

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In review of related literature, it covers some theories which related to the study. Those have three parts. They are reading, reading comprehension and english e-reader.

#### **A. Reading Comprehension Skill**

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

To learn English there are four skills taught to the students that is listening, speaking, reading and writing. These four skills help people to communicate well, either in spoken or written form. One of those skills help people gain information to support their communication is reading. Reading is one of the very important skills in learning language to seek information and to gain knowledge. Alyousef (2008), reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that when the readers read the text, they must understand what they have read. To comprehend a reading text, commonly, reading is designed in a text form consist of questions which have relationship with the text in order to know the readers can understand what they have read. So, reading is a process of understanding the meaning of a text in which the readers can get important ideas and information of what they have read.

The Definition of Reading Comprehension Reading without comprehension is nonsense and useless. Reading comprehension is related to the capacity of one's mind to understand the grasped ideas or the process of transferring ideas from reading the text to readers' mind to have a comprehension (Sabouri,

2016). Reading comprehension is the ability to understand the idea and information in the reading texts. The reader must understand the meaning of the written text after she or he read it.

In conclusion, reading comprehension is an activity involving a number of thinking processes to pronounce, understand and interpret the printed symbols written by the author for searching Information. Thus, reading comprehension requires active thinking process that depends not only in word-recognition skill but also on the reader's own experiences and previous knowledge.

There are four aspects of reading comprehension such as main idea, detail, vocabulary and inference (Adler, 2003). First, main idea of a passage or reading text is the central thought or message. Mikulecky and Jeffries (1998) argued that main idea is the writer's idea about the topic which is formed by both the topic and the idea. Identifying main idea and supporting details is an important part of reading comprehension. Second, detail in reading comprehension as like considered as the most crucial thing in reading comprehension. We need detail to comprehend the text. It is also the first thing that we must be able to do to identify the topic of the text. Third, vocabulary is one of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success (Rahmatun Nisa, Siti Safura and Deni Fajar Wicaksono, 2018). This relationship is logical to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Fourth, Inference is the ability

to read between the lines or to get the meaning an author implies but does not state directly. It also requires readers to note text clues, to access prior knowledge associated with clues, and then, on the basis of that background knowledge, predict (infer) what the meaning is (McNamara, 2007).

There are level of processing in reading. Two types of processing are “bottom-up and top-down”. In bottom-up processing, words are formed into phrases, and phrases are formed into more abstract units called propositions or ideas. These processes require knowledge of syntax (grammar). Top- down processing occurs when higher-level information, just as knowledge of the general topic of the text, helps the reader identify lower-level information. Comprehension involves the relating of two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text (Kirby, 2007)

### **B. English E-Reader**

Graded readers are extended texts, mostly fiction, written in language reduced in terms of structures and vocabulary. They are initially simplified version of classics, modern novels, and fairy tales (Hill, 1997). English E-Reader are fiction and non-fiction books specially written for learners of English as a foreign or second language. They are graded into levels of language difficulty (e.g. Stage 1-6, stage 1 being the lowest level) by means of grammatical features, vocabulary, information load and cultural background. In English E-Reader new vocabulary and grammatical structures are repeated and recycled for learners so that they become familiar with them. Learners who read graded reader comprehensively,

they are able to understand with the meaning and it can improve their skills especially in reading comprehension.

Different publishers use different leveling systems and labels. Colors, numbers, and alphabets are commonly used to indicate levels of difficulty. English E-Reader are a proven approach to developing successful readers. Book leveling system helps schools to grade their books by difficulty level carefully. A book leveling system provides a comprehensive structure for teachers and parents. The implementation of English E-Reader will be succeeded, when there are certain instructions or treatment of the teacher combined with willingness and awareness of students to read and comprehend their materials. Using English E-Reader the students can enjoy reading without many effort and slowly increase their vocabulary. In every next book, they will find some new words for them and it will be used in this book several times in different sentences, so they can understand their meaning and remember them at once. English E-Reader is a graded reader website that can be accessed by sign up and login the website (About Us: English e-Reader, 2020). It provides many e-readers or e-books that consist of simplified classic books or written from scratch ones using simple English. Such books are graded by levels.

### **C. COVID-19 Pandemic Era**

Coronavirus disease 2019 (Covid-19) is a kind of virus Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) which emerged in Wuhan, China and was discovered at the end of December 2019 (WHO, 2020). Until now

it has been confirmed more than 100 countries have been infected with the virus. The human spreading of the virus is due to contact with an infected person exposed to coughing, sneezing, respiratory droplets, or aerosols. At first the transmission of this virus caused by animals as a source of food then it could not be determined whether it could be through between humans (Sheeren, 2020). This virus quickly spreading still mysterious and research still on going. Since March 11, 2020. The coronavirus (COVID-19) spread around the world the world. It is a pandemic disease that affects all of the fields, especially in education system. During COVID-19 pandemic era, students and teacher are prohibit to study in the classroom. As a result, the best solution to fixed teaching and learning is applying distance learning or e-learning. It contains platforms, educational application, and resources that purposed to help students, parents, and teachers. However, due to lack of internet connectivity, information technology, educational materials and digital technology skill distance learning is difficult for teachers, students, and families (Mustafa, 2020).

#### **D. Previous Studies**

There are some previous research that can be used as the base and support of this current research.

The first, research entitled “ Graded Reader in Indonesia : A Review” written by Pratiwi (2019). This study seeks to review MoEC book leveling system by comparing graded readers in Indonesia and the United Kingdom on the basis of the following indicators: structure and format, comparison of level, content, language, and graphic work. This is a comparative study that compares between

indicators of book leveling system produced and used in Indonesia and those from the UK. The comparison was done on the basis of how the leveling system address the aspects of content, language, and graphic. the study revealed some commonalities and differences between the book leveling system used in Indonesia and the UK.

The second, research entitled “The Benefits of Graded Reading” written by Mustafa Albay (2017). This study revealed that it has been found in experimental and quasi-experimental studies that graded reading results in increase in reading rate, motivation, attitude and enhance in language skills. Learners who read extensively are prone to make gains in overall language proficiency. Extensive reading develops vocabulary knowledge which provides an opportunity for learners to promote writing, listening and speaking skill. Learners are at an advantage to develop these skills if they have increased vocabulary knowledge.

The third, research entitled “The Effect of Graded Readers on Reading Comprehension of EFL Students” written by Bairam Kara (2019). This study investigated the effect of reading graded readers on the reading comprehension scores of the prep students at university. 30 EFL students from School of Foreign Languages (SOFL) in Selcuk University participated in the study. Two groups, control and experimental group, each consisting of 15 students were formed at the beginning of the study. results of the study revealed that extensive reading had a positive effect on the reading development of EFL students.

The fourth, research entitled “Developing Graded Reading Materials to Enhance Extensive Reading Habit for Students of Senior High School” written by

Muhammad Fauzi and Siti Mukminatun (2020). The objective of this research were to identify the students' target needs, identify the learning needs, and develop self-access graded reading materials to enhance extensive reading. The data of this research were collected from high school students in SMAN 8 Yogyakarta by using questionnaires and interview with the English teacher. The results of the materials evaluation showed a good outcome according to the expert judgment results.