) Evaluation: A step back evaluating bad circumstances
- 3) Compilation: Crises arise
- 4) Resolution: The crisis revolves, for better or for the bad
- 5) Re-orientation: Optional

2.2.4 Let's Read

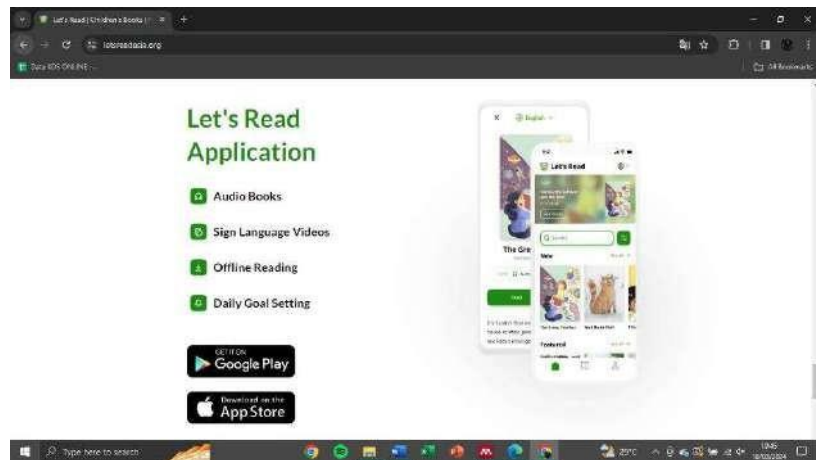
a. Definition of *Let's Read*

In the modern era, teachers can use various types of technology-based learning media. One of the digital learning media is *Let's Read*, which is an initiative of Asia Foundation as part of the Books for Read initiative, which aims to foster children's love of reading. *Let's Read* is a digital library platform that includes a collection of children's works. Children need books written in their own language, with characters, themes, and settings that reflect their own lives.



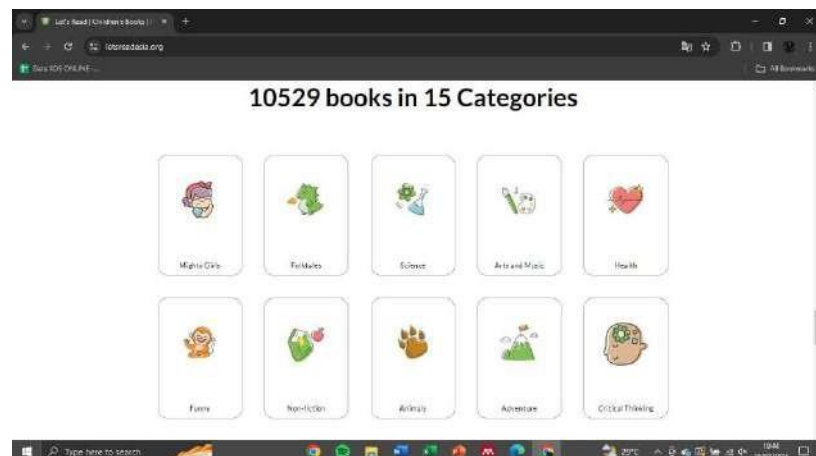
Picture 2.1 Let's Read

Let's Read new initiative aims to upskill local writers and illustrators while building the only free children's digital library in Asia by leveraging The Asia Foundation's network and expertise spread across Asia.



Picture 2.2 Let's Read

Let's Read can be accessed via www.letsreadasia.org web address. In addition, you can also access "*Let's Read*" through Android and iOS-based applications. Of course, it can be downloaded for free. You can start by entering the "Book Category" field. Or search directly in the search field at the top of the page.



Picture 2.3 Let's Read

The digital library has 10529 books in 15 categories. These include categories like Art and Music, Society, Folklore, Super Heroes, Critical Thinking, Nature, Science, Adventure, and more.

After opening the desired title, a brief description of the book appears. For example, author, illustrator, abstract, and page numbers. All you have to do is select the reading option. Or you can download it to continue reading offline. Some books are available in different languages. There's even audio so kids can listen to the story (Hernawan & Dea Pristotia Anggi Rahmadan, 2022).

b. How to Use *Let's Read*

The use of *Let's Read* is quite easy, it can be accessed via mobile phone by:

1. Open the Google Play app (Android) or App Store (Ios)
2. Type "*Let's Read*" in the search field
3. Select and install the *Let's Read* app with elephant logo
4. When finished, open the application
5. Select Language as Language of Instruction
6. If so, it will immediately switch to the main homepage
7. To read, select a book by tapping the book cover image
8. Tap the orange book logo
9. Swipe right or left to flip through pages
10. It is also possible to select the text size, by pressing the "A" icon in the upper right corner, select the desired size then okay
11. Books can also be downloaded by selecting the book you want to download

12. Then press the down arrow key next to the book title
13. Press download and wait for the download process to complete
14. Select "Book Offline Mode" to view downloaded books

Those are some steps and procedures in using the application and some features that can be used, quite easy to access because it can be through Android and iOS phones and can be downloaded through Google Play and App Store.

c. Advantages and Disadvantages of Let's Read

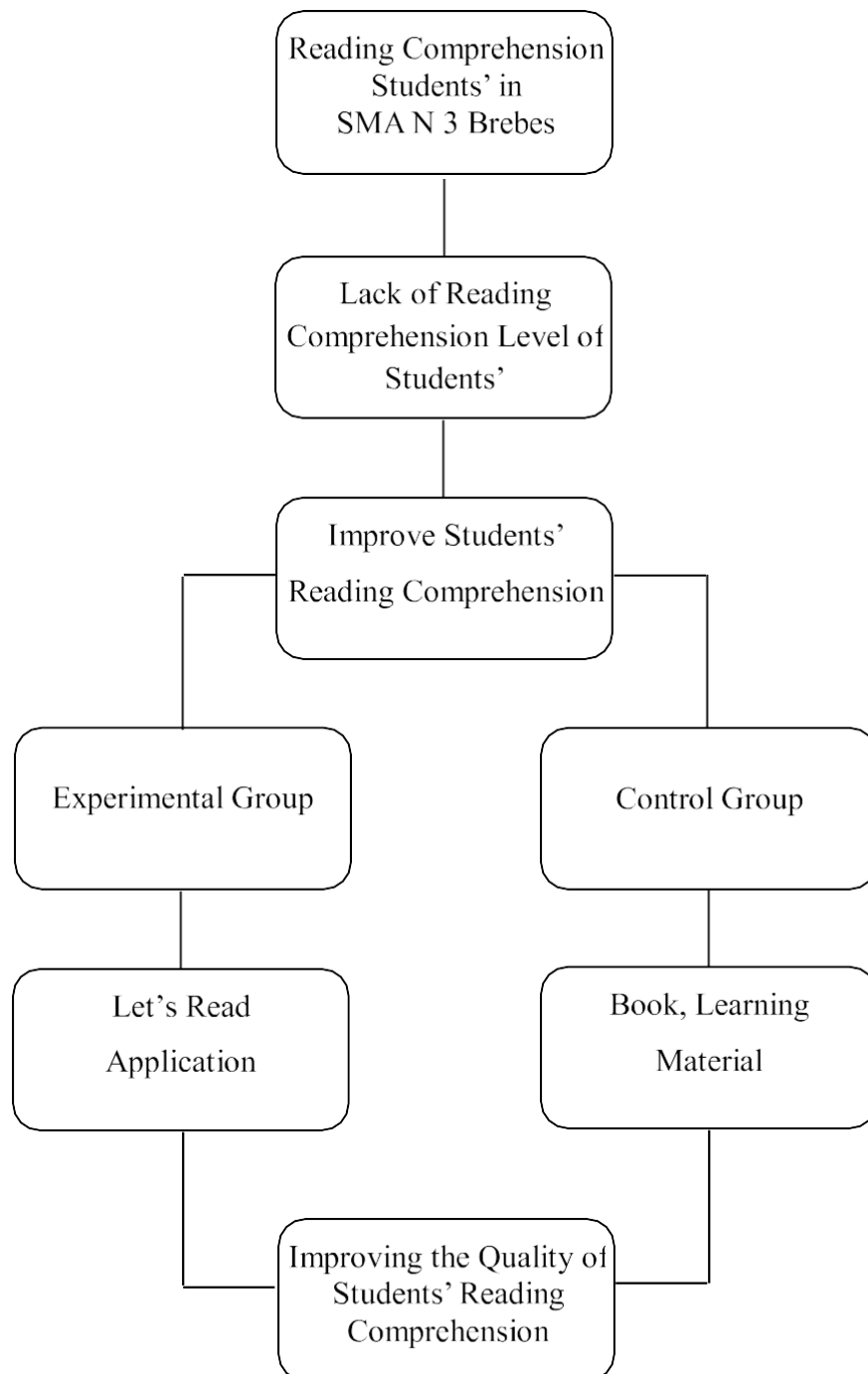
In every application there are bound to be advantages and disadvantages, as explained by (Mulyaningtyas & Setyawan, 2021: 44) about the disadvantages and advantages of *Let's Read* as follows:

Table 2.1 Advantages and Disadvantages of *Let's Read*

Advantages	Disadvantages
1. <i>Let's Read</i> books are available for free, and the <i>Let's Read</i> app is a digital library with stories that can be accessed for free and at no cost.	1. Picture illustration is only in two dimensions, children more interested in the story if there are moving pictures or animations on the front cover.
2. Parents can use the app online or at home if they have an internet connection on their device.	2. In addition, parents who have technological intelligence will face difficulties to access and run.
3. The app's multilingual features cover multiple languages, including foreign, national, and regional languages.	3. There are some less familiar vocabulary. 4. One of the search features is that the collection is placed in

<p>4. Create a folklore that is in accordance with local wisdom. Stories from Minangkabau, Bali, Java, and others from Indonesia are picked up in <i>Let's Read</i>.</p> <p>5. Easy to understand and simple language makes the story easy to understand according to the level of difficulty of the reading material. This helps children understand the story better.</p> <p>6. Interesting images or illustrations, and text can be enlarged to make the content of the story clearer.</p>	<p>an inappropriate reading level category, and the search results sometimes display inappropriate results.</p> <p>5. If we want to keep our favourite books, we have to start, and it will take a long time.</p> <p>6. With the collection download feature, you can save and read collections offline. However, the storage size of the downloaded collection is too large.</p>
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2.3 Theoretical Framework



(Source : Author, 2024)

Picture 2.4 Theoretical Framework

The researcher use *Let's Read* media to improve students' reading comprehension skills in learning to understand a text in English in the experimental group rather than conventional methods in the control group. The aim of this study was to investigate whether the use of *Let's Read* can have a positive impact in improving reading comprehension skills in students as they learn. To improve students' speaking skills and see them, there is a substantial difference between students who use *Let's Read* and those who don't.

The process of developing students' reading skills to understand reading at SMAN 3 Brebes can be improved through the use of effective and interesting media. The use of digital media in the form of illustrated online reading books as learning media is expected to help students improve their speaking skills.

The researcher gave the treatment using *Let's Read* to teach reading learning in reading comprehension learning in the experimental group, while the conventional method in the control group. The purpose of this study was to find out whether the use of *Let's Read* in learning reading comprehension is influential or not and how students view this learning media. Researchers will compare reading comprehension skills between groups that use this medium and not. By using effective and interesting teaching materials, the teaching and research process to improve reading comprehension at SMAN 3 Brebes can be improved. As a learning tool, *Let's Read* is expected to help students improve their reading comprehension.

2.4 Hypothesis

A hypothesis is a speculative conclusion or opinion made about a research question. Based on the theoretical and reading issues highlighted, the authors propose the following hypotheses:

1. Alternative Hypothesis (H_a): The use of *Let's Read* has a significant impact on the reading comprehension ability of eleventh grade students in SMA Negeri 3 Brebes using T-Test.
2. Null hypothesis (H_0): The use of *Let's Read* has no significant impact on the reading comprehension of eleventh grade students in SMA Negeri 3 Brebes using T-Test.

The researcher has criteria to test the research hypothesis, namely: If the results of the T-test $>$ the T-table with a significant level of 0.05 if the sig (2-tailed) $<$ 0.05, then H_0 (Null Hypothesis) is rejected. This shows that the average score of the experimental class is better than that of the controlled class. Therefore, learning using *Let's Read* can have a positive effect on helping students understand reading.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to find out how *Let's Read* impacts the reading comprehension of eleventh grade students of SMA Negeri 3 Brebes in the 2023/2024 academic year.

This chapter consist research approach, type, and design of the research, population, sample, and technique of sampling, research variable, data collecting technique, research instrument, and technique of analysing data.

3.1 Approach, Type, and Design of the Research

3.1.1 Research Approach

The research approach used in this study is quantitative research. According to (Creswell, J. W., & Creswell, J. D, 2018: 51), Quantitative research looks at how variables interact to test objective theory. In turn, these variables can be measured, usually with instruments, so that statistical procedures can be used to analyze numerical data. For this study, the authors will use two group designs: an experimental group and a control group. Based on a survey conducted at SMA Negeri 3 Brebes, this research will focus on narrative texts with *Let's Read* application.

3.1.2 Research Type

The author uses experimental research, according to (Creswell, J. W., & Creswell, J. D, 2018: 61), he stated that experimental research aims

to find out whether certain treatments affect the results. They do this by giving certain treatment to one group and withholding it from the other, then seeing how both groups receive a score for the outcome. In this study, research is about whether learning methods using *Let's Read* can have a positive effect on students' reading comprehension.

This research was conducted on students in the second semester of the eleventh grade of SMA Negeri 3 Brebes for the 2023/2024 academic year. This is to determine whether the use of *Let's Read* has an impact on students' ability to understand reading.

3.1.3 Research Design

Researchers use a *quasi experiment* by dividing students into two groups based on the design of this study. According to (Creswell, 2015) Quasi-experiment is a type of experiment that is done by putting participants into specific groups rather than randomizing them. They given the same reading comprehension test by the researcher. After that, researchers will provide treatment using *Let's Read* to group I and conventional methods to group II. In this study, the authors used a reading comprehension test and questionnaire design. At the end of the study, a test was conducted to compare them. Results from both groups compared using this test.

Group I : Experimental group taught using *Let's Read* application.

Group II : Control group that taught without using *Let's Read* application

3.2 Population, Sample, and Technique of Sampling

3.2.1 Population

Population is the entire component of the study, including objects and subjects with certain attributes and features. (AlKindy et al., 2016) It posited that Population can also be defined as the total number of units (individuals, organizations, events, objects, or items) from which a sample is selected for measurement.

The population of this study is all grade II students of SMA Negeri 3 Brebes for the 2023/2024 school year, consisting of eleventh grade with a total of 356 students divided into 11 classes.

Table 3.1 Population

No	Class	Number of Student
1.	XI-F1	34
2.	XI-F2	36
3.	XI-F3	35
4.	XI-F4	36
5.	XI-F5	35
6.	XI-F6	36
7.	XI-F7	35
8.	XI-F8	36
9.	XI-F9	36
10.	XI-F10	35
11.	XI-F11	34
Population		354

3.2.2 Sample

The sample is part of the population, according to (Dörnyei & Taguchi, 2009: 60), sample is the group of people whom researchers actually examine. The fractional part of the population which contains all

its characteristics and thereby represents the whole population is called the sample (Pathak, 2003: 7).

The study involved 70 students as a sample. Two classes at SMA Negeri 3 Brebes were the sample of this study, consisting of all students from the population. Group I was the experimental group (XI F5), with 35 students, and group II was the control group (XI F3).

Table 3.2 Sample

No	Class	Number of Student
1.	XI-F3	35
2.	XI-F5	35
Sample		70

3.2.3 Technique of Sampling

The researcher use cluster sampling technique in choosing the sample for this study. According to (Cooper dan Schindler (2014) Cluster sampling involves dividing the population into groups, or clusters, that are heterogeneous within but homogeneous between, and then randomly selecting some of these clusters to include in the sample. Furthermore, the researcher took XI F3 and XI F5 as the sample.

Researcher assign 35 XI F3 students as the experimental group and 35 XI F5 students as the control group. Therefore, XI F3 as an experimental group given treatment using *Let's Read*, while XI F5 as a control group without using *Let's Read*.

3.3 Research Variables

This study use two variables. It is an independent variable and a dependent variable. The independent variable is the cause, this value does not depend on other research variables. Since the dependent variable is an influence, its value depends on the change of the independent variable. (Sugiyono, 2012: 61) says that dependent is caused or influenced by the independent variable, and dependent is the effect or impact of the independent variable. The variables in this study are divided into two categories;

1. The independent variable is the effect of *Let's Read* Implementation.
2. The dependent variable is on the student's reading comprehension.

3.4 Data Collecting Technique

As a data collection method, the authors used a reading comprehension test design and questionnaire in the reading test conducted in this study. Data analysis for the study came from tests, which were provided as a tool to measure the effect on students' academic performance as a result of receiving treatment. Reading test and questionnaire are two tools used to collect data. First, a reading test was given to measure students' abilities in two groups: the experimental group and the control group before treatment. At the end of the study, questionnaires given to both groups after the treatment is given to each group.

3.5 Research Instrument

Instruments are important for researchers because they are used as tools to collect data. As according to (Ibnu et al., 2003: 71) that a research instrument

is a device used to collect or obtain data to solve a problem or achieve a research goals. In addition, (Sappaile, 2007) mentioned that An instrument is a tool that meets academic requirements and can be used to collect data about a variable or measure an object of measurement. (Sugiyono, 2012) it is also said that in quantitative research, The quality of data collection is determined by the right technique, while the validity and reliability of an instrument can determine the quality of the instrument used.

Researchers use instruments to obtain data, namely reading comprehension tests. In this research the writer used a reading test instrument. According to (Arikunto, 2013), a test is a sequence of questions or exercises or other tools used to measure the skills, knowledge, intelligence, abilities that an individual or group possesses. The researcher conducted a reading comprehension test. By asking questions that analyze reading comprehension according to the material, namely narrative texts. The questions given have been adjusted to the student's level of education. Data collected to see the extent of students' understanding before and after the treatment. Each test will consist of one hundred items, consisting of texts and questions related to the texts that have been taught to students. Researchers will use a multiple-choice test in this study. The test consists of 25 questions before the treatment and 25 questions after the treatment with a choice of letters A, B, C, D which given 90 minutes to work on the questions. The material provided by the researcher is based on the second semester syllabus for the eleventh grade of high school. This question given before the treatment and after the treatment to two classes,

namely the experimental class and the control class to see the extent of the influence of students' reading comprehension.

3.6 Technique of Analysing Data

3.6.1 The Application for Data Analysis

After reading test and questionnaire data had been collected, Microsoft Office Excel and IBM SPSS 25 Statistic computer program tool for windows 2010: 32-bit applications were used to calculate and analyze the research data.

3.6.2 Validity and Reliability

The measuring instruments to be used in research must be tested for validity and reliability. The results of testing the validity and reliability of the indicators in this study were all carried out using the IBM SPSS Statistics 25 computer program tool. The purpose of this test is to determine the accuracy of the measuring instrument in performing its size function as well as the level of confidence or reliability.

a. Validity Test

Validity testing is a process use to evaluate the validity of an instrument used to measure what is actually being measured. The results of the instrument are considered valid only if the collected data are combined with the data that actually occurred on the object under study.

This study uses a construct validity test, where the researcher conducts a try out to collect data as a consideration in making

questions that use for pre test and post test. After that, the researcher use the SPSS 25 program to find the validation of questions that use for pre and post tests. The purpose of the validity test is to ensure that the items in the pre-test and post-test cover all relevant aspects of the speaking ability that are intended to be measured. The tools used in this study can ensure that all important aspects of the idea are measurable and discussed by conducting a construction validity test. Thus, the findings obtained are more accurate. To assess the influence of *Let's Read* as a learning medium in improving students' reading comprehension skills, the validity of good constructs is very important.

b. Reliability Test

Reliability tests are used to determine how reliable the instrument used is. Reliable if the data is identical at different times. This reliability testing technique uses the existing Cronbach Alpha analysis method. If the reliability of the Cronbach Alpha instrument exceeds 0.6, then the instrument is reliable; Otherwise, the questionnaire is untrustworthy and cannot be used.

3.6.3 Data Collection

The researchers calculated scores for both experimental and control groups. Researchers will use a t-test to calculate the averages of the two design groups and interpret the experimental results about the effect of using *Let's Read* on students' reading comprehension, to compare and

calculate the data, the researchers will use IBM SPSS 25 statistical programs such as normality, homogeneity, and independent tests. Experimental and control class scores were examined with a T-test with a significant level of 0.05 (5%).