

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter elaborates on the relevant literature review used in this study. It aims to provide some information related to key terms in this study and presents supporting previous studies. This chapter includes an overview of the definition of reading, teaching reading, learning media, the definition of e-book, and as well as the previous study.

#### **A. Reading**

Reading is one of the four language skills that must be learned to be fluent in English. In language teaching, reading is a receptive language skill, which is a person's ability to receive or absorb information from various sources. The reading process involves understanding the information conveyed in writing.

##### **1. Definition of Reading**

Reading is an important skill that everyone must have. Reading is not just knowing the meaning of words in a sentence, but also understanding the meaning of the context of reading. Good reading skills can be the basis for someone to be able to think critically. Good reading skills can be the key for someone to get information and knowledge widely. According to Nunan, "reading is the process of readers who can fluently combine some information from a text and their knowledge to build meaning" (Nunan, 2003).

Reading is a process to understand the message conveyed by the author. According to Nuttall (1982), reading is the process of getting the author's intended message. The process of transferring thoughts of messages from the author to the reader. It means that the function of reading is to get and understand the meaning of the message that the author wants to convey to the reader. Therefore, when we read, reading comprehension skills are necessary.

## 2. Reading Comprehension

In reading a text, reading comprehension skills are needed to be able to get the information contained in the text being read. Reading comprehension is a thought process to obtain information or gain knowledge about the meaning of written text. According to Westwood (2008), reading comprehension can be defined as an active thinking process in which readers intentionally construct meaning to form a deeper understanding of the concepts and information presented in a text. To understand the text, readers must use the information they have processed to filter, interpret, organize, and reflect on information from the reading text. Reading comprehension is the process of extracting and constructing meaning simultaneously through interaction and engagement with written language (Snow, 2002). Students' reading comprehension must be honed so that students are able to get information and draw the meaning contained in the written text.

## 3. Component of Reading Comprehension

According to Nuttall (2000), there are five aspects of reading comprehension that students must have in order to be able to easily understand the text, including determining the main idea, finding references, making inferences, understanding Vocabulary, and detailed information.

### 1) Determining The Main Idea

The main idea of the writer is the main focus or topic to be discussed. To find the main idea, according to Longan (2002), is very important to understand a paragraph or a short reading. The main idea is usually in the first sentence (Vener,2002). This aspect can be used by students as the first way to understand a text.

### 2) Finding the Referent

A pronoun antecedent is a reference word. An antecedent word is a noun represented by a pronoun, where the word can be a word, phrase, or clause. As a pronoun, the antecedent is a word or phrase (Sharpe, 2005). This pronoun is created so that in one sentence, it does not experience too much repetition. Students must be able to understand the purpose of pronouns in the sentences they read so that they can identify the referent.

### 3) Making Inferences

To achieve reading comprehension, students must draw conclusions from the statements in each paragraph. According to Kopitski (2007), to make inferences, readers must practice

combining information from the text with their prior knowledge. This means that the clues will assist students in developing predictions or assumptions that lead to conclusions. By being able to draw conclusions from each paragraph, students will be able to easily understand the overall content of the text.

#### 4) Understanding Vocabulary

Students' background knowledge, especially in vocabulary acquisition is an important basis for understanding texts. For example, when guessing or determining the meaning of a context in a text, prior vocabulary is needed to assist students in making general predictions. Context helps students in making broad predictions about meaning (Sharpe, 2005). As a result, by making predictions, students can more easily and accurately understand the text.

#### 5) Detailed information

To test reading comprehension, there are comprehension questions that are based on the text that has been read. Reading comprehension can be inferred from the information presented in the text. To find detailed information requires a complex process involving active reading activities that combine background knowledge, critical thinking, and the purpose of reading the text.

### 4. The Challenges in Reading Comprehension

Difficulties are challenges or obstacles that a person experiences

while in the process of achieving a goal. To understand a text, sometimes a person experiences difficulties or challenges in achieving comprehension in reading. This may happen because students are confused or do not understand the material that has been explained by the teacher. In this case, the difficulty is a situation where students find it difficult to understand English reading texts. The factors of difficulty faced by students are divided into external and internal factors. The internal factors included problems with understanding sentences, poor reading strategies, and lack of concentration, and the external factors included home environment and school environment (Ibrahim et.al., 2024).

#### 6) Problem with understanding long sentences

Understanding long sentences is a problem for students. They feel confused and tired in understanding long sentences in the text because there are many words that they do not know the meaning which can take up their time just to understand the sentences. This problem is caused by the lack of vocabulary understanding and the ability to read long texts, which affects students' comprehension of the text material.

#### 7) Poor Reading Strategy

The second factor that causes students to struggle in reading comprehension is the use of poor reading strategies. The problem students face when comprehending the text is that it is difficult to find the main idea, and often confused when

encountering unfamiliar words. the cause is the use of ineffective strategies such as looking up the definition of each word in the dictionary and reading the text again and again until they understand it.

#### 8) Lack of concentration

The third factor affecting students' difficulties in reading comprehension is a lack of concentration. Noise from classmates and fatigue can be factors that affect students' concentration, making it difficult for them to pay attention to the lesson. Their lack of focus on reading is also caused by the complexity of the terms in their reading, which makes it difficult for them to understand the text.

#### 9) Home Environment

The home environment can be an external factor in students' difficulties in reading comprehension. Parents' support in supporting their children to learn English is necessary so that students have the motivation to learn, but it is not enough to help students experiencing difficulties. Many students have difficulty in learning English because their parents cannot help them in doing their assignments. Parents' limited understanding of English is also an external factor for students.

#### 10) School Environment

Students struggle to understand English text due to the limited availability of book and dictionaries that meet their

needs, as well as the lack of variety in the presentation of materials, such as the use of pictures that could make learning more engaging. Additionally, participants mentioned that the book available at school are often outdated and difficult to understand, so they prefer to look for learning resources online. The limited access to relevant and interesting reading materials seems to affect students' concentration and understanding of English texts.

## **B. Teaching Reading**

Teaching is one part of education. Teaching is an activity of transferring knowledge and skills from the teacher to the student. According to Brown, teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.

According to David Nunan (2003), reading instruction usually has at least two aspects. First, reading instruction can refer to teaching students who are learning to read for the first time. The second aspect of reading education is teaching students who already have first-language reading skills. There are eight principles in reading instruction, including:

1. Exploit the reader's background knowledge

The background knowledge of a reader affects reading comprehension. Background knowledge includes all of the

experiences that reader brings to a text. Life experiences, educational experiences, and knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the language works, and cultural background and knowledge.

2. Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. As David Nunan has developed his philosophy of the role of vocabulary in reading instruction, he has decided that basic vocabulary should be explicitly taught, and L2 readers should be taught to use context to guess the meanings of less frequent vocabulary effectively. He has arrived at his philosophy, in part, by reviewing the research on vocabulary acquisition.

3. Teach for Comprehension

The focus on spending time checking and reading comprehension in many reading training programs is much better than teaching students how to interpret. Comprehension follow-up is critical to reading success.

4. Work on Increasing the Reading Rate

One of the major difficulties in second language reading classes is that even though they are able to read, they still struggle to read fluently. It is because teachers often focus too much on pronunciation accuracy, which hinders students' reading fluency.



## 5. Teach Reading Strategies

Strategies are “the tools for successful, self-directed learning needed to develop communicative proficiency. To achieve the necessary results, students need to learn how to use a range of reading strategies that match their purpose for reading.

## 6. Encourage Readers to Transform Strategies into Skills

Strategies can be described as conscious actions that are taken by learners to achieve desired objectives or goals, while an ability is an automatic strategy. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to the unconscious, from strategy to skill.

## 7. Build Assessment and Evaluation into Your Teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Here, the assessment will be included in the reading classroom.

## 8. Strive for continuous improvement as a reading teacher

Not only does the focus need to be on improving students, but the quality of the teacher also affects learning success. The quality of individual teachers needs to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the classroom.

### C. Descriptive Text

#### 1. Definition of Descriptive text

In English education, there are many types of texts that students need to learn, including narrative text, exposition text, descriptive text, and argumentative text. Based on the Indonesian Ministry of Education, descriptive text is chosen as one of the texts that students learn in seven-grade of junior high school. Descriptive text is a type of text that is used to explain or describe an object, place, person, of event in detail. The purpose of descriptive text is to make the reader imagine or understand clearly what is described by the writer. Meanwhile, many linguists, such as Dietsch and Kane, mentioned that descriptive text describes an object that has been perceived before by the writer through their senses describing something from what other have seen, heard, touched, smelled, or tasted before.

#### 2. The generic structure of descriptive text

The descriptive text has a dominant general structure as bellow:

##### 1) Identification

Identification is a general opening statement in the first paragraph or first sentence that introduces what subject is being described, who, when, or where the subject is. Here, in identification, we also mention people's names, place names, etc.

##### 2) Description

Description is a series of paragraphs about a subject where each paragraph usually starts with a topic sentence. The

topic sentence gives an idea of the details that will be contained in the subsequent paragraphs. Any case, each paragraph should describe one feature of the subject, and all paragraphs build up to a description of the subject. The description can be of the physical appearance of the subject, qualities of the subject such as the degree of beauty, excellence or value, and other characteristics of the subject, such as the uniqueness of special aspects that the subject.

#### **D. Teaching Material**

Teaching materials are learning tools that contain learning materials, methods, limitations, and how to evaluate in order to achieve the expected goals (Widodo and Jasmadi, 2008). Teaching materials should be designed and written with the guidelines in mind as it will be used by teachers to assist and support the learning process.

Looking at the explanation above, we can know that the role of teaching material greatly determines the success of the learning process. With Teaching Materials, teachers will be more organized in teaching materials to students and can achieve all predetermined competencies.

##### **1. Principle to Development a material as follows:**

According to Tomlinson, (2011) there are some principles to develop a material as follows:

- a. Material must have an effect for the learners.

The material is considered to give a real effect on the learner if the learner feels curious, interested and attracted. It looks

like an unusual topic, illustration, presentation, challenging task (a task that makes students think).

b. The material should help students feel comfortable

The material presented should be material that makes students feel comfortable, because students will feel lazy to learn the material when they feel anxious, uncomfortable, or tense.

c. Material must build the learner confidence

Tomlinson states that activities which encourage the learners to think deeply by providing stimulate, problematic, yet achievable tasks are better than simply engaging students with easy tasks by using simple language that students can easily understand.

d. Material should be perceived by learners as relevant and useful

Create perceptions of relevance and utility by giving learners relevant and useful material such choice of topic and task. In creating relevance and usefulness for the teaching points, it can be achieved by, for example, getting learners to make decisions about the strategies will use in a task.

e. Types of Teaching Materials

Teaching material has various types, there are printed or non-printed. Print teaching materials can be interpreted as a set of materials that contain material or lesson content to achieve learning objectives that are produced using printing technology. A printed teaching material contains material in the form of ideas, facts, concepts, principles, rules, or theories covered in subjects according

to their scientific discipline, as well as other information in learning. Meanwhile, non-printed teaching materials that are not printed or not in paper form (Laila et al., 2019).

Printed teaching materials can be in the form of handouts, books, modules, brochures, and student worksheets. While non-printed teaching materials include audio compact discs. Audio-visual teaching materials such as CAI (Computer Assisted Instruction), and web-based learning materials.

Mulyasa (2006) further explains that the forms of teaching materials or learning materials include printed materials (handouts, books, module, LKS, brochures, and leaflets), audio visual (such as: videos, films or VCDs) and multi-media (such as: interactive CDs, computer based, and the internet).

Based on the technology used, the Directorate of senior high school Development (2008) classifies teaching materials into four categories, namely:

- 1) Printed teaching materials include handouts books, modules, student activity sheets, brochures, leaflets, wallcharts, photos/pictures, and models/packets.
- 2) Audio teaching materials include cassettes, radios, vinyl records, and audio compact discs.
- 3) Audio-visual teaching materials such as video compact disks and movies.
- 4) Interactive multimedia teaching materials such as CAI

(Computer Assisted Instruction), interactive learning multimedia compact disks (CDs), and web-based learning materials (Widyaningtyas & Sukmana, 2006).

#### **E. Electronic Book (E-Book)**

Electronic books were created in accordance with the rapid development of technology. According to Law Number 3 of 2017 concerning the bookkeeping system defines electronic books as written works in the form of text, images, audio, video, or a combination of all of them published in electronic form. Electronic books can be designed and published in various formats, ranging from basic text to advanced versions that include many features.

Several common formats are used for electronic books. These include AZW (Amazon-specific format), EPUB (an open format defined by the International Digital Publishing Forum), KF8 (Kindle Fire, similar to EPUB), MOBI (a format with its own reader), and PDF (Portable Document Format), which is widely used for document exchange. Other formats include PDB (Palm Database), PRC (Palm Resource), HTML, CHM (Compressed HTML), XHTML, and XML, providing a wide range of options for both basic and complex e-book designs.

Applying electronic books to learning certainly has a good impact on both teachers and students. teachers will find it easier to create fun learning while for students, with electronic books, students will get learning with a different impression and can study electronic books anywhere and anytime.

## **F. Pancasila Student Profile**

Pancasila is the foundation of the republic of Indonesia and every citizen is required to understand and practice Pancasila as guide to life (Sulistiyati,2021). Pancasila is considered as something sacred that every citizen must memorize and obey all the contents in the Pancasila, therefore it becomes the basis of the Indonesian state aimed at guiding social life in Indonesia. Pancasila is the basis of the unity of the Republic of Indonesia and as the purpose of a country as a source of state law in Indonesia which provides a view of social life in the country of Indonesia.

Bhinneka Tunggal Ika has a motto that is “Berbeda Beda Tetapi Tetap Satu Jua”. The meaning of the motto is that although there are many real differences between individuals and groups in Indonesia, but there is no conflict that causes division between communities but characterizes Indonesian society (Lubis, 2022).

The entity of the Indonesian nation is based on the existence of Pancasila and Bhinneka Tunggal ika which has an inseparable relationship in education. Education implements the relationship between Pancasila and Bhinneka tunggal ika by changing the 2013 curriculum to an independent curriculum. this is done as a way to realize the goals and vision of education for students in schools. Based on the Ministry of Education and Culture (2020), the independent curriculum is a curriculum with intracurricular learning that is diverse in content and optimal so that students can develop the Pancasila learner profile and in

the learning process, the benchmark for success in implementing the independent curriculum is the joy and ability of students to collaborate to solve various problems by forming the character of the Pancasila learner profile. The Pancasila learner profile is a form of noble, independent, critical reasoning, creative, mutual cooperation and globaldiversity characteristics which are indicators in the development of the Pancasila profile (Kemdikbud, 2020).

The development and formation of the character of students requires the role of educators to develop and shape the character of students of the Pancasila student profile. The target in educators who are the target of the independent curriculum of students is not just the development of intellect with advanced knowledge, but the provision of attention, understanding, understanding, and appreciation to students to develop skills and attitudes in accordance with the expectations of Ki Hajar Dewantara. Education plays a role in character building to build and complement the values that have grown in the community based on Pancasila with a multidisciplinary and interdisciplinary approach so that the realization of Pancasila student profiles in the school environment (Samsuri, 2011).

### **G. Previous Studies**

This development research uses five relevant studies. The first research is “Developing Supporting Reading Materials for English Subject” The objective of this study is to develop a supporting reading material for junior high school of grade seven based on Curriculum 2013



in Indonesia. The products of this research are supporting reading materials in the form of software and CDs to support the main textbook. The instructional design uses the research and development (R&D) model proposed by Branch known as ADDIE. This model consists of five steps, namely: (1) analyze, (2) design, (3) develop, (4) implement, (5) and evaluate. The participants of the product trial were 30 students and 3 teachers from an Islamic junior high school in Gresik.

The research of Nur Hidayat and Slamet Setiawan (2020) is relevant to this development research because both discuss the development of teaching materials that function as reading materials to support the main book. The difference contained in the research is that the research makes teaching materials development based on the 2013 curriculum, while the development of this teaching materials is based on the independent curriculum.

The second research with title second research with titled "The Development of Interactive E-Book of Local History for Senior High School in Improving Local Wisdom and Digital Literacy". This research and development produce an interactive e-book model of West Java Local History for SMA / SMK Class XI in increasing local wisdom and digital literacy. The product in this study contains images that facilitate understanding of the material and there are additional features such as short audio and video explainers, animations, and infographics. This e-book development aims to attract students' interest in reading.

Based on the results of research of research conducted by Didin

Saripudin et. al. (2021), it can be seen that the development of interactive e-book as digital literacy media using local cultural material as a whole was successful in attracting students' interest in reading. The difference lies in the function of the e-book, if in this study the e-book functioned as a reading book to attract students' interest in reading. But in this study, media development functioned a supplementary teaching material for teachers to teach descriptive text material. And then, the provision of supplementary features is different. In the research conducted by Didin Saripudin et.al (2021) there is no quiz feature, while in this study, there is a quiz feature that contains comprehension questions to determine the results of students' understanding of the text.

The third research the title "Developing Supplementary Materials for Descriptive Text Writing Using Ispring Quizmaker". This research was conducted to develop supplementary materials to support descriptive text writing as a companion to English textbooks for Grade Seven junior high school. This research uses research and development methods with the ADDIE model.

Based on the results of research conducted by Intra Wahyu Utami et.al (2022) are relevant to this development research because both discuss the development of supplementary teaching materials to support the teaching of descriptive text for seventh-grade junior high school. The difference contained in the studies is that the study used supplementary teaching materials to help students' writing skills on descriptive text, while this study focuses on teaching materials to help students' reading

comprehension of descriptive text. Then in the research conducted by Intra Wahyu Utami et.al (2022), using an inspiring quiz maker while in this study researcher used Canva and Heyzine to design a supplementary e-book.

The fourth study is thesis research with the title "Developing Task- Based Supplementary English Reading Material of Descriptive Text for Seventh-Grade Students of SMP Al-Washliyah 8 Medan". This study is a research and Development (R&D) focused on a task-based set of English supplementary reading material for descriptive texts. The purpose of this study was to develop task-based English supplementary book reading materials focusing on descriptive texts for seventh-grade junior high school students. The subject of this study was seventh-grade students of Al- Washliyah Junior High School 8 Medan.

Siregar and Yunita Amalia Yosi's (2020) research. Relevant to this development research because both discuss the development of supplementary book material for reading comprehension skills. The difference contained in Siregar and Yunita Amalia Yosi's (2020) research is that their research focuses on developing task-based supplementary book media, while in the development of this media, the researcher not only provide quiz features but also several examples of text relevant to descriptive text material and supporting audio.

The fifth is thesis research by Rahmanita et al.,(2021) conducted a study titled "Developing an Android-Based English Reading Material for the Eighth Grade Students in MTSN Karangasem". To identify

students' needs and develop an Android-based reading application for eighth-grade students. Using the design and development model by Richey & Klein (2014), the study followed three main stages: design, development, and evaluation. Participants included students, English teachers, and technology experts. Data were collected through questionnaires, interviews, and product evaluation sheets, and analyzed both qualitatively and quantitatively. The findings showed that students had low motivation in learning English and needed more reading materials. The developed application focused on recount texts and was rated “excellent” by experts. It is recommended for use as an effective tool to support reading comprehension.

The study by Rahmanita et al. (2021) is relevant to this research because both are designed and developed to support reading activities in English learning. Both emphasize the importance of interactive instructional media to improve students' reading skills. However, there are several differences between the two studies. Rahmanita's research applied only three stages in the development process—design, development, and evaluation—while the current study adopts five stages, namely analysis, design, development, implementation, and evaluation (ADDIE model). In addition, Rahmanita's study targeted eighth-grade students at MTsN Karangasem, whereas the product developed in this study is intended for seventh-grade students at SMPN.