CHAPTER I
INTRODUCTION

This chapter discusses some important information dealing with the introduction of the research that covers: background, research questions, research purposes, research significances, research scope, conceptual framework, hypothesis, and previous study.

A. Background of Study

Technological developments in globalization make it easier for humans to obtain information quickly. One of the processes of finding information that is effective and easiest to do is through reading activities. In the world of education, activities of reading are not negotiable. Most of the acquisition of knowledge is made by students through reading activities. The success of student studies will be primarily determined by the ability and willingness to read. Brown (2003) states that while reading is necessary for success in all educational contexts, it remains essential when assessing language abilities. Furthermore, Linse (2005: 69) defines reading as "a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read."

One of the main goals of students when reading is able to read. Students can build language skills and add their vocabulary knowledge and fluency through reading. The activity of reading is not just about reading aloud and pronouncing the words correctly. Students should understand the importance of the whole idea of reading materials. As stated by Lone (2011), reading is an ability to recognize and examines words in sentences and understand the information within. By reading, the students would acquire a variety of information that has not previously been obtained. Moreover, reading is needed by students in obtaining important information in a text.

PISA (2019) research shows the low level of literacy in Indonesia compared to countries in the world. This to the result of a study of 77 countries.

Based on the newly released PISA report, Indonesia's reading score was ranked 72 out of 77 countries, then the math score was ranked 72 out of 78 countries, and the science score was ranked 70 out of 78 countries.

Interest in reading is the ability to read voluntarily. In addition, reading interest can be interpreted as a desire or high tendency (passion) to read (Isma, Rohman, and Istiningsih, 2022) so that it can capture the meaning contained in a piece of writing (Sudarsana, 2014). Therefore, interest in reading is an attitude that pays attention to a wise intellectual curiosity and is coupled with a constant effort to explore new fields of knowledge information (Jumatriadi, 2019).

Interest can be expressed through a statement that shows that children prefer one thing over another. It can also manifest through activity participation (Slameto, 2003: 180). Children interested in specific subjects tend to give greater attention to the issue. If the child is interested in activities, then the child shows a good attitude and behavior. Namely, the child showed high enthusiasm for doing these activities.

In Indonesia, the level of reading interest is low. Its causal factors are internal and external ones. Internal factors such as laziness and personal habits. Whereas external factors are television, game, and smartphone. However, the smartphone has positive impact if used wisely at the right time. There are many benefits of smartphones nowadays. However, if we use smartphones too much, it can damage our eyes. Although the game is a new field for work like esports, as a student, we must study. Another factor is lacked support from environmental families, whose daily life is only busy with activities families who do not have a growing interest in reading on family (Periyeti, 2017).

To cope with the low level of reading interest, an EFL teacher can provide one of the applications: Let's Read. Samsiyah et al. (2020:60) mention that Let's Read contains stories with different levels from levels 1 to 5 and various languages available in the application. The story content is displayed in simple

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language, and beautiful illustrations are attractive so that they can attract children's interest in reading.

Let's Read is one of the Children's pictures book reading apps whose main function is to enable students from primary school to the 7th-grade junior high school to read and learn short stories under the guidance of teachers in class or by themselves at home. Let's Read is a digital library platform containing children's story books. Books created this app for Asia from The Asia Foundation (2020). Let's Read is a digital library application created by The Asia Foundation through the Books for Asia program. This application was created to deliver educational content to children in the language they use at home and school with easy access. In addition, reading materials contain characters, themes, and settings that reflect their lives.

Several previous studies are relevant to this study. The three previous studies related to reading and using media as teaching media. First, research by A., Corebima (2015) shows that applying the Remap-TGT biological model can increase reading interest. Second, Puji Fitriyanti (2021) research showed that using e-books as a reading source succeeded in increasing reading interest in class IX students. Third, research by Nalantha, I.M.D (2018) shows a significant effect on reading comprehension by using Big Books as a teaching medium. Of the three previous studies above, none has investigated or used the "Let's Read" application as a medium in reading activities that aim to increase students' interest in reading English deskriptive texts.

Based on the background, researchers have found a difference between these and previous studies. Previous research examined the effect of big books as teaching media. This research identifies the problems experienced by students and what strategies to solve their problems in reading interest in reading english deskriptive texts using the "Let's Read" application.

B. Research Questions

There are three research questions are formulated as follows :

1. What is the student's reading interest before being exposed with Let's Read Application?
2. What is the student's reading interest after being exposed with Let's Read Application?
3. How significant is the difference between the student's reading interest before and after using the Let's Read application?

C. Research Purposes

Based on the problems above, this study aims:

1. To identify the student reading interest before being exposed with let's read app.
2. To examine the student reading interest after being exposed with let's read app.
3. To find out the significant difference between the student's reading interest before and after using the Let's Read application?

D. Research Significances

The research is useful for Theoretical significances and Practical significances, as follows:

1. Theoretical Significance

   This study hopes to provide new information about increasing interest in reading English using the Let's Read application. This research also provides additional information for teachers and students about the benefits of using the Let's Read application so that it is easy to understand and that students are not bored reading.

2. Practical Significances

    a. For EFL students

    The results of this study should help students better understand the content of English-language reading texts and reawaken their enjoyment of reading.

    b. For EFL Teacher

    The results of this study are expected to provide additional information for teachers about strategies so that students become fluent readers.

E. Research Scope

This study discusses the increasing interest in reading English deskriptive texts, focusing on the use of let's read applications. This study aimed to determine the effectiveness of 7th grade junior high school students using the Let's Read application.

F. Conceptual Framework

According to Seken (2013:3), reading is a process of comprehending texts to get information about what is being read and make them easy to find the world around them. Based on Grellet (2004:7), reading is a constant process of guessing, and what one brings to the next is often more important than what one finds.

Reading interest is a feeling that accompanies or causes special attention to reading. The students may actively read if they are interested in reading. Reading interest can make them consider the reading activity a habitual activity. Generally speaking, interest is a motivational variable that involves emotions and intellect, making it a powerful energizer (Hidi, Renninger, & Krapp, 2004). Interest is the set of attending, the tendency to give selective attention to something. Interest arises through the interaction of basic needs and the means used to satisfy them. The students interested in reading satisfy the basic needs of personal adequacy or self-esteem, others' esteem, curiosity, or success.

Ulfa and Hendra (2020) state that Let's Read is a digital library that can be accessed freely. This application contains stories packaged in various languages (multilingual) and with levels according to the difficulty level of reading starting from my first book, level 1, level 2, level 3, level 4 to level 5. The Let's Read application presents interesting pictures on every page. Samsiyah et al. (2020:60) state that Let's Read contains stories at different levels from level 1 to 5 and various languages that available in the application. This application was created to deliver educational content to children in the language used at home and school with easy access. Let's Read has a mission to build reading habits in children from an early age. Applications to cultivate a love of reading for children with reading

material packaged in their language. The reading labels in the Let's Read application include heroes, critical thinking, science, adventure, animals, art and music, non-fiction problem solving, nature, great girls, health, humor, folklore, community, and family and friendship.

According to Anderson (2003:26), the descriptive text describes a particular person, place, or thing. It means descriptive, specially designed text about a person, place, or thing. Descriptive is a form of writing consisting of two or more paragraphs that describe a particular subject or topic.

G. Hypothesis

According to Sugiyono (2009) hypothesis is a set of tentative responses to the study questions. It should be tested to determine whether a hypothesis is true. There are two variables in this study. The first is to use of English application "LET'S READ" as variable "X," while the second is to Enhance Student's Interest in reading English Fiction Texts "Y." The research is formulated in the following hypotheses:

Ho : Using the English Application "LET'S READ" cannot enhance Student's Interest in Reading English Fiction Texts in 7th grade at one Junior High School in Indonesia.

Ha : Using the English Application "LET'S READ" can enhance students' interest in Reading English Fiction Texts in 7th grade at one Junior High School in Indonesia.

H. Previous Study

Several previous studies are relevant to this research. First, the study A., Corebima (2015), Based on the previous discussion, it can be concluded that applying the Remap-TGT biology learning model can increase students' reading interest. This study aims to observe the effect of learning by using the Remap-TGT Biology model. The results of the analysis of this study were that before using the Remap-TGT Biology model, students' reading interest was weak. While using the model can increase reading interest well. Therefore, this previous

research is very relevant to the current research because the topic is increasing students' interest in reading. This research uses the Let's Read application.

Fitriyanti (2021) conducted the second research. This study aims to analyze the increase in reading interest through the use of e-books by grade IX students. The results showed that based on the observation of the initial conditions before the research was conducted, the percentage of students' interest in reading was only 37% after the action was carried out, namely the use of e-books as a source of literacy, the percentage of student's interest in reading increased to 70%. Enhancement of students reading interest shows that with the use of e-books as a reading source, digital literacy succeeded in increasing students' reading interest. Therefore, previous research is very relevant to current research because the topic is increasing students' interest in reading by using media. Previous research used e-books. This time, research using the Let's Read application.

Nalantha, (2018) conducted the third research. This study aims to determine whether there is a significant effect on students' reading comprehension, which is recommended by using Big Books as a teaching medium. Therefore, it can be concluded that there is a significant effect of Big Books as a teaching medium on students' reading comprehension. In previous studies, this is relevant to current research because it uses media, but the media used today is different, namely by using the Let's Read application to increase student interest in reading.

In conclusion, this research is different from previous researches. Previous research used different media such as Remap-TGT biology model to increase student reading interest, e-books to analyze the increase in student reading interest in class IX, and big book as a teaching medium to increase student interest. In contrast, this research uses let's read as a medium in English lessons which aims to increase the interest of junior high school students in reading activities.