

CHAPTER II

LITERATURE REVIEW

This chapter will explain the review of related theorists that consists of three parts. Those are learning English reading, mobile learning application, READRITE application by Thunkable, and previous studies.

1.1 Learning English Reading

1. Definition of Reading

Reading is unavoidably regarded as the most advantageous method for learning a language and other academic subjects. Making sense of and extrapolating meaning from the written word is part of the reading skill set. We need to be able to decipher the written words and understand what we read in order to be able to read (Linse,2005:69).

Reading is an active talent, according to Grellet (1986: 8), because it requires constant inference, foresight, verification, and self-questioning. Reading allows readers to comprehend a text or word in a variety of ways. Readers may make predictions or educated guesses.

Reading is a dynamic activity in which text elements interact with various aspects outside the text through developmental, interactive, and global processes requiring learned abilities, according to Nunan (1991:70) and Leu and Kinzer (1987: 9). The method explicitly takes into account a person's language expertise. Non-linguistic internal and external factors might have an impact on it both favorably and unfavorably. It implies that reading is seen as a complex activity requiring a variety of skills, including understanding each sign and deciphering the meaning of the words.

According to the experts' definition of reading provided above, reading is a communicative activity and a mental process of understanding and digesting printed concepts to obtain the necessary information.

There are various elements to reading skills, according to Anderson et al. (1991), Devine (1988), and Hosenfeld et al. (1981) in Aebersold and Field (1997: 76):

- Recognize word quickly
- Use text features (subheadings, transitions, etc.)
- Use title(s) to infer what information might follow
- Use word knowledge
- Analyze unfamiliar words
- Identify the grammatical functions of words
- Read for meaning, concentrate on constructing meaning
- Guess about the meaning of the text
- Evaluate guesses and try new guesses if necessary
- Monitor comprehension
- Keep the purpose for reading the text in mind
- Adjust strategies to purpose for reading
- Identify or infer main ideas
- Understand the relationship between the parts of a text
- Distinguish main ideas from minor ideas
- Tolerate ambiguity in a text (at least temporarily) Paraphrase
- Use context to build meaning and aid comprehension
- Continue reading even when unsuccessful, at least for a while

When reading, readers' prior knowledge and those elements work together to produce a clear grasp of the material being read. It's important to comprehend the writer's intended message as well as the meaning of the words and sentences in the reading material.

2. Types of Reading

Reading is one of the key abilities that students need to master in order to be proficient in the English language because reading ability is a prerequisite for mastering any subject. Students who enjoy reading will boost their intelligence by learning new things and developing fresh

perspectives. Reading a book or other text that can improve students' vocabulary and language skills also has an impact on them since the more kids read, the more vocabulary they can control and say with ease. The same is true for the English language; helping pupils grasp the text or books will help them improve their English.

Meanwhile, according to Patel and Jain (2008: 117-123) the types of reading are:

a. Intensive Reading

A classroom activity known as intensive reading concentrates on the linguistic or semantic nuances of a passage. An intensive reading activity is one in which students read a text carefully to understand each word meaning and gain the actual information included in it, according to Brown (2000, p. 12). Through close reading, students learn to pay attention to discourse markers, grammatical forms, and other surface structure details in order to comprehend rhetorical relationships and literal meaning implication.

Students that engage in deep reading often read a page to grasp the content and become familiar with writing conventions. According to Hedge (2013), students can gain significant experience using their reading methods through intensive reading. These techniques may be connected to the lesson or the book, incorporate knowledge of text structure as well as linguistic and metacognitive techniques. In the course of intense reading exercises, students are typically exposed to brief texts that serve as either the foundation for specialized reading strategies or as examples of particular lexical, syntactic, or discursal components of the L2 language.

b. Extensive Reading

Extensive reading means gaining a broad understanding of a subject and can involve engaging with lengthy books for enjoyment. The reader is curious to learn more. After reading, the reader is uninterested in specific or crucial facts. People typically read to stay

current. The goal of the extensive reading strategy is to help students become more proficient readers of foreign languages by encouraging them to read a lot of short, engaging texts of their own choosing. Extensive reading is a method of teaching languages in which students read a lot of simple texts in the target language, according to Bamford and Richard (2003, p. 1) students select the books they want to read and do it without assistance from the teacher. They read for pleasure, knowledge, and a broad, overarching meaning.

3. Aspect of Reading

The reading act has two components: the reading process and the reading result, according to Burns, Roe, and Ross in *Teaching Reading in Today's Elementary Schools* (1984, p. 2), they believe that the outcome of the reading act is the result of applying specific process elements in the right order. Reading results in the reader understanding ideas that the writer has put in paper as well as the writer communicating their thoughts and feelings to the reader. Understanding is a prerequisite for communication and is impacted by every step of the reading process.

The reading act also consists of the reading process in addition to the reading result. The process of reading is a procedure, a step toward a goal that is reached by following all the requirements. The reading product is the result of the interaction of various reading process elements. A harmonious combination of these will result in effective communication between the writer and the reader.

4. Purpose of Learning Reading

The primary goals of reading are to find and gather knowledge about the text's contents and to comprehend its meaning. According to Tarigan (2008: 9), the following are some crucial aspects of the goal:

- a. The readers look for or are aware of someone else's experience with something they have done, something that has happened to them, or a solution to a problem they are facing.

- b. Reading for main idea
The readers try to know what the topic interest and the problem of the story.
- c. Reading for sequence or organization
The readers try to know what happens in each part of stories, action, etc
- d. Reading for Inference
The readers try to find out the conclusion from the action or the idea in the text.
- e. Reading to classify
The readers try to classify some information or actions of the writer in the text or paragraph.
- f. Reading to evaluate
The readers try to evaluate what the writer has done or what he try to explain in his paragraph.
- g. Reading to compare
The reader compares the plot of the story or content, whether have similarities with him or even contrasts.

According to the stated purpose, reading is crucial for readers. We can draw the conclusion that reading serves as both an organizing and a general impression study tool. Additionally, reading is known to be a learning tool.

5. Learning Reading in MALL

One well-known area of study-enhancing technology that can be used in various learning modalities is mobile-assisted language learning or MALL. MALL is a learning method that makes use of mobile phones to give students a more modern and demanding learning experience. When it comes to teaching students how to read in English, MALL is an excellent resource for media learning. Students find that using MALL greatly aids in their English language study. It was discovered that MALL was widely used to support teaching and learning activities. Additionally, the use of smartphones improved students' motivation. Kim (2014) investigated the

impact of mobile device use in blended learning for reading comprehension in English. The results showed that students were motivated to learn and that mobile devices made the learning process more convenient.

1.2 Mobile Learning Application

1. Mobile Learning Application Definition

Learning applications are mobile applications that let students learn on their portable devices. These apps are only intended for educational use. The majority of learning apps can be thought of as combining mobile technology with learning management systems. Consequently, the students acquire knowledge through personalized, comprehensive mobile learning programs.

Moreover, by using their mobile devices, students can access online and offline courses at any time and from any location via mobile learning, or m-Learning. It doesn't call for upgrading an ordinary smartphone or tablet or adding new parts. In addition to taking tests and exams from their devices within certain geographical and schedule constraints, students can enroll in course programs, study assigned lessons, watch video lectures, and attend live sessions. While there are some similarities to e-learning, the primary distinction is that content is accessed through a mobile device.

2. Benefits of Learning Application

a. Accessibility

With only a few taps, mobile phones allow you to access millions of resources and fit neatly into the pocket. In the fast-paced world of today, greater portability and accessibility are crucial. Students have a lot on their plate. It's difficult for them to fit in virtual or in-person training sessions. Just-In-Time (JIT) learning, where instruction is available on demand, is made possible via mobile learning apps. Learners can thereby escape the usual constraints of conventional face-to-face teaching and learning.

b. User Experience (UX)

The term "user experience" describes how a person feels while utilizing a system, application, product, or service. This all-encompassing phrase can encompass anything from the product's ease of use and navigation to the relevancy of the content displayed. The comprehensive path people take when utilizing a product is known as the user experience or UX. It covers both their direct contacts with the product and how it works into their broader workflow for completing tasks. From the user's point of view, the entire experience is regarded as part of the UX, regardless of whether certain components are directly controlled by the product or are only connected to it. The entire user experience encompasses all consumer and application touchpoints.

c. Cost-effective

Compared to traditional classroom instruction, it is more economical. It reduces the costs associated with actual tools, brick and mortar, and transportation to and from the location. By using their own devices for training, students save by paying for tech labs.

1.3 READRITE Application by Thinkable

READRITE (Read the Text) application is an application developed by the author developed using Thinkable based on Android. A software program called an Android-based App is made to run on an Android device or emulator. The name also applies to an Android package, or APK, file. This file is a Zip archive that includes resources, metadata, and the app code. Android apps are executed within a virtual machine and can be developed in Kotlin, Java, or C++.

Meanwhile, Thinkable is a free online tool for developing, testing and sharing mobile apps. With Thinkable, you can create nearly any kind of Android and iOS app using an easy-to-learn block-based programming language. Not everyone is able to submit the applications. To get their business on an application or app, they need a medium. Recruiting app developers is one approach. For some first-time entrepreneurs, it can be expensive, or they might reside in a distant area of the nation without access to app developers. Therefore,

Thunkable offers us to simplify the process of developing apps more easily. This platform makes app development simple for everyone, regardless of coding experience.

Users of this application don't need to manually enter the program code because it uses a block programming method. The Thunkable program is designed with a sleek and contemporary interface, catering to the needs of its intended audience—students who are often engaged with technology. Aside from that, this program streamlines the media creation procedure for inexperienced developers. This is due to the fact that most people are accustomed with the idea of organizing media, which involves just dragging and dropping the necessary content, such as pictures, videos, or text. Students' learning experience becomes more engaging and meaningful when they use Thunkable applications in conjunction with Android-based learning materials. In addition, the application's versatility allows it to be utilized in environments such as space and

The use of Thunkable is also considered quite easy because the coding that is done is not too difficult, all the coding needed is already in the form of blocks that are very easy to use. According to Hiasa et al., (2023) A Thunkable application is an application that makes it easier for users to create Android-based applications because of its open-source nature.

1.4 Previous Study

There are several studies that discuss similar things to what is discussed in this article. Rahmanita et al., (2021) conducted research titled “Developing an Android-Based English Reading Material for the Eighth Grade Students in Mtsn Karangasem” to develop an Android-based English reading learning app to find out the needs of eighth-grade students in learning English and to develop an Android-based application for learning English reading material in MTsN Karangasem. This study utilized the design and development research design model proposed by Richey & Klein (2014) which consisted of three major steps namely; 1) Design, 2) Development, and 3) Evaluation. The study involved eight-grade students of MTsN Karangasem, English teachers in

MTsN Karangasem, and integrated experts of technology. The researcher used three of his instruments for this study, those are questionnaire, an interview guide, and product evaluation sheets. Data were gathered using both qualitative and quantitative analysis. The findings indicated that the student's enthusiasm to learn English was low and that they needed more reading comprehension resources or materials. Students in the eighth grade require a smartphone application that offers the readings covered in class. The only type of content created for this investigation was recount text. Experts gave the application's quality a high rating, placing it in the excellent category. It is extremely advised that eighth-graders use an efficient program with worthwhile learning exercises to learn reading.

Similar with this research, where the previous research and this research both develop English reading learning applications. The difference is that in the previous research, the subjects studied were eight graders with in MTsN Karangasem and this research is 30 eleven-grade in MAN 4 Kediri. Data in the previous study used three instruments, namely questionnaire, an interview guide, and product evaluation sheets and processed using both qualitative and quantitative analysis.

Meanwhile, for the second previous study, Nisa & Bahtiar, (2023) conducted research titled “Developing Dar Application Based on Android in Reading English Text”. The purpose of this research was to develop DAR (Descriptive, Announcement, and Recount Text) Application Android in Reading English Text for Senior High Students in grade X. The method used is research and development (RnD) and adapting ADDIE (Analyze, Design, Development, Implementation, and Evaluation) models. The subject in this research were 13 students of grade X in Islamic Senior High School At-Taufik Bogem, Diwek. According to the outcome, the researcher received a media validation score of 95,8%, which was in the "very good" category. The researcher received scores of 92,1% for the material validation and 92,1% for the product implementation results, both of which fell into the "very good"

category. Based on those findings, it can be said that the DAR Application was a workable learning medium for teaching and learning English.

Similar with this research where this research also using Research and Development (RnD) adapting ADDIE and developing a reading application. The differences that in this current research the subject were eleventh grade of MAN 4 Kediri. In the previous research, researcher carried out text used to make announcements, recount any text, images, or other supporting resources that were presented while naturally adhering to the topic's fundamentals. The researcher then creates product designs that are created in the form of PowerPoint media with hyperlinks to create an interactive PowerPoint, uses other applications such as Benime to create moving text videos, Text to Speech as voice-over, and iSpring Suite 10 as a tool for creating interactive practice questions, and converts PowerPoint into HTML and Website 2 APK Builder to create learning media that is turned into an application.

The third previous study was done by Umaydah & Wulandari (2021). They conducted research titled “PnF (Play and Fun) Application for Reading” to investigation were: students lack in, students need, student wants in reading. This research was conducted using RnD, similar to this current research. The different that in Umaydah & Wulandari’s research only focused on profession material. Meanwhile in this current research, not only a material but also some dedicated reading test. According to the previous research, learners not only need interesting learning media but learners also need practical learning media such as the use of smartphones or mobile phones, which means it can be used anytime and anywhere. With this, the presentation of material using smartphones is considered very suitable for what students want. They want not only new material but also new learning media such as the smartphone used in this research.