CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some theories related to the study. The theories focus on the general concept of the contribution of online reading platforms to enhance students' reading interest.

A. Reading

1. Definition of Reading

Reading plays a crucial role in language learning. It allows readers to access information from diverse sources and times, helping them comprehend and interpret written texts effectively. Learning a language requires reading a lot. It is supported by Hornby (1995), who said that by having access to the text outside of the time and space, reading allows the reader to get information from anywhere. Similarly, Tarigan (2008) stated that reading is a process where a reader seeks to comprehend and interpret the intended message conveyed by a writer through written words or symbols. It involves deriving meaning from the text and demonstrates one's ability to perceive, understand, and interpret language effectively. Agustiani (2022) added, reading provides students with essential knowledge, making it an important skill to learn. It functions as a technique of continuously supporting the learning process.

Palani (2012) highlighted that reading is a skill that is critical for learning since it allows readers to access knowledge from all across the

world. Likewise, Christina (2018) explained that people have always worked to fulfill their own needs. Therefore, students must learn about issues that are always changing. People must study, connect with other people, and deal with challenges in life such as work or school tasks, finding a job, and much more. It helps them recognize that they need information, and one way to get this is by reading. In essence, reading is an active and competent activity where a reader actively engages with written information in order to comprehend and successfully interpret the writer's meaning, also enabling access to knowledge beyond time and space.

2. The Process of Reading

Reading involves a complicated relationship between the text, the reader, and the reader's reading goals (Hughes, 2007). These goals are influenced by the reader's past knowledge, experiences, language proficiency, and writing skills, as well as their cultural and social context. Tompkins (2014) identifies five stages in reading process: pre-reading, reading, responding, exploration, and applying.

1. Pre-reading

Pre-reading is the step in which students prepare to interact with a text. They may identify the goals for reading, developing on previous data to make predictions about the content of the text. Teachers may use resources such as KWL charts, in which students

write down what they know (K), what they want to know (W), and what they learned (L) after reading.

2. Reading

This stage involves the actual process of reading, with texts presented to students in a variety of methods, including solo or group readings, likely using significant books or projected text.

3. Responding

In this stage, students respond to what they have read by engaging in discussion and expressing their ideas. It involves the students' personal reactions, thoughts, and feelings in response to what they have read.

4. Exploration

During the exploration stage, students learn more into the material. They may re-read chapters or the entire text, study similar material to deepen their understanding, and acquire new language from the text.

5. Applying

At this point, students apply their recently learned knowledge. This often involves assignments that measure their comprehension. They may study additions books relating to the original material or engage in real-world use of the information.

3. Types of Reading

According to Brown (2004), there are four types of reading: intensive reading, selective reading, interactive reading, and extensive reading.

1. Intensive Reading

Some researchers have described intensive reading as a less exciting style of reading. This perception arises because the main goal of intensive reading is to find specific, detailed information. In this approach, the reader typically reads at a slower pace, often scanning the text for quicker comprehension, while focusing on extracting particular details from the material. Intensive reading focused on fundamental reading elements like letters, words, punctuation, symbols, and implying a bottom-up processing approach.

2. Selective Reading

Selective reading implies that readers tend to choose which words they read, they select the key words and not all of the words in the text. This can be influenced by the goal of their reading. Many people in this group do not read in great detail. Selective reading mainly guided by assessment formats, this type of reading assesses one's recognition of lexical, grammatical, or conversational aspects using tasks like picture cues, matching, true/false, multiple-choice questions. It combines elements of both bottom-up and top-down processing.

3. Interactive Reading

In this reading type, the reading process mainly involves top-down processing. This method emphasizes both form-focused and meaning-focused aspects but places greater importance on understanding the meaning. Interactive reading also involves in longer passages where readers interact with the text on a psycholinguistic level. It is a process of negotiation for meaning, where readers bring their schemata to comprehend the text, resulting in a dynamic interaction.

4. Extensive Reading

In comparison to intensive reading, extensive reading involves reading in a wider context. The main goal is typically to have fun and improve general reading abilities. Readers that engage in extensive reading read fluently and frequently enjoy reading a variety of materials such as books, novels, short stories, and articles. These materials serve as examples of reading for pleasure and are included in extensive reading.

4. Reading for Pleasure

Reading for pleasure is not typically categorized as one of the primary types of reading in formal reading theory models like those developed by Brown (2004). "Reading for pleasure" is frequently seen as a leisure or personal reading choice rather than an exclusive category. However, it is an important type of reading for personal enjoyment and

relaxation, even if it is not always explicitly included in academic categorizations of reading. Reading for pleasure is well-known as leisure reading. According to Greaney (1980), the concept of "pleasure reading" or "reading for enjoyment" is defined by considering the primary intent behind the reading material. Meanwhile, Clark and Rumbold (2006) stated reading for pleasure refers to individuals who read for pleasure, expecting the enjoyment that it offers. Similarly, Bull (2017) explained that pleasure reading is an activity in which an individual selects a book of personal interest. Basically, when examining about students or adolescents nowadays, it becomes evidence that they really like pleasure reading (Krashen, 1993).

Holden (2004), Jennifer and Ponniah (2015), and Wilhelm and Smith (2016) have observed into reading for pleasure and described it as a kind of enjoyable play, a creative activity, and a way to appreciate the beauty of what people read. Thus, it can be concluded that many people, including students and adolescents, really enjoy pleasure reading. It is like a fun and creative activity where they choose books they like and read them for enjoyment. Aside from the enjoyment, there are benefits from reading for pleasure. Clark and Rumbold (2006) outline some important benefits of reading for pleasure: it improves reading and writing skills, expanded vocabulary, positive reading attitudes, increased self-confidence as readers, enjoyment of reading in adulthood, enhanced general knowledge, and better understanding of different cultures. Furthermore, reading for pleasure builds positive

reading attitudes, creating a lifetime enjoyment of books and a healthy reading habit that extends into adulthood.

B. Platform

1. Definition of Platform

According to Rouse (2015), a technology expert, described a platform as the essentials tools used for making other applications. Furthermore, Youssef (2022) stated that platform is frequently used to characterize either the fundamentals upon which software products are created, or the digital networks that enable useful interactions between participants (typically in the form of marketplace firms such as eBay, Amazon, and others, or social media platforms such as *X*, *Instagram*, *Whatsapp, etc*). In straightforward computer terms, it consists of the basic computer and its operating system, enabling the execution of software. It serves as the groundwork for various computer tasks. Similarly, *Computer Security Resource Center,* defines platform as a computer or hardware device and/or associated operating system, or a virtual environment, on which software can be installed or run. Examples of platforms include Linux™, Microsoft Windows Vista®, and Java™.

Computers possess their own unique central processing units (CPUs) that comprehend specific programming languages. Therefore, for a program to function, it must be compatible with the computer's CPU language. Historically, a program designed for one type of

computer would not function on a different type. In simple terms, a platform is like the basic tools needed to create computer applications. It includes the main computer and its operating system, which allows software to work, and people can install and use it. In conclusion, a platform can be the base for making software or the networks that connect people. Think of it as the basic tools for computer programs. Each computer has its own 'language' so software needs to speak the same one to work. A platform is like the foundation for computer applications, including the computer and its operating system.

2. Types of Platform

The well-known company *Indeed*, owned by Recruit Holdings, shares some platforms that people use daily. There are five types of platform, as follows:

1. Technology Platform

    A technology platform is not something users directly see or use. Instead, it is like the base that a company builds its product on. For instance, two video-streaming services using the same technology platform, but they have their unique looks for users because they design their own interfaces on top of the basic software.

2. Service Platform

    A service platform is usually a website or digital product that gives users something without charging them. The platform's aim is

to attract a large audience with this free service so that advertisers are interested. For example, users use it to find things on the internet, and the platform makes money by showing ads to this audience.

3. Operational Platform

An operational platform is like the control center of your device, and it works both as the part you see and the hidden system it runs on. For instance, no matter what brand or type your smartphone is, it uses an operational platform. This platform's software lets app makers create apps that work on your phone. Other gadgets like tablets, smart TVs, and computers also have their own operational platforms.

4. Digital Marketplace

A digital marketplace is like an online bazaar where it helps people who want to buy things find sellers. These marketplaces cover various categories like real-estate, online stores, auctions, fundraising for businesses, and holiday property rentals. In a digital marketplace, people can search for items they want, a bit like using a search engine. People can also chat with others and share information, like leaving reviews, making it a bit more interactive.

5. Engagement Platform

Engagement platforms are all about getting users involved and connected with each other. They are usually free, and for example, social media sites where people can share things and talk

to each other. On these platforms, creating a user identity is important. Letting people make a profile, use a username, and share details about themselves. Once people have an account, they can post their stuff, or share what others have posted. Different types of users can join, like organizations, companies, real individuals, and even fictional characters. Online reading platforms are also part of this engagement platform.

3. Online Reading Platform

According to Ounissi, Romly, and Tajuddin (2022), an online reading platform is a website or apps that allows people to read a variety of items on the internet, such as books, novels, articles, and blogs. These platforms let people read digital texts on a range of gadgets, including smartphones, tablets, e-readers, and PCs. Shen (2006), discovered the students consider the internet as their primary source of information, using it mainly for tasks like accessing information, sending and receiving emails, downloading music, and participating in chat rooms. Students nowadays have more interest in online reading rather than the printed ones. Moreover, Silva (2009) stated that online reading entails visual engagement through eye contact, a computer screen, hypertext messaging, and understanding spoken and unspoken content.

Students in senior high school nowadays are interested in online reading platforms. The students seem to prefer English texts or stories in online books over printed books. The students' awareness of online

reading platforms can influence their reading interest. Mufidah & Safriyani (2022) also stated that technology has improved and several online reading applications with the most up-to-date features have appeared, it is credible to conclude that people's preference for reading has switched from conventional printed books to digital ones. According to Stein (1982), stories have been used for a very long time to share information and keep the history and traditions of different societies alive. So it can be concluded that high school students nowadays prefer online reading, especially in English texts.

Regarding online reading platforms, student nowadays are really into online pleasure reading (Mufidah & Safriyani, 2022). One of the big hits lately is *alternative universe*, which have been gaining popularity since 2018 and are still popular. These alternative universes are like fiction but mostly created by fans of specific groups. Readers can find them on places like *Wattpad*, *X* (formerly *Twitter*), *Webtoon* and *Archive of Our Own*. These online reading platforms are not only for reading, Zhang and Zhu (2016) also added, digital literacy means being able to use digital tools to find and share information, and being safe while using technology in the digital world. Recently, these platforms are some of the most loved options for online reading because it offers the best alternative universes to read especially for pleasure reading. In summary, high school students nowadays really like reading online for pleasure. They have a strong preference for reading online, especially when it comes to English texts.

4. The Advantages of Online Reading Platform

Online reading platform is not only giving pleasure to a reader but it also has its advantages of it. There are several advantages of online reading platforms (Harman, 2023), as follows:

1. Environment-Friendly

Online reading platform has a big benefit when it comes to being good for the environment. Traditional printed books need a lot of trees to be cut down, which is not great for our environment. And when people do not recycle old books, it can make things even worse. Online reading platform changes that. It does not need a lot of energy to be made. This is not only reduces the harm to our environment but also keeps things sustainable for a long time.

2. Flexibility

Online reading platform is simple. All readers need is an electronic device, and they can enjoy reading at home or while on the go. If they are the type of reader who enjoys switching between multiple books regularly, imagine how many physical books they would have to carry around. Because online reading platform can hold hundreds of books simultaneously, students can also use them to learn without having to carry stacks of physical textbooks.

3. Sharing

One significant issue with traditional books was that readers hesitated to share them, worried they might be lost or damaged. However, online reading platform changes that. Readers can easily download eBooks from the internet and instantly share them with their friends. For students who may struggle to afford books, teachers can download eBooks and distribute them to the whole class, ensuring everyone has equal access to education.

4. Accessibility

For some students who struggle with reading but grasp concepts better through listening, traditional books can be less helpful as teachers can only read them aloud occasionally. Now, there is online reading platform which offer a text-to-speech feature, making eBooks audible. All the content can be read aloud, helping students better understand the material. Moreover, this online reading platform can also be accessed by all people.

C. Reading Interest

1. Definition of Reading Interest

Reading interest can be seen as a person feeling enthusiastic and actively involved in reading texts (Thomas, 2001, as cited in Rachmawati, 2018). According to Mujani and Sofyan (2017), interest is connected to the mental, emotional, or psychological aspects that influence a person's attraction towards something, an activity, or a

21

specific situation. Moreover, Sandika (2022) defined reading interest as a motivating factor that leads individuals to have high attention when reading a text. Not all students have a high interest in reading. Students can be really interested, somewhat interested, or not interested at all in reading. When their interest is low, it means that they do not feel like reading even when their parents and teachers try to motivate them (Nikmah, 2022).

Low awareness of online reading platforms can also cause low reading interest. If the students are unaware of these easily accessible online reading materials, they might think reading is boring or not very exciting. To increase students' interest in reading, they must have a high awareness of online reading platforms (Nasution, 2019). Long and Szabo (2016) noted that there was a difference in motivation levels between students who used digital readings and those who did not. The findings indicated that students who used digital reading applications experienced a positive increase in their reading interest. Online reading platforms offer a wide range of content, including e-books, blogs, and covering various genres and topics. If the students learn about all the things they can read online, they might get more excited about it. Anggitasari et al. (2020) stated that it is like finding a treasure of reading adventures waiting for them.

In summary, reading interest means being really excited when reading a texts. Imagine it like being eager to explore a new world within a book. This feeling is linked to our emotions and thoughts, making us

attracted to reading. However, not everyone feels this way, especially students. Students may lack interest because they are unaware of the excellent online reading platforms. These platforms have tons of reading materials waiting to be discovered. So, if everyone introduce these platforms to students and help them find the stuff they like, it is like showing them a treasure trove of reading adventures. This can get the students excited about reading and motivated them to read more. So, it is all about making reading fun and engaging for everyone.

2. **Factors Influencing Reading Interest**

Reading interest has two kinds of factors: internal and external. Internal factors coming from the students themselves and include things like their natural inclinations, personal habits, and self-expression. For instance, intelligence, age, gender, reading skills, attitudes, and emotional needs are all internal factors that impact students' interest in reading, as explained by Prasetyo (2008). Moreover, external factors come from outside the students. These factors include the surroundings where students live, such as their families, schools, and the larger community. Things such as having the right reading materials, social status, and cultural backgrounds are all examples of external factors that come from outside of the students.

External factors can have either a positive or negative impact on students' motivation to read regularly. Additionally, as mentioned by Nikmah (2022), even specific aspects of a book, such as its title, content,

length, and price, can play a role in influencing students' reading habits. They all play a role in these internal and external factors that influence reading interest. In conclusion, reading interest is shaped by both factors within the student and factors from the world around them. The things that help make reading more interesting are called supportive factors, while the things that can make it less interesting are called inhibiting factors.

3. The Benefit of Reading Interest

Students start reading from a young age and read more books, it becomes clear that they have an interest in reading. Having an interest means they are eager to be part of this activity (Karadima, 2016). Students who are interested in reading gain several benefits, such as improving their critical thinking, learning language effectively, expanding their vocabulary, enhancing knowledge, reducing stress, improving focus and concentration. It also for entertainment and enjoyment, get better in communication skills, creativity, and academic success (Fahrurrozi et al., 2020). Those who are interested in reading are highly motivated to make it a hobby during their free time. Moreover, many people feel inspired to be writers because they love to read a lot.

D. Previous Studies

There are several previous studies have been conducted by researchers. In studies conducted by Prawesti (2018), the researcher wanted

to find out the effect of using digital reading applications on the level of interest in reading among college students. The researcher used quantitative method with explanative approach. The instruments used to collect the data are slightly different but it was concluded that using digital reading applications has an impact on the level of interest in reading of college students. However, the results revealed that digital reading app (X) on reading interest (Y) have a positive correlation.

Another study was conducted by Mulyawati and Marini (2022). This study aimed to determine whether the use of digital libraries can increase the reading interest of elementary school students. With an elementary school students as respondent, the data was analyzed, leading to a few results. This study used literature review method. From the result, it was proven that digital libraries can be great for everyone in the community, providing access to high-quality materials at any time and from anywhere. These online libraries present information online, allowing users and the public to interact and easily access the necessary sources of information related to the library. It can be concluded that using digital library is crucial for improving reading literacy effectively and encouraging a higher level in reading.

Other research was conducted by Wirdiyana et al. (2024). The aim of this study is to provide new information about fun learning resources for students, using digital books to make the students more interested in reading. This study used classroom action research method using the Planning, Action, Observation, and Reflection (PAOR) cycle. Data

collection instruments included questionnaire, observation, and test. Quantitative analysis was utilized to analyze the collected data during the research process. This study suggests that using digital books, also known as e-books, can serve as a platform for students to enhance their interest in reading.

Compared with the previous studies above, this study has some similarities for both independent and dependent variables, as well as the research method. The independent variable is online reading platform, while the dependent variable is reading interest, differing only in the specific field of study. However, there are some differences. Some researchers used different instruments to collect the data and this research uses questionnaires. Many studies have observed the effect of digital literacy in increasing students' reading interest and it is still rare who observed the utilization of digital book applications to increase reading interest, but there is no research on the contribution of online reading platforms to enhance students' reading interest. Hence, to fill the research gap, the researcher aims to find out the contribution of online reading platforms to enhance students' reading interest.