

CHAPTER I

INTRODUCTION

This chapter addressed the key aspects of the study, including the research background, research setting, research limitations, problem formulation, research objectives, research necessity, and definitions of essential terms.

1.1. Background of The Research

Reading comprehension requires readers to actively build understanding by critically examining and interpreting the text to grasp the true meaning (Suhartono et al., 2019). Teachers must utilize effective strategies to facilitate reading comprehension so students comprehend the text and meet reading goals (Dwiningtiyas et al., 2020) teachers should employ diverse techniques, media, and games when teaching reading comprehension to sustain student engagement. Through observations of reading comprehension skills among students at YAPPAN Vocational School, the researcher found several problems. The school is a vocational school because almost all students prefer to focus more on main subjects and have less interest in general subjects. Students are less motivated to read texts in English, especially when encountering unfamiliar words, and are less interested in reading words that are difficult to pronounce.

This research explores using the "Readable" application as a learning media to enhance students' reading comprehension. 'Readable' offers a diverse range of easily accessible stories for English learners, including fiction, horror, thriller, and daily news. It streamlines learning with customized content levels, audio support, and word translations. This is what prompted the researcher to

undertake this study: to investigate whether the 'Readable' application has a significant impact on the reading comprehension of narrative texts among 12th-grade students at YAPPAN Vocational School.

1.2.Setting of The Research

According to the presented context, the issues can be outlined as follows:

1. Vocational school students had less motivation to read texts in English since vocational students were more focused on their major subjects.
2. Students find it difficult to understand texts in English when encountering unfamiliar words.
3. Students have difficulty pronouncing words correctly.

1.3.Limitation of The Research

This research limits the problem to students' reading comprehension at the 12th Vocational School YAPPAN Vocational School.

1.4.Formulation of The research

Based on the research's limitations, the challenge is expressed as follows "Is there any significant effect of using the 'Readable' application on reading comprehension of narrative?"

1.5.Purpose of The Research

Given the research questions outlined, the aim of this study is to find out if the 'Readable' application has a significant effect on narrative reading comprehension.

1.6.Need of The Research

1. For Students: The results of this research can help students overcome problems understanding text reading, especially using the "Readable" application.
2. For English teachers: It offers insights into the use of the application and details effective approaches for the pedagogy and learning experience. This makes it education process for teachers to use applications to motivate students and make teaching situations and the learning process more interesting, helping students find English enjoyable.
3. For the Researcher: Inform new teaching methods for reading comprehension using technology. The research also fulfills the Sarjana degree requirements at the University of Pasir Pengaraian.

1.7.Definition of Key Term

In this research, it is necessary to define the following terms:

1. 'Readable' Application: offers both a free version and a paid pro version. The 'Readable' app adapts stories and daily news to users' proficiency, enhancing language learning with audio and vocabulary tools. Research-backed, it accelerates language acquisition, earning a 2020 British Council nomination. Users benefit from targeted vocabulary expansion and memorization through the "Word Trainer" feature (Readable.app, 2023).
2. Reading Comprehension: Hoover and Gough (1990) suggest that the Simple View of Reading (SVR) model posits that understanding text—often referred to as reading grasp—relies on two fundamental processes:

recognizing words and comprehending language. (Sánchez-Vincitore et al., 2022).

3. Narrative Text: (Chatman & Attebery, 1993) is described as a type of story, whether fictional or factual, that includes a sequence of events where the narrative unfolds and the context is revealed as part of the story's structure. Consequently, distinctive elements of narrative text are evident in its chronological arrangement of events, which engages readers and piques their interest as the story progresses.

CHAPTER II

REVIEW OF LITERATURE

This chapter will provide a survey of associated theories, which consist of the concept of reading comprehension and 'Readable' application, including the 'Readable' application's relationship with reading comprehension and characteristics and features of 'Readable' application, narrative text, also related findings, hypothesis, and the concept framework.

2.1.Review of Related Theories

2.1.1.The Concept Reading Comprehension

Basic reading processes involve deriving meaning from written texts, obtaining information, and gaining knowledge about the broader world. (Setiorini et al., 2022). Reading comprehension refers to the skill of analyzing, interpreting, and discussing a subject matter that has been read. (Infante, 2023). An essential aspect of human intelligence and a fundamental element of literacy is reading comprehension. It encompasses the ability to grasp and interpret written material effectively. (Miao et al., 2019). Reading comprehension is a multifaceted mental activity that presents challenges in both teaching and assessment. Numerous factors contribute to the difficulty of enhancing reading comprehension scores or abilities. (Elleman & Oslund, 2019).

According to that definition, reading comprehension is understanding and discussing what you read. According to Gough and Tunmer (1986) and Hoover and Gough (1990), reading comprehension can be understood through two fundamental elements: Decoding involves the competence in articulating words,

linguistic comprehension involves understanding the meaning of text when it is read aloud by others or heard. (Joshi, 2018). To achieve effective reading comprehension, it is crucial to both accurately decode words and grasp the sense of the text when it is read or listened to. These two components are vital in developing strong reading comprehension skills.

According to Klingner et al. (2007), as cited in (Handayani, 2020), there are fundamental skills in reading comprehension, including:

1. Word Reading: Involves knowing and understanding individual words, requiring the ability to decode.
2. Fluency: Focuses on the reader's capacity to recognize words and understand the reading simultaneously.
3. Vocabulary: Comprehending the meaning of words, and as vocabulary mastery improves, so does the depth of comprehension.
4. Word Knowledge: Having sufficient background knowledge to enhance comprehension, facilitating the reader's ability to grasp the content of the text.

By recognizing the relationship between reading, fluency, vocabulary, and word knowledge as basic reading skills, we can see how vital word pronunciation and language comprehension are. An approach that considers all aspects of the text helps readers connect words, phrases, and ideas to build a better overall understanding.

2.1.2.Readable Application

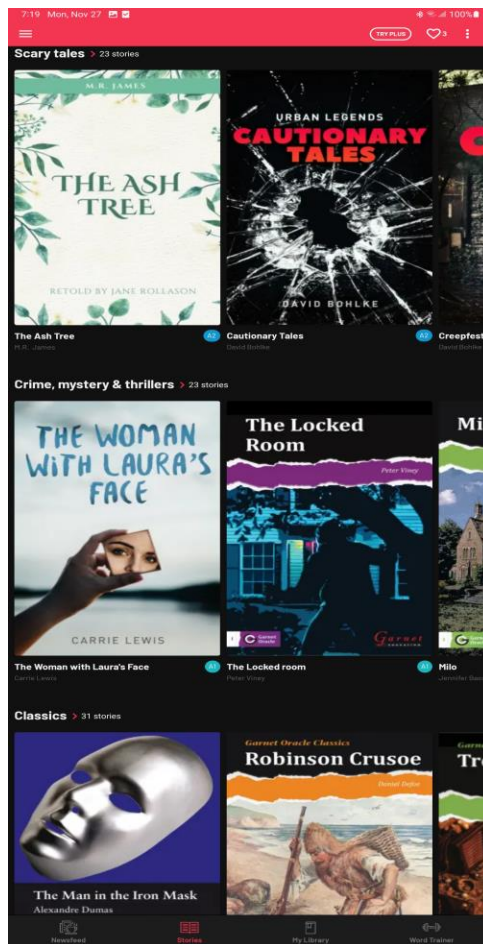
1. Readable Application Relationship with Reading Comprehension

The Readable application is based on updated information up to 2023 from their official source, Readable.app. The app creates a learning environment that promotes better reading comprehension through diverse access to reading materials, customized difficulty levels, audio support, and word translation. Users can adjust the difficulty level according to their ability, while audio support enriches the reading experience. Word translation helps expand vocabulary and facilitates comprehension of words that may be unfamiliar. Overall, the Readable application provides access to many reading material sand designs in-depth features to enhance users' reading comprehension.

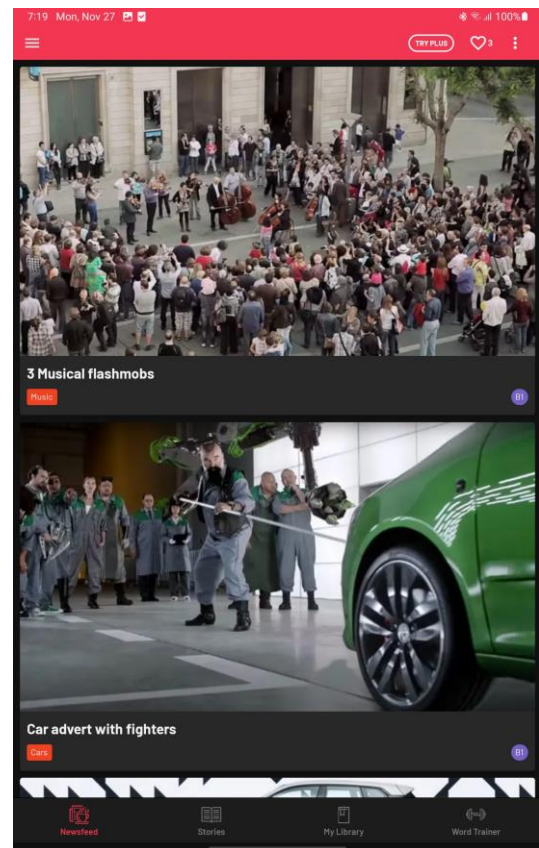
2. Characteristics and Features of ‘Readable’ Application

Based on the updated (Readable Application, 2023), the characteristics and features of the 'Readable' application are as follows:

1. Diverse Content Access: offers access to a wide range of reading material, including fiction, horror, thrillers, and daily news, to suit a wide range of readers' interests



Picture 1. Diverse Stories



Picture 2. Daily News

2. Customized Content Levels: Ability to customize learning experiences

to suit individual reading ability levels

Set your English level

A1
Beginner

A2
Elementary

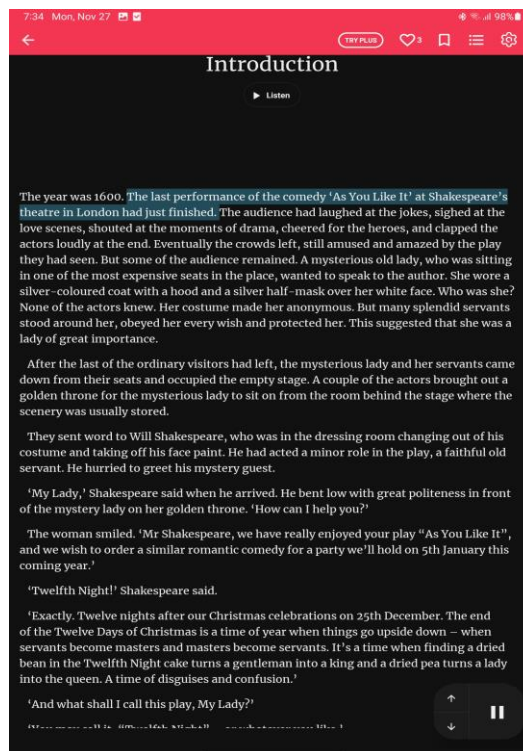
B1
Intermediate

B2
Upper Intermediate

Show stories beneath my English level

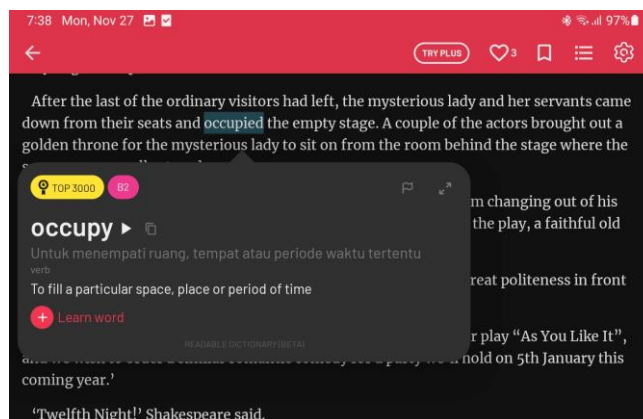
OK

3. Audio Support: Integration of audio support that enriches the reading experience and allows users to listen to content to improve auditory comprehension.



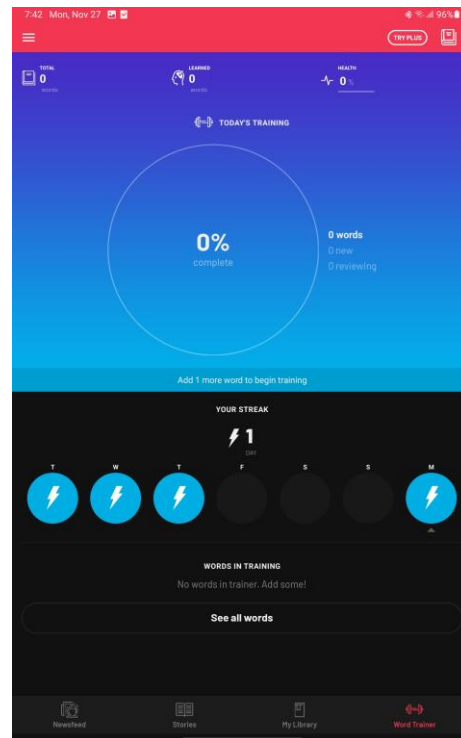
Picture 4. Audio Support

4. Word Translation: Facilitate language learning by providing in-app word translations, helping to grasp the significance of new words and supporting the growth of vocabulary.



Picture 5. Word Translation

5. Word Trainee: helps users remember difficult words, adding a dimension of learning effectiveness.



Picture 6. Word Trainer

2.2.Narrative Text

Narrative text (tale) is a genre of English writing designed to narrate a story through a sequence of events presented in chronological order. (Hidayatullah, 2022). A tale is a type of story crafted to engage and entertain the reader with intriguing content. It serves a similar purpose to when you recount an interesting event from work or school to a friend, or share a humorous anecdote with someone. (Lubis, 2016). In other terms, a narrative text is a written work designed to convey a message that helps the reader grasp the story's meaning. This genre includes various types, such as fairy tales, enigmas, speculative fiction, love

stories, tales of terror, adventure sagas, allegories, folklore, historical accounts, lyrical poems, everyday life narratives, personal anecdotes, and beyond.

From the explanation above, narrative text represents a recount of past events, presented in the past tense, and is designed to serve a social purpose by entertaining or amusing readers. Its composition exhibits distinct characteristics, both in its structure and linguistic elements. According to (Chatman & Attebery, 1993), narrative text can be dissected into four fundamental components:

1. Characters

Characters are the individuals or entities that participate in the story. They can be protagonists, antagonists, or secondary figures. Characters drive the narrative through their actions, decisions, and interactions. Their development and growth are crucial for engaging the reader and advancing the plot.

2. Settings

The setting denotes the period and location in which the narrative unfolds. It includes the tangible surroundings, such as locations and surroundings, as well as the temporal context, such as historical periods or specific moments. The setting offers the context for the events and affects the tone and ambiance of the story.

3. Plot

The storyline consists of a series of events that constitute the narrative. It usually adheres to a structured sequence, featuring an exposition, escalating action, peak moment, descending action, and conclusion. The

storyline delineates the primary struggles and progressions that propel the story ahead and maintain the reader's interest.

4. Conclusion

The conclusion, or resolution, is the final part of the narrative where the story's conflicts are resolved, and the outcomes for the characters are revealed. It provides closure and wraps up the plot threads, offering a satisfying ending or a meaningful resolution to the story's central issues.

2.2.1. Generic Structure of Narrative Text

Based on (Anderson & Anderson, 1997) stated Narrative text contains:

1. Orientation

In this section, the narrator presents the story to the reader by outlining its features, including the setting, location, and time period.

2. Complication

The narrator recounts the story's events in a chronological order. This segment marks the initiation of the series of events, highlighting the unfolding complications and interactions between the characters.

3. Sequence of events

The narrator illustrates how the characters respond to the obstacles and the methods they pursue to address the problems.

4. Resolution

In this section, the resolution of the conflict is presented. The narrator sequentially describes how the protagonist addresses and resolves the conflict.

2.3.Related Finding

The following are previews of research in the same topic. About (Yanuar et al., 2023) This study seeks to evaluate how class X students respond to the use of the "Readable" application and determine its effectiveness in enhancing their reading skills. In the research conducted at SMA Negeri 4 Blitar, the application demonstrated a notable improvement in students' reading abilities. To date, the researcher has identified only one study on this specific topic but has come across several related research works.

Regarding (Cataño Lopera, 2023) research, which discussed the impact of Information and Communication Technology (ICT) in supporting reading comprehension and writing skills, the results of her research showed that ICT could support reading comprehension through purposeful writing practices, eliminating spatial and temporal barriers, and developing digital and media competencies. Although this research did not specifically discuss the application 'Readable', the findings indicated that integrating ICT in learning could support the development of reading comprehension skills.

The "Readable" application has one feature, namely audio support. This feature allows users to listen to text while reading it, providing a multimodal learning experience that can improve reading comprehension. Thus, integrating audio support features in the "Readable" application can be an innovative approach to improving students' reading comprehension abilities. In this context, research by (Friedland et al., 2017) regarding "Does Reading-While-Listening Enhance Students' Reading Fluency?" provides a new view regarding the potential

benefits of Reading While Listening (RWL) using the SiMBi application. The research was carried out at Hadassa Primary School in Uganda and revealed encouraging outcomes, such as considerable enhancements in reading fluency and English comprehension among the students who utilized the RWL app. This evidence indicates that the RWL application can effectively enhance reading comprehension.

In the context of the "Readable" application, the inclusion of the word translation feature, from the findings of (Widiasari et al., 2021) research on "The Correlation Between Students' Translation Ability and Reading Comprehension." This research examined the link between students' translation skills and their reading comprehension abilities, uncovering a strong correlation between them. By incorporating these findings, the integration of a word translation feature in "Readable" aligns with the proven connection between translation proficiency and improved reading comprehension. The study by Widiasari et al. provides a solid foundation for integrating translation-related features, suggesting that fostering translation skills can positively impact reading comprehension. Thus, developing the word translation feature in the "Readable" application is grounded in established research, fostering a strategic approach to enhancing users' reading comprehension capabilities.

2.4. Hypothesis

The hypothesis formulated for this study revolves around assessing the impact of using the 'Readable' application in teaching reading comprehension to 12th-grade students at YAPPAN Vocational School Vocational School.

1. Null Hypothesis (H0): There is no significant effect of using the Readable application in teaching reading comprehension for 12th-grade students at YAPPAN Pasir Pengaraian Vocational School.
2. Alternative Hypothesis (Ha): There is a significant influence on the use of the Readable application in teaching reading comprehension for 12th-grade students at YAPPAN Pasir Pengaraian Vocational School.

The study will employ statistical analysis to either accept or reject the null hypothesis, shedding light on the effectiveness of the 'Readable' application as an instructional tool for enhancing reading comprehension.

2.4. Conceptual Framework

The primary intention of this research is to measure the amount that the use of the "Readable" application can impact student performance in reading comprehension of narrative. Therefore, the leading performance indicator used in this research is Improved Reading Comprehension. By combining these elements in a conceptual framework, the researchers aim to offer a comprehensive understanding of the "Readable" application impact on students' reading comprehension of narrative.

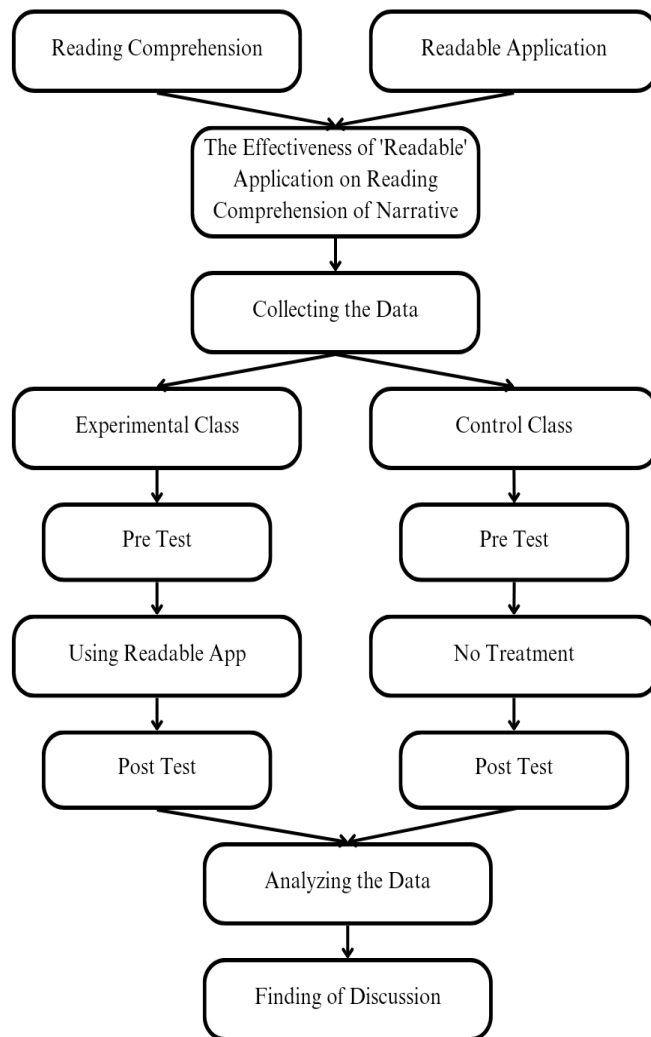


Figure 1. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methods utilized in this study. It includes various sections such as the research design, study setting, population and sampling methods, instrumentation, research procedures, data collection techniques, and data analysis methods, all derived from the 12th-grade students at YAPPAN Vocational School.

3.1. Research Design

A research design is the sequence of actions taken to gather the information needed to answer a research question (Breakwell, 2023). This research employs a true experimental approach with a quasi-experimental design. A quasi-experimental design uses natural variation in measures, units, or time to estimate causal effects (Vrolijk & Sato, 2023).

This design was chosen because it allows for the intervention to be offered to an experimental group and compared with a control group without resorting to full randomization. The experimental design comprises pre- and post-tests to determine the influence of the "Readable" application on the reading comprehension of narrative of grade 12 students in YAPPAN vocational schools.

Control Class	Pre Test	No Treatment	Post Test
Experiment Class	Table 1. Research Design		Post Test

3.2.Setting of The Research

The research was oversaw in the 12th grade of YAPPAN Vocational School. It is located at Kubu Manggis street, Pasir Putih Hamlet, Pematang Berangan Village, Rambah District, Pasir Pengaraian, Rokan Hulu Regency, Riau.

3.3. Population and Sample

3.3.1.Population of The Research

The population is a defined group of people or organizations involved in a study, subject to specific criteria that determine their inclusion or exclusion (Hossan et al., 2023). The study population is comprised of all elements that were researched and includes both objects and subjects with specific characteristics, it forms the basis for concluding the final study results (Amin et al., 2023).

The population is consisted of two classes: third-year students of YAPPAN Vocational School in the academic year 2023/2024 and science 12th-grade students of YAPPAN Vocational School. The sample in this research used two classes.

No	Classes	Population
1.	XII A	20
2.	XII B	20
Table 2. Population of The Research		.0

3.3.2. Sample of The Research

For this research, a total sampling approach will be applied, encompassing the entire population of 40 students from two classes at YAPPAN Vocational School, with each class having 20 students. Total sampling is a technique where the sample amount is equivalent to the whole population. (Sugiyono, 2007). The choice to use total sampling is based on the fact that the population is under 100, in accordance with Sugiyono's (2007) guidelines. This method ensures that every student in the specified population is included in the study, providing a thorough representation and enabling a comprehensive exploration of the "Readable" app's impact on reading comprehension within the context of YAPPAN vocational school.

3.4. Instrument of The Research

The researcher uses tests and questionnaires as the instruments of this research. The assessment is administered both before and after the treatment; it involves the same material and objectives for both the pretest and post-test, but they are conducted at different times. In this evaluation, students utilize a smartphone and the "Readable" application as a technological aid to enhance their reading understanding. The reading comprehension of the narrative test instrument used in this research will be validated by a validator. The pretest and post-test questions were taken from the internet and the short story provider application in the Play Store. Instrument and validity are attached to the appendix.

3.5. Procedure of The Research

The data collection for this study is structured into two phases: one for the Experimental Group (EG) and another for the Control Group (CG).

Materials	Control Class	Materials	Experimental Class
1 st Day; Read stories “The Wooden Bowl” that adopt from “1000+ English Stories Offline” Application	Pre-Activities: 1. Greeting 2. Praying 3. Attendance list 4. Motivating Learning Activities: There was no treatment in control class. Students will learn to comprehend the stories with conventional teaching.	Read stories “The Old Hospital” that adopt from ‘Readable’ Application	Pre-Activities: 1. Greeting 2. Praying 3. Attendance list 4. Motivating Learning Activities: The experimental class will have access to the “Readable” application, and its usage will be monitored throughout the study period.
2 nd Day; Read stories “Unity is Strength” that adopt from “1000+ English Stories Offline” Application	Students have a ordinary way of understanding reading. 1. Reading the whole story 2. Translate it as a whole 3. Answering the question 4. Summarizing		1. Students will be introduced to the “Readable” application 2. Read the stories through “Readable” application. 3. Use all the supporting features in the application for comprehension of reading stories
3 rd Day; Read stories “Royal Mother’s Last Wish” that adopt	Post-Activities: 1. Conclude the lesson 2. Give opportunity for asking 3. Give homework 4. Closing the lesson		4. Answering the question 5. Summarizing. Post-Activities: 1. Reviews word trainer one of the

from “1000+ English Stories Offline” Application			features in the application to improve students’ vocab 2. Give opportunity for ng sing the lesson
---	--	--	---

Table 3. Procedure of The Research

3.6. Technique of Collecting The Data

This study's primary data collection technique is a Reading Comprehension Test. This test assesses students' understanding of various texts and their ability to interpret, analyze, and draw conclusions from the provided material. The reading comprehension test will be given, a multiple choice test consisting of a pretest of 40 items and a post-test of 40 items in 90 minutes. The reading test aims to determine reading comprehension skills and initial understanding and the impact of the intervention, in this case, the use of a "Readable" app., and the questionnaire, which consists of 20 items, aims to determine students' perceptions and experiences regarding the use of "Readable" applications. The questionnaire will be distributed via Google Forms at a specified time of 10 minutes.

3.7. Technique of Analyzing The Data

To analyze the data, statistical analysis was used after presenting the class by using the 'Readable' Application. In order to know if the result was statistically significant, the data was analyzed using a pretest and post-test. To evaluate the hypothesis in this study, a t-test will be employed by the researcher. This statistical

technique is employed to assess whether there are notable differences between the means of two groups. Before the data is analyzed, there are basic assumptions about the data in order to examine normality and homogeneity. Subsequently, the data was examined using a t-test, which was performed to determine if there were meaningful differences between the averages of the two groups.

1. Normality Test

The aim of testing for normality is to assess whether the data follows a normal distribution. This type of test is applicable for interval, ordinal, and ratio data. In this study, the Shapiro-Wilk test was used to determine normality. If the significance level exceeds 0.05, the data is regarded as normally distributed. Processing data used SPSS 16.0.

2. Non-Parametric Test

Non-parametric tests are employed when the data does not adhere to a normal distribution or fails to meet the prerequisites for parametric tests, including the assumptions of normality, variance homogeneity, or linearity. Non-parametric tests are often used for ordinal data or data whose measurement scale does not meet the requirements for parametric analysis. Wilcoxon test was used in this study.

3. Mann-Whitney Test

Is a non-parametric statistical technique used to compare two distinct groups. It determines whether there is a significant difference between their distributions. It is often used as an alternate to the two-sample independent t-test when the assumption of normality is unmet.