

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research that can support the research. It discusses definition, purpose of reading comprehension, teaching reading, problem in teaching reading, recount text, Quizlet, Duolingo, and previous study of the research.

A. Reading Comprehension

In this section discuss about definition of reading comprehension, reading purpose, advantages of reading comprehension

1. Definition of Reading Comprehension

The skill of reading comprehension involves the ability to understand and evaluate written material. It involves a sophisticated interplay of cognitive processes that allow readers to comprehend the text, interact with its material, and relate it. to their own experiences and knowledge. Reading comprehension is based on a number of complex skills, though, as Schwartz (2024) noted. To understand the text, students need to be able to decipher the words on the page, grasp the terminology used, and analyze grammar. and text structure, and monitor their own understanding as they read.

The reader, the text, the reading task, and the larger sociocultural context of reading are all actively engaged in the process of reading comprehension. The interaction between a person involves both top-down and bottom-up reading and cognitive strategies. A reader can successfully comprehend and retain written content if they integrate prior knowledge with new information. According to research on reading in second languages, the most important factor in reading comprehension is the use of reading comprehension techniques. Due to prior

knowledge and the use of cognitive approaches, the subject of teaching reading comprehension has gotten a lot of attention. Additionally, reading comprehension is the most important language ability for other skills, especially when English is being used as a second language, according to Takaloo and Ahmadi (2017). It is connected to metacognitive methods, not to a natural skill.

According to Cain (Zagoto, 2020), reading comprehension is a difficult process that necessitates the coordination of numerous cognitive talents and abilities. It implies that the capacity to read, analyze, and understand the meaning of a text is known as reading comprehension. The ability to draw conclusions is one of the traits and abilities that affect a person's capacity to comprehend the text. Reading comprehension, then, is the capacity to read, analyze, and comprehend the meaning of a book. A person's nature and abilities, including their capacity for inference, impact their comprehension of the text (Prihatini, 2022).

However, decoding written symbols such as letters, punctuation, and visual cues in order to create meaning through interaction with a book is the active, cognitive activity of reading. It enables people to analyze, assess, and relate information to past knowledge or experiences through the use of critical thinking, analysis, and idea synthesis. Reading promotes comprehension, creativity, and communication in addition to word recognition; it acts as a link between the reader's understanding and the author's intention. In the end, reading is a dynamic interaction that enables people to access information, consider different viewpoints, and take part in larger human conversations.

2. Reading Purpose

The purpose of reading, or the goal that one has for what they wish to attain by reading, is a critical component determining learners' ability to understand the meaning of a text. Reading purpose can be defined as the motivation or goal that a person has when they embark on reading something; this dictates how they will process information, what kind of reading strategies will be employed, and if they will focus more on the details or the main ideas of the text. A clearly defined reading purpose, with regard to understanding reading comprehension, helps learners because it focuses their attention on the relevant information and avoids confusion and waste of time while reading. As an example, learners who are searching for specific information will focus on the details, while learners reading to comprehend the content of a text will focus more closely on its structure and main ideas. (Alderson, 2000).

Current research shows that the purpose of a reader significantly influences his or her reading performance, particularly in the context of English as a Foreign Language. Students who read for a specific purpose are more likely to perform better in reading comprehension tests than those who read for no reason at all. This is because reading purposes drive learners to employ effective reading strategies for example, skimming to locate the main topic or scanning for specific information-thus driving them to be more focused and effective in their reading, (Fauziyah, 2019).

When using digital learning tools such as Quizlet, identifying the purpose of reading becomes paramount. With media, students have a chance to acquire key terms, or information they will come across upon reading before they begin

reading, which allows students to approach the text with identified purposes and resources that help process information more quickly. Therefore, using media in reading comprehension instruction has helped the students learn new vocabulary but also encouraged them to set specific reading goals.

Knowing the reason for reading in teaching then sets grounds for educators to direct students toward active reading and deep comprehension of texts. It shows that a clear goal for reading is essential rather than just an additional technique, which, in turn, promotes successful integration of digital learning instruments such as Quizlet to enhance the reading performance of students.

3. Aspect of Reading Comprehension

Reading is a complex language skill. Each aspect of reading has its own skill set and only when all of these skill sets are linked together are students able to achieve the ultimate goal of reading to read to learn. Langan (2002. P. 359) states that reading comprehension is the capability of understanding what the reader read. In this understanding the reader should recognize eight skills, they are recognizing definitions and examples, enumerations, heading and sub heading. Comprehension is achieved gradually, as you move from a general feeling about what something means to deeper level of understanding.

According to Krimmel (2020), reading can be considered as an information- processing skill, which is composed of a number of cognitive sub-skills and there are some aspects in reading comprehension:

1. Phonemic Awareness

Every word is made up of a combination of individual units of sound, called phonemes. For instance, the word cat is made up of three individual sounds; c/a/t. Phonemic awareness is the ability to hear, identify and manipulate these individual units of sound. It is the most fundamental skill children need to acquire when learning to read. Word games, language play, rhymes and simply reading are all very effective ways to develop phonemic awareness.

2. Phonics

Building directly from phonemic awareness, phonics is a method of instruction that introduces children to the link between letters and sounds, known as the alphabetic principle. One of the major difficulties children can have when learning to read understands the alphabetic principle. Failure to grasp that written spellings represent the sounds of spoken words makes it difficult to recognize printed words. There are countless phonics activities available either online or in books that can help children develop this critical skill, although these activities should always be complemented with regular reading.

3. Vocabulary

Every child approaches reading with different levels of ability. The larger a child's speaking and listening vocabulary, the more words they will be able to easily map to their reading and writing vocabularies. Reading a wide variety of books is one of the best ways for a child to expand their vocabulary.

Some of the most fundamental words that a child will learn when starting to read are sight words-words like 'is', 'the', 'and', 'it', etc. that can often be spelled irregularly and therefore need to be learned 'at sight.' The first 100 sight words make up more than fifty per cent of most early texts, therefore they are very important for a child to develop early on in their reading journey.

4. Fluency

Refers to the ability to read a text accurately, quickly, and with appropriate expression. It is a critical skill in developing reading comprehension and overall literacy. Fluency serves as a bridge between decoding words and understanding their meaning.

The reading product is the result of the interaction of the many elements of the reading process. Good communication between the writer and the reader will result from their harmonic combination. After reading these theories, the researcher applies the reading component and product in her lesson plan to try to develop a reading exercise that will increase students' understanding. When developing the lesson plan, the researcher also considers the activity's process, which should motivate and challenge the students to accomplish the teacher's goals and enhance their reading comprehension.

Furthermore, while previous information allows readers to draw connections and deduce meanings from their experiences, a robust vocabulary is crucial for comprehending the meanings of texts. Effective information navigation is facilitated by an understanding of text structure and features, and readers can keep an eye on their comprehension by summarizing, anticipating,

and asking questions using metacognitive techniques. Identifying themes and determining the reliability of material require critical thinking and analysis. Because texts that connect with a reader's identity promote a better understanding, the sociocultural backdrop affects engagement. Reading comprehension in the current digital era also entails navigating online texts and multimedia, necessitating the ability to assess sources and synthesize data. All of these elements work together to help readers create meaning, interact with texts, and use what they've learned in practical situations.

4. Advantages of Reading Comprehension

As noted in the **International Reading Association (IRA)** report (2001), some specific of ensuring reading comprehension should be taken into consideration by teachers when teaching the subject. The application of prior knowledge: the IRA explains prior knowledge as what one uses to assist in understanding something new. As it applies to students, the teacher should actively help learners relate their previous knowledge towards a specific reading material to help them learn concepts and draw in hindsight. So making such connections enables the students to comprehend what the writer's intent of writing is and the general idea of the narrative.

According to Khasawneh and Al Khawaldeh (2018), one of the most crucial reading abilities is comprehension, which is necessary to meet the primary goals of the entire reading process. One of the key traits of proficient readers who may make a big contribution to the advancement of society is reading comprehension.

Accuracy, independence when reading, profound comprehension, rapid comprehension, enjoyment of reading, a variety of reading goals, participation in various events, opinion sharing, critical thinking, and creativity are all necessary for this activity.

However, reading comprehension has significant advantages that extend far beyond academic success. Excellent reading comprehension skills support writing and communication skills, expand vocabulary and knowledge, and enhance critical thinking and problem-solving abilities. Moreover, reading comprehension fosters empathy and emotional intelligence, boosts confidence and motivation, and strengthens memory and recall. Ultimately, proficiency in reading comprehension prepares one for future college, career, and societal success through lifelong learning, personal growth, and wise decision-making.

B. Teaching Reading

Teaching reading is a systematic approach through which a teacher leads the learner to attain reading skills effectively and meaningfully. In the learning of English as a foreign language, reading instruction emphasizes not only the students' ability to recognize words and phrases but also to develop their understanding of main ideas, details, relationships of elements within the text, and the schematic structure underlying the text, (Richards and Renandya, 2018). It involves a range of activities that make the students engage in the content of reading through discussions, question-and-answer activities, making inferences, predicting elements of the text, and using study aids that facilitate comprehension.

In teaching reading, the teacher plays a significant role in developing and choosing reading materials that correspond to students' proficiency levels regarding vocabulary, sentence structure, and complexity of texts. The teacher also assists students, explains unfamiliar vocabulary, and demonstrates appropriate reading strategies, including skimming to identify the main idea, scanning to locate specific information, and close reading to identify subtle nuances of the text. With adequate guidance, students become capable of reading but also of critically evaluating and making sense of information (Brown, 2004).

In practice, a good reading activity will not be limited only to answering questions about comprehension. It is essential to involve students in interacting with the text. For instance, in a pre-reading activity, the teacher may introduce new vocabulary with the help of flashcards in Quizlet. Students will make predictions about what the text will be about according to the provided words. In a reading activity, students will read a short paragraph and use the possibilities offered by Quizlet (e.g., playing a matching game or doing a test). In a post-reading activity, students will provide a summary of the text, its main point, and its meaning in groups or pairs.

As a digital educational tool, Quizlet gives educators the opportunity to combine learning new words with fun reading activities. Quizlet, with its features such as digital flashcards, matching games, and tests, can be used to prepare students before they read something, which ensures that they are equipped with the necessary vocabulary and background knowledge to understand the text faster and more successfully. By embedding Quizlet in reading lessons, instructors can make reading activities much more engaging,

enhance students' motivation, and contribute to the attainment of specific reading goals, which significantly enhances students' reading comprehension skills (Dizon, 2016).

Accordingly, teaching reading is not only about teaching students to read but also about teaching them to be critical in analyzing texts, using appropriate reading strategies, and mastering the use of digital tools like Quizlet effectively.

C. Problem in Teaching Reading

Although teaching reading is an essential part of the English language curricula in schools, many teachers and students face significant challenges that hinder effective reading comprehension. The lack of motivation and interest students have in reading English texts is a key issue – as reported by multiple junior high school teachers, who explained that most students tend to show very little enthusiasm when new English reading materials are presented to them, primarily due to their belief that the vocabulary is too complex and text meanings are too challenging to understand (Rohmani et al., 2024).

This vocabulary challenge is often the root cause of other issues in reading comprehension; research has shown that poor command of words makes it difficult for students to grasp the key concepts, details, or inferred meanings from writing, resulting in their reading comprehension results being way below desirable levels.

Moreover, a significant percentage of students also face difficulties in determining the structure of texts – notably when the reading materials at hand possess complex narrative, descriptive, or scientific structures. This is significantly exacerbated in settings where English is learned as a foreign

language; in this case, the students' previous understanding of the Anglophone world and environment is still somewhat elementary, thereby rendering it difficult for them to make appropriate connections or draw reasonable inferences from the text itself (Kusumahwati, Perdhani and Tyas, 2022).

This particular case is enhanced in any situation where the methods of teaching reading remain traditional-for example, just silent reading and then asking questions-without any provision of assistance, opportunities for participation, or multimedia options, all of which combine to make students feel bored and lower their motivation to think critically about the text (Kusumawardani et al., 2023).

Other studies have also shown that non-linguistic factors, such as the inadequacy of teachers to teach and a lack of proper learning materials, interfere. For example, during the process of learning English as a foreign language, teachers often fail to adjust the reading content to match the knowledge that the students possess, which makes the content either too difficult or too easy. Both eventually hinder students' ability to improve their reading skills. The unpreparedness involves a limited common vocabulary, insufficient background knowledge, and the absence of numerous forms of appropriate reading material, all of which make the student's task of fully comprehending what they read very challenging.

These challenges in teaching reading, such as low interest, a limited word base, not knowing how texts are put together, unvaried teaching ways, and not having ready teachers or the right learning resources, suggest that without doing

something different or coming up with new ways and tools, it will be hard to make students better readers.

D. Recount Text

Recount Text is one of the common text types taught to eighth-grade students because the content and structure of the text are in line with the understanding of those at this level of study. Recount Text is a text which can retell the past events and experiences in a specific structure-retelling events, that is, orientation, events, re-orientation-using the past tense and time connectors (Puspitasari, 2020). The instruction given by using Recount Text in reading subjects develops students' abilities in understanding information in a narrative form, knowing the time sequence, identifying text structures, and understanding vocabulary and tense meanings. Some studies explain that when students are guided in reading Recount Texts, their reading comprehension significantly improves (Fauziyah, 2019).

In structure, a recount story consists of some main components, such as: an introduction which introduces who the participants are, when, and where the story takes place; a series of events that are recounted in chronological order; and a conclusion that summarizes or reflects upon the recounted experience. Being able to identify this structure is quite important because it helps students identify the main theme, information, and relationships within different parts of text and, therefore, helps to develop reading comprehension skills, (Purwanti, 2019).

Apart from organization, linguistic aspects like vocabulary and grammar are also important aspects of comprehending recounting narratives. Common

features students are expected to master include the use of verbs in the past tense, adverbs of time, and phrases showing order, (Fitriana & Saputra, 2020).

E. Digital Classroom

A theory which may be considered relevant to discuss the use of Quizlet would be the **Theory of Technology-Enhanced Learning (TEL)** suggested by David Jonassen (1999). According to Jonassen, the theory posits that technology can contribute to creating a more interactive, student-focused, and meaningful learning environment. Digital technology can be used to create such an environment, where students will not only have access to information and data about particular subject matter but also collaborate, interact, and become independent learners.

Digital classrooms can offer opportunities for active participation in learning processes through the employment of technology-mediated resources such as Quizlet. The interactive functions of Quizlet include the ability of students to utilize flashcards, matching, games, and quizzes, and engage in learning through various modes. Consequently, learning becomes effective as students are able to better understand texts, master vocabulary, and become more motivated towards learning English.

According to Jonassen, there is an instance of meaningful learning with the help of technology if learners are actively engaged in the exploration of information, the practice of skills, and the completion of learning tasks independently. This means that Quizlet usage in teaching reading is related to Technology-Enhanced Learning, as learners engage in learning by participating in interactive digital activities and not by being passively taught in class.

F. Quizlet

Quizlet is an online tool that offers a range of engaging games and activities to help students learn teaching reading. Quizlet offers a wider variety of teaching reading learning tasks than comparable apps like Duolingo and Kahoot. Flashcards, tests, matching, gravity, writing, spelling, learning, and live are the eight language learning tools available in this app. Sanosi, A, B, (2018) stated, through Quizlet, students may communicate, work together, and establish a learning environment that will aid in their vocabulary acquisition. In addition, previous educational literature suggests that Quizlet as a teaching media has been used to improve nursing students' reading comprehension (e.g., Warsono,2020).

The effectiveness of Quizlet in enhancing reading comprehension can be attributed to the concepts of retrieval practice and spaced repetition. According to Dunlosky et al. (2013), planned repetition and recall exercises are among the most potent learning methods for boosting long-term retention. Quizlet incorporates these strategies through its Learn and Review features, enabling students to strengthen their grasp of essential vocabulary required for reading. As students enhance their vocabulary recognition, they become better equipped to discern detailed information, main ideas, and inferences within texts.

From a teaching perspective, employing Quizlet as a learning tool aligns with Harmer's (2017) assertion that technology can boost student motivation and involvement when it is used to enhance classroom experiences. Game modes such as Match and Gravity make the process of vocabulary acquisition more enjoyable, encouraging students to engage actively in tasks that bolster reading comprehension. This is crucial, as Schmitt (2018) notes that active participation

in vocabulary learning expedites the process of internalization and enhances comprehension of texts in the context of learning a foreign language.

One alternative method to use Quizlet for vocabulary acquisition is to have students develop their own vocabulary flashcards, which can stimulate independent learning among students, Waluyo (2021). However, points out that when students are tasked with making their own flashcards on Quizlet, issues with accuracy may arise. Another method is to engage in Quizlet Live during class time. In his reflection on teaching, Leal, B (2021) mentioned that “Quizlet Live was designed to bring fresh energy into the classroom, and not only helps students enhance vocabulary skills, but learn teamwork and communication skills as well.

According to Masgoret and Gardner (2023) Quizlet has been demonstrated to have a positive effect on students' motivation for learning foreign languages. It is widely recognized that students' motivation is crucial in the educational process, as it engages the learner in the educational activity, making it more pleasurable. Therefore, Setiawan and Wiedarti (2020) discovered that by utilizing Quizlet, students experienced increased enthusiasm, did not become bored quickly, and consequently displayed a high level of interest in learning through this tool. Likewise, Anjani putra and Salsabila (2018) have shown that Quizlet offered a fresh and enjoyable method of language learning for students, in contrast to the traditional and outdated approach of memorizing new vocabulary.

Furthermore, Quizlet provides numerous benefits for language acquisition, mainly by greatly boosting learners' motivation and involvement.

Studies have indicated that learners utilizing Quizlet show heightened excitement and persistent engagement, perceiving the educational process as more enjoyable than conventional memorization techniques. The platform's interactive and gamified elements offer a novel, enjoyable method for vocabulary learning, aiding in the avoidance of monotony and promoting active participation. Furthermore, Quizlet facilitates independent, self-directed learning, empowering students to manage their advancement and review content as required. Ultimately, these advantages render Quizlet a powerful and attractive resource for enhancing students motivation and achievement in studying foreign languages.

G. Duolingo

Duolingo is a mobile language-learning application designed to provide users with a more friendly, flexible, and fun approach to learning the English language. With game like features such as reward points, level-ups, and interesting activities, the app provides an autonomous and enjoyable learning environment, allowing students to learn anywhere and at any time. A research overview conducted by Duolingo regarding English education and providing evidence-based views on learning outcomes showcases that Duolingo is highly effective for building basic vocabulary and strengthening receptive skills such as reading and listening, particularly in those just starting to dive into the language.

The integration of Duolingo into educational settings, in particular as a supplementary means to traditional teaching methods, has shown promising results. For example, the study "The Use of Duolingo Application in Teaching

Reading Skill to University Students at Nusa Cendana University (Kupang, NTT)," indicated that the inclusion of Duolingo effectively and significantly enhanced students' reading skills when initial and post-assessments were compared. In addition, the study "The Effectiveness of Duolingo Application on Students' English Vocabulary Mastery," in which junior high school students in Jember participated, demonstrated that students who used Duolingo achieved a higher average score in the post-test vocabulary assessments than students who learned with conventional methods, reflecting a statistically significant difference.

Moreover, Duolingo is also known for its ability to enhance learners' motivation and engagement in their learning process. A paper that researches learners' perceptions of using the Duolingo tool to develop English language proficiency within an English academic syllabus shows that regular use of Duolingo significantly impacts and enhances the improvement of English language proficiency, including vocabulary, reading, writing, listening, and grammar, provided that learners are able to study independently outside the classroom in a more game-like and interactive fashion. Such a finding supports the suggestion that Duolingo might act as a suitable supplementary teaching tool in EFL curricula.

Based on the reviewed materials, Duolingo demonstrates significant potential as a learning tool for improving students' skill in reading, especially for those who are just beginning their intermediate-level education. Therefore, the rationale of this research is greatly justified by substantial theoretical inputs and practical information – evaluating how well Duolingo performs compared to

other tools, such as traditional flashcards or other software programs. Duolingo can be an effective tool in bringing forth better competency in reading among students, particularly with regards to understanding stories of personal experiences, which is the specific scope of the present study, provided that Duolingo is used consistently and in tandem with face-to-face instruction or guidance from instructors.

H. Previous Study

According to various studies, Quizlet has been proven to be an efficient digital application in English language learning, especially concerning the improvement of vocabulary mastery and reading comprehension. For instance, Damayanti (2025) indicated that the application successfully enhanced the vocabulary mastery of students of eighth grade at SMPU Al-Anwari Banyuwangi because the application increased the post-test scores of students after the treatment. Similar results were found by Ningsih (2024) that Quizlet had a significant effect on students' vocabulary achievement, which means that the application could help students retain words and motivate them to learn. Moreover, Maulana (2024) discovered that Quizlet was an efficient method in teaching reading comprehension for seventh grade students at SMPN 50 Surabaya because the interactivity of the application allowed students to understand narrative texts better.

Furthermore, Affandi (2025) revealed that Quizlet positively influences students' reading comprehension in narrative text in MTsN 5 Kampar; it means that Quizlet is also appropriate to be used in Islamic junior high school settings. This finding is further corroborated by the opinion from Auliya (2025) who

argued that Quizlet motivates, engages, and encourages students' enthusiasm towards learning through interactive activities such as playing cards, matching activity, and quiz.

Thus, based on these research findings, it is concluded that Quizlet is appropriate to be implemented in MTsN 1 Kediri since the students are in Grade VIII who need a fun, flexible, and simple digital media to comprehend better the reading texts. From these descriptions above, the most related problem that needs to be addressed in this study is the problems encountered by the students in comprehending reading texts and require a fun learning media such as Quizlet.