

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review which is in line with this research that focused on the use digital reading resources and reading comprehension. The related literature is divided into several topics, those are:

A. Reading Skill

1. Definition of Reading

Reading is one aspect of cognition ability that allows to comprehend the meaning of a text. Skilled reading produces students have a good understanding related subject matter taught. It is s process to gain the meaning from the text that is read. Based on Patel and Jain (2008:113-114) argue "Reading is a important activity in life with which oe can update his/her knowledge. Reading skill is an important tool for academic success. Reading is not only source of information and plesurable activity but also as a means of consolidating and extanding one's knowlwdge of the language. Reading is very necessary to wide the mind, again and uderstandig of the foreign culture" (Afifah:2022). It means, for student's lives reading is useful. Reading provides advantages for readers because it allows them to get more knowledge while also relaxing and enriching their minds. We can read either silently means in our head or aloud,so that other people can hear.

Based the above definition, the researcher conclude that reading is a complex process performed by someone to understand

the author's intention from the text. In this process, the reader uses his or her brain to think and reason.

2. The importance of Reading

Reading is significant because it is one way to obtain information about something different and very specific tool for obtaining a wide range of specific information. Reading skill is an important activity in any language class, it is a necessary skill for students to learn English. Through reading can explore the world, countries, or some place that have never been visited before. Reading is the one of the most challenging basic skill in educational system because reading is a process to increase critical thinking of students, develop the quality of human life and everyone needs to improve their reading skill to communicate, bulding a career, add some knowledge. It means that reading plays important role in Eglish learning process.

3. The purpose of reading

According to Linse (2005:71) state the purpose of reading is divided into two kind, there are reading for pleasure and reading for information. Reading for pleasure means destined to follow the story, enjoy the rhymes of literary text. By reading for pleasure the students will improve their knowledge, vocabulary,reading speed, and comprehension. Reading for information means reading for any spesific information. The readers read many kinds of the text

to collect information from them. So, they read text to get knowledge and information that they wanted from the text.

4. Type of reading

Reading is the most major skill at elementary, junior high school, senior high school, all over all. The majority of reading skill is honed based on objectives and indicators in the lesson plan.

There are some types of reading: (Brown, 2001:312-313)

a. Oral and silent reading

Oral reading means reading with pronounce the word. Oral reading can serve as an evaluation check on student's pronunciation, bottom up processing skills, and student's reading speed. Oral reading is not always can be applied, because when students is reading orally, others can easily lose attention. Silent reading means process reading silently or reading in our head. Silent reading is subcategorized into intensive and extensive reading.

b. Intensive and extensive reading

Intensive reading is calls student's attention to grammatical form, discourse markers, and otgher surface structure details. The purpose is to make student understand literal meaning, implication, rhetorical relationships. Extensive reading is carried out the achieve a general understanding of a text, usually the longer text such as book, long article, essays, etc. Extensive reading help learners get away from their tendency to look up words they do not know, and read for understanding.

B. Reading Comprehension

1. Definition of reading comprehension

Reading comprehension is a cognitive ability. It more than just reading aloud, but also establishing and understanding the meaning of words, sentences, and paragraphs sense the relationship among the ideas. As it stands, if a student simply reads aloud but does not understand the content of the passage, it means he/she is failing to comprehend the passage. "Reading comprehension is a complex cognitive ability that includes not only linguistic (e.g., vocabulary, grammatical knowledge), but also cognitive such as working memory, and metacognitive skills both for knowledge and control, and more specifically higher order comprehension skills such as inference generation" (Agnese, Capodieci, et al., 2020). Reading comprehension means understanding, evaluating, utilizing of information between reader and author. Suyoto (2014) states that reading comprehension is a skill read for main ideas, important details, and overall meaning". It means, someone is said to be successful in reading comprehension if able to understand all the contents of the reading well.

It can be concluded, reading comprehension is an active thinking process to gain, understand, and construct the meaning, main ideas, important detail of information given by the author from a text. Reading comprehension is main purpose of reading

activity. So, the readers must remember and understand what they have read.

2. Strategies for reading comprehension

Brown, (2001:306) states there are ten strategies that can use to comprehend in reading:

- a. Identify the purpose in reading. Clearly purpose in reading makes readers easy to focus and to find what they have look for in reading and discard the unuseful information.
- b. Use graphemic rules and patterns. Means the readers spell convention, the purpose is t reader be able to pronounce sound of the written text.
- c. Use efficient silent reading technique. It's a technique which do not need pronounce the word but try to guess the meaning. It helps to skip over the unrelated information based their purpose of reading.
- d. Skim the text for main ideas. It gives the reader benefit to be able predict the main ideas, purpose of passage, supporting ideas from the text.
- e. Scan the text for specific information. It is quickly searching for particular information, helps to get the spesific information without reading whole the text.
- f. Use semantic mapping. It is strategy grouping indeas into meaningful clusters.
- g. Guess when the readers are not certain. The readers can guess the meaning of a word, grammatical relationship, discourse

relationship, content message of the text. The purpose is make easy for the reader to understand the text.

- h. Analyze vocabulary. It can be done by look for the prefix, suffixes, grammatical, and semantic contexts of the text to make readers get well understanding from the text that they read.
- i. Distinguish between literal and implied meanings. It is to make the readers know the meaning of the words.
- j. Capitalize on discourse makers to process relationship. The purpose is make the readers get clear understanding about the ideas and the next ideas through phrases, clauses, and sentence in the text.

C. Teaching Reading

Teaching reading is not only teach and delivered the text or material, but make the students understand the text well. teaching reading is not easy because the teacher should have adequate competence and skill to help the students improve their reading achievement. According Mahon in Bening Savita (2015) in the reading class, teacher is the most important element. It means in reading class teacher should guide and help the student. So, they will learn from the text effectively.

In teaching reading the teachers have many role (Brown, 2001:167). The teacher's roles are:

- a. The teacher as controller. It means the teacher should be able decide what is the student should do during and after in teaching and learning process.
- b. The teacher as director. Means the teacher maintain the teaching and learning process to be effective and interactive.

- c. The teacher as manager. In this, the teacher as one who plans the lesson, moduls, and resources.
- d. The teacher as a facilitator. As a facilitator means the teacher should be able to facilitate student's need during the teaching and learning process.
- e. The teacher as resources. As a resources, the teacher should be able to advice and counsel when the students take the initiative.

D. Digital Reading

According to Wars Chaver and Matuchniak, 2010 state that students of low socioeconomic status (SES) are less likely to have access to technological tools (for example reliable and fast internet connection and toll such as tablets or smartpone). In this digital era, most of student, not only from high or low social economic have their digital tool. They use is everyday to communication, students also more likely to use the digital tools to socialize with other. Technologies are dominant in all parts of life, including in eduction. As said by Jonassen (1999), the use of the technology possesses many benefits to educational environments, like the improvement of the students' critical thinking. It makes their preferred learning models more operative (Al Khazaleh Saqr: 2021). Therefore, it can be said that the technology is turning out to be an essential part of the education system.

The development of technologies in teaching and learning process, educators may make use of numerous materials in the reading education that can be from digital texts to the internet (Thoermer & Williams, 2012). The student will be performing these activities on a phone or the internet

instead of reading the written material it called digital reading. In digital reading, the readers can directly read the text from the internet using digital device. They can read, understand, and explore the text widely.

From this, can be concluded that digital reading is a reading digital texts on internet using digital devices like phone to understand the text. Digital texts are the text that can be accesed from the internet in the form a web page, text message, or online postings such as blogs, or those kept in screen reading tools. The digital text is blending texts with audio, video, image, and hypertext. The use of digital texts require new ways of learning and teaching because digital texts have essentially changed the act of reading and students' behavior on it. On digital reading provides and build a more solid theoretical basis and better understanding for the use of digital materials in reading programs (Parlindungan Pardede: 2019).

E. Digital Reading Resources

Digital resources refers to any type source of information in digital format that can include text, document, images, audio, and video. Digital reading resources means an activity of reading using digital devices from any resources such as internet, applications, or website (Dizon, 2014). It is commonly referred to as "reading from the screen", or more specifically, "reading a text that is portrayed on the screen using digital devices like computer monitor or other gadget from the digital resources" Qumil Laila (2021). The digital resources can be from application, software, online resources, website, and e-book. Based Paul (1997) states that there are four basic competence in digital reading there are internet searching,

hypertextual navigation, content evaluation, knowledge assembly. It means that digital reading resources has some characteristics that are available in the internet and has component hypertext and hyperlink.

From the above, conclude that digital reading resources refers to any digital materials that are used for reading purpose. These resources can include various forms of written content digitally that are accessed and read on digital such as smartphone, laptop, computer.

F. Previous studies

There were some relevant studies that relate to the title of this study. The first is written by MohdNurHifzhan bin Noordan, PM Melor Md. Yunus (2022) with their research entitled “Using Digital Comprehension to Improve Reading Comprehension Skills among Young Learners”. They have explained in this research digital comprehension to improve reading comprehension used basic ICT equipments such as the laptops, LCD Projector and screen give impat for students. The students interest in learning the story through reading and watching, digital comprehension gave a great impact to student’s reading comprehension skill in the primary school.

The other study is written by MaryemLarhmaid (2018) with the research entitled “The Impact of Print vs. Digital Resources on Moroccan University Students’ Reading Habits, Uses, and Preferences” the result indicated that undergraduate students spend an increased amount of time on reading digital documents than reading print documents. They motivated by the excessive use of digital devices for reading.

The third study conducted by Zahro Hasana (2020) with the title of research “ applying digital media in English foreign language classroom at SMK Telkom Malang” showed that digital increase highly and the use of digital media in teaching and learning process has a positive and very helpful impact. In those research find that the digital media that mostly used in teaching and learning process are power point and google classroom.