

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the theories that underline this research. The theory are about previous study, covers reading and media used by researchers, namely *E-Flipbook*.

A. Reading

Reading is a very important skill that must be possessed by learners. It would help them in understanding the meaning of text learnt in the school. According to Tarigan (2008 : 7), reading is a process to get message of the writer through words or written languages.

That reading is a developmental, interactive and global process involving learned skills. The process specifically incorporates an individual's linguistic knowledge, and can be both positively and negatively influenced by non linguistic internal and external variables or factors.

Anderson states that reading is process of understanding the meaning implied in a text and looking at the ideas contained in the written word. (Caldwell, S.J 2008) states that reading means bringing meaning to and getting meaning from printed or written material. Based on the definition above, it can be concluded that reading is an activity or a process to understand meaning, message, and purpose from printed or written material that connect reader to writer's idea.

a. The Aim of Reading

Reading is the process to understand a text or a passage. The purpose of reading is to catch the idea or information in paragraph text. The primary

target in reading is comprehension. This reading activity is aimed at knowing at the discoveries that have been done by a character or to solve the problems creates. Reading for main ideas this reading activities aimed at finding what the main topic of reading passage is, reading for sequence or organization these reading activities aimed at knowing the sequence of event or story that happens in the text. reading for inference these reading activities aimed, there are three more reading for classify, reading to evaluate and the last reading to compare or contrast

b. The Advantages of Reading

Reading is an activity that has several benefits, such as to find information from text, magazines, newspaper. There are at least 8 outlined benefits of reading according to (Grabe, William and Fredricka. 2011) as follows :

Reading as an Active Mental Process so when reading students will be forced to think about things that are not yet known and think more critically. Second, reading can improve students' vocabulary, students can learn new words and their meanings (not yet known) to read and understand the contents of the text. The third increase concentration and focus with this students need to focus on the book or text that is being read for a long time, therefore it is necessary to concentrate on reading so that student concentration becomes better. The fourth build confidence the more a person reads, the more knowledge he gains. Increasing knowledge, will further build self-confidence. It's a chain reaction. Next, improve

memory many studies have shown that, if a person does not use memory, memory can be lost. Reading is an activity that trains memory. Reading helps stretch memory because reading requires memory for details, facts and figures on a piece of literature, plot, theme or story characters. Reading also improves discipline Adding books and other resources as written text in reading activities to students' daily schedules and sticking to the schedule will improve discipline. Lastly, reading also increases creativity Reading about the diversity of life and being open to new ideas and information will help develop the creative side of the student's brain.

c. The Ways of Reading

According to Grellet (1984:4) there are several good ways to read, and the following explanation of how to read is as follows:

a. Skimming

Skimming is reading quickly by running one eyes over a text to get the gist of it. The activities included in this way are compare value, find and compare events, select a title, draw inferences, decide the question, and create the title.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. The activities included in this way are words for old, locate grammar features, find specified advertisement, compare

details, check dates, shopping list, make words sets, and newspaper headlines.

c. Extensive Reading

Extensive reading is reading longer text, usually for one own pleasure. The activities dealing with it are catching overall meaning, information, and general understanding: for example reading short stories, fiction, novel, book.

d. Intensive Reading

Intensive reading is reading shorter text to extract specific information. It occurs when students focus on the language rather than the text. The activities that found in this way are finding main idea, making inferences, identifying words that connect one idea to another, for example reading newspaper, magazine, identifying grammar on the text.

d. Principess of Teaching Reading

Harmer (2001:70) said that there are six principles of teaching reading there are six principles of reading, the first one is reading is not passive skill reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the picture the word are painting, understand the arguments and work out if we agree with them. If the readers do not do these things, the readers only scratch the surface of the text and the readers quickly forget it. Second, students need to be engaged with what they are reading as with everything else in lesson,

students who are not engaged with the reading text, not actively interested in what they are doing and less likely to benefit from it. When they really fired up by topic or the task, they get much more from what is in front of them. Third, Students should be encouraged to respond to the content of a reading text. Students have to understand the content, the meaning and the messages of the text. Teachers also should give more changes to students for expressing students' respond toward the text.

Prediction is a major of reading is number fourth, before the readers accentually read, the readers must check the whole such as picture, table, headlines, book cover, etc. The readers will get hints from them all, it will create predictions and guidance to read. Hence students will get hints and can predict what coming event is. Fifth, Match the task to the topic, teacher must take good reading tasks relating to the texts which the students are going to read. The most interesting text can be made really exciting with imaginative and challenging tasks. The last principles is Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks using the language for study and activeness.

e. Reading Assesment

According to Brown (2004: 188), there are some macro and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension, as follows:

1. Macro Skill

As we know that there are several macro skills which are divided into several parts, namely recognizing the rhetorical forms of written discourse and their significant interpretation, recognizing the communicative function of written text, according to form and purpose, Inferring the context that is not explicit by using background knowledge, Inferring link and connection between events, deduce, cause, and effect, detect such relation as main idea, supporting idea, new information, given information generalization, and exemplification. Then after that there is still distinguishing between literal and implied meanings, detecting cultural specific references and interpreting them in a content of the appropriate culture schemata.

2. Micro Skills

Micro skills refer to specific competencies for communicating effectively with others. About how to discriminate among the distinctive graphemes and orthography in English. Then, Processing writing at an efficient rate of speed to suit the purpose, recognizing a core of words and interpreting word order patterns and significance, recognizing grammatical word classes (verb, noun, adjective, etc), system (tenses, agreement), pattern, rules, elliptical forms. Furthermore, recognizing the plural meaning may be expressed in different grammatical forms

After going through several stages above, the next is recognizing cohesive device in written discourse and their role in

signaling the relationship among clauses. The basic purpose of reading is that the readers can comprehend the text. This research focused to recognize the communicative functions of written texts, according to form and purpose; Inferring context that was not explicit by using background knowledge; Inferring links and connections between events, ideas, supporting ideas, etc; Deducing causes and effect and detect such relations as main idea, new information, given information, generalization, and exemplification as the guidance of this research.

B. E-Flipbook

Digital *E-Flipbook* is an interactive, HTML or PDF publication that has the look and feel of a real, page-turning book completed with page-turning effects, page shadows and more. This media creation can be done by using *E-Flipbook* maker. It is designed to convert PDF files into digital. It creates books appearance or other teaching materials into an electronic digital book shaped *E-Flipbook* . By using the software, the media appearance will be more varied because it is not only in the text form (Sugiyanto, 2013). In addition, Wijiyanto (2011) states that *E-Flipbook* maker has a function to open each page to be like a real book. It can create and modify pdf files, image/photo into physical book or album when we open a page. From the definitions above, it can be inferred that digital *E-Flipbook* is a converted PDF file uploaded on the internet that has the look and feel of a real book and can be completed with audio, video, and link of other websites.

The interest of student teachers in reading on screens has created a demand for software products that allow them to view documents on screens comfortably. Digital *E-Flipbook* is one product that is widely used by student teachers today. A study conducted to evaluate the performance of users in finding courses using a *E-Flipbook* university course schedule format. The results showed participants completed the task faster using the *E-Flipbook* format when compared to the website format. For some tasks, participants are more efficient at using *E-Flipbook* s format, despite the fact that they had never seen this format before. It shows that even not all students are familiar with digital *E-Flipbook* s, they still have the ability in using them. They see *E-Flipbook* s as attractive and easy-to-use media (Hull and Chaparro, 2006).

According to Prasetyo (2017), the use of *E-Flipbook* is feasible and effective. It is validated as a good criteria and student learning achievement is increased after using the *E-Flipbook* in the learning process. In addition, Thoermer and Williams 15 (2012) state that there are some improvements felt by the students after using the digital *E-Flipbook* s. They get motivated because their fluency and accuracy in reading are increased. The use of the *E-Flipbook* is effective in building critical thinking skills. It can foster the characters such as discipline, cooperation, honesty, confidence and perseverance. There are also some progresses in students' abilities in problem understanding, planning, and reviewing the lessons (Gustiana and Rusnilawati, 2017).

There is a previous study by Stover, Yearta, and Harris (2016) about the use of digital *E-Flipbook* by student teachers. They emphasize that student

teachers are exposed to new ways to increase the use of information and communication technologies in the classroom. The student teachers became more active and engaged in reading. It is an imperative for teacher education programs to involve their student teachers in experiencing learning with the digital *E-Flipbook* , to prepare teachers to educate and inspire the minds of 21st- century learners.

C. *E-Flipbook* as a Facility

According to Barnawi's own theory, Learning Facilities are things that are useful or useful, which serve to facilitate an activity. In the Great Dictionary of Languages Indonesia stated that facilities are something that can help, facilitate work, tasks and so on. The discussion of the use of learning media has a function as a tool to convey information in a comprehensive manner learning that can affect the conditions and an effective learning environment (Suryani and Agung, 2012). Selection of good learning media can be interpreted as media that can adapt various student learning styles in learning to achieve learning goals – one of which is a digital *E-Flipbook* . This is electronics learning media in which there is text, audio and visual. *E-Flipbook* is one of the classics animations created with a piece of paper, mostly found in the form of 'thick' books, and each paper aims to describe something its appearance is designed in such a way that objects in it can move or appear when opened (Nafiah et al., 82: 2018). Electronic Books or often referred to as e-Books are books with interactive digital forms that are more effective and efficient in terms of how to access them. So, learning facilities are a tool or

complement in learning support the process of teaching and learning activities carried out by students and teachers to expedite or facilitate the process learning to be carried out.

D. Previous Studies

Some writers have conducted the research on the use of *E-Flipbook* s for learning media. Previous research from Yulinar (2019) that to assess the efficacy of the learning media utilized, the learning outcomes test received an average score of 78.57 with a proportion of 86 percent in the very good category, indicating that this learning medium is being used successfully. Based on these findings, it is possible to conclude that the Android-based kvisoft *E-Flipbook* learning medium generated is legitimate, practical, and effective. In the sense that this *E-Flipbook* learning media can be used effectively for learning material, but this research was conducted to prove that *E-Flipbook* is quite effective in increasing reading motivation because its shape is more attractive.

According to Hamalik (in Arsyad, 2011) learning media in process teaching and learning can awaken new desires and interests, generate motivation and stimulation learning activities, even bringing psychological influences on student. One of the learning media that can be used in science learning in class one of them is media *E-Flipbook* .

Research by Mulyadi *et al* (2016) showed that improvement of creative thinking skills during teaching and learning activities using learning media *E-Flipbook* . Then motivation, interests, and activities learn students whose learning using learning media *E-Flipbook* has increased.

At the time of learning using *E-Flipbook* , even the 11th grade students of SMKN 1 Kediri looked very enthusiastic to see and pay attention, this was the motivation for researchers to find out more whether what they saw did generate their own interest for the students there.