CHAPTER II

REVIEW OF RELATED LITERATURE

There are numerous theories require to reading, and an attention to detail discussed in the review of related theories in this chapter are about the definition of reading, comprehension, reading comprehension, students' achievement, e-reading, advantages and disadvantages of e-reading, e-reading tools toward students' achievement in reading comprehension, and previous research.

A. Reading Comprehension

1. Definition of Reading

Reading is a process to take information and interpret words from written texts. A complex activity during reading involves both perception and thought. It is clear that reading consists of two related processes including how to recognize and to comprehend words are served in texts.

Reading may be one of language skills that almost dominant in the instruction process. The successful of learning process cannot be separated from the role of reading. Since reading skill has a big portion in Indonesian National Examination, it is one of the single most important skills that should mastered by every student to acquire information and knowledge.

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language Febrianza (2014:9).

Patel (2008:113) in Febrianza (2014:8) Reading is an active process that consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is very important for students to get knowledge. Therefore the learner of English must know reading English. The education of child is imperfect, unless he is supplied every things needed with the ability of reading.

Further, Burns, et.al (1984) in Mukhroji (2013:58-59) state eight aspects of reading process. They are (1) sensory aspect (the reader must be able to perceive the symbols set before him). (2) perceptual aspect (the reader must be able to interpret what he sees as symbols or words), (3) sequential aspect (the reader must be able to follow the linear, logical and grammatical patterns of the written words), (4) associational aspect (the reader must be able to recognize the relationship between symbols and sounds, words and what they present), (5) experiential aspect (the reader must be able to relate words back to direct experiences to give the words meaning), (6) learning aspect (the reader must be able to remember what was learnt in the past and incorporate facts and new ideas), (7) thinking aspect (the reader must be able to make inferences from and evaluate the material read), and (8) affective aspect (it deals with the personal interest and

attitudes of the reader that affect the task of reading). The aspects of the reading process are combined to produce the reading product.

2. The Understanding of Comprehension

Michele Harvey maintains that comprehension is a process that involves thinking, teaching, past experiences, and knowledge Prado & Plourde (2005:32). The foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension.

Comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" Prado & Plourde (2005:33). Without all of these skills, one cannot comprehend properly and, therefore, not read properly.

Students who have disabilities are more at risk than others for developing reading and or comprehension problems. Students with disabilities often do not pick up techniques or reading skills as quickly as their peers who do not have disabilities. Therefore, students with disabilities greatly benefit from having strategies that they understand and that they know how to employ in certain situations. Typically developing students can often develop and use their own strategies, but those with disabilities struggle with this process Harvey (2013:4).

3. The Concept of Reading Comprehension

Harvey (2013:2) believes the National Reading Panel has stated that there are five specific practices that teachers should be using when teaching children to read or when helping them to improve their reading skills. These practices are

phonemic awareness, instruction in phonics, guided oral reading practice with feedback, vocabulary instruction, and comprehension tools instruction according to Prado & Plourde. Of these five practices, the most important may be reading comprehension. Reading comprehension requires the reader to actually know and understand what they are reading. If persons have excellent decoding skills, but are not fully able to understand what they are reading, then they are simply word calling and not truly reading.

Further, Michele Harvey maintains reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge Prado & Plourde (2005:32). The foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension. Comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" Prado & Plourde (2005:33). Without all of these skills, one cannot comprehend properly and, therefore, not read properly.

How people obtain and construct knowledge includes in the subject of cognition. It's in line with reading comprehension as a process that involves memory, conceptual understanding, visualization, and understanding word or vocabbularies as well as knowing how to properly decode.

Good readers know how to comprehend themselves to the material they are-reading. Thus, good readers have to learn to properly decode word meanings bring from a text situation and interprate vocabularies from a text to context. They also should be experienced by words as part of phrases, clauses, and sentences. To comprehend, students need to master syntax of language.

There are numorous reasons why some students have difficulty with reading comprehension. It posibly depends on their basic cognitive and intelectual skill, prior reading experiences, conceptual understanding, and language components mastery especially in vocabbularies. Some students also have difficulties because they have not truly mastered reading fluently.

Harvey (2013:4) claims students who have disabilities are more at risk than others for developing reading and or comprehension problems. Students with disabilities often do not pick up techniques or reading skills as quickly as their peers who do not have disabilities. Therefore, students with disabilities greatly benefit from having strategies that they understand and that they know how to employ in certain situations. Typically developing students can often develop and use their own strategies, but those with disabilities struggle with this process.

Reading comprehensions is very crucial to be mastered. The importance of reading comprehension is to integrate accessed knowledge with information of the text. It means that a reader can interprate new information into memory structures. A reader may also make inferences to the texts they are-reading so, they will understand the core of the texts. By understanding a text, ofcourse a reader seems to recall their new informations.

B. Students Achievement

Achievement is defined by student ability in computtions and solving problems, which can normally be measured by written test, Evans (2005:24). How students achieve or fail to achieve is often attributed to such factors as motivation, self-concept, prior knowledge of the subject, and their ability to read, to study, and to communicate effectively through oral and written language, T. Vacca and L Vacca (1998:41).

Students with low achievement in reading text do not feel confidence to make meaning with text they read. They may think that they do not feel competent as readers. They hide out, avoiding reading at all matters. It is because they believe that they cannot learn with text successfully. T. Vacca and L Vacca (1998:43) As a result, they are often ambivalent about the act of reading and fail to value what reading can do for them. Students who are ambivalent about reading won't read for the sake of reading.

T. Vacca and L Vacca (1998:42) explain for some low-achieving students, reading is a painful reminder of a system of schooling that has failed them. They wage a continual battle with reading as an academic activity. The failure to learn to read has contributed to these students' alienitation from school. Alienated students often view teachers as uncaring and "the system" as unfair and ineffective. Other low-achieving students may have strategies of reading that are inappropriate for academic learning. As a result,their participation in reading-related activities is marginal. Getting trhough the reading task to answer homework question is often the only reason they read at all.

Again, T. and L Vacca state that the difference between succesful and unseccesful readers usually rests in their knowledge of strategies: how to use them, when to use them, and why. Effective readers know how to approach a text and make plans for reading. They also know how to locate and summarize important points, organize, and even get out of jams when they run into trouble with difficult text.

Overall, to fulfill students demand on classroom reading for academic learning, the teacher of reading class should begin to involve students in the stories or another reading text trough pleasure and appropriate-reading strategies. Its aimed to engage and to participate them in reading more willingly and actively. T. Vacca and L Vacca quote "the more social, collaborative, and interactive teachers make-reading, the less ambivalent students will be about the act of reading itself."

C. E-reading

1. The Understanding of E-reading Tools

The changes of technology brought us to the digital forces of the computer that are transforming the way we communicate and diffuse much information. The same thing also happens in the classroom climate where highly interactive and engaging electronic reading is becoming an integral part of today's classroom. The speed of the classroom changing requires teacher to rethink their method to do their business as usual. It of course deals with how to fit technology into education to meet today's changing demands.

E-reading has many varieties and has been widely researched for their effectiveness in improving learning output for various students. Drawing on

studies of e-reading tools and computer technology more broadly the researcher try also to reflect on optimal use of e-reading tools.

E-reading refers to the hardware and software used to display electronic text on a computer screen or other devices that support its application on learning process. It has become a part of curriculum which usually integrated by textbook. The variaties of e-reading such as those are from internet, software programs and word processing and authoring system make students easy to choose what reading material they desire to read.

There are many definitions of e-reading, such as those In the Biancarosa and Griffiths article (2012:142-143), they use e-reading technology to refer to the hardware and software used to display and interface with digital text. Hardware includes devices, such as e-readers and tablets, as well as Smartphone, laptops, and even desktop computers, that display digital text. Software includes a range of applications and programs that allow readers to interact with the text, either locally on the device or over a network; it may or may not include instructional features.

T. Vacca and L Vacca (1998:84) who concern with curriculum define E-reading as electric text, constructed and displayed on a computer screen, are not fixed entities cast in typesetter's print. In the Information Age, legions of new terms and concepts-*hypertext, hypermedia, CD-ROOM, Word Wide Web, e-mail, electronic chat rooms,* "dot-com"-have entered the lexicon of teacher.

Biancarosa and Griffiths (2012:143) believe e-reading technology has shown promise in developing early reading skills and in giving readers with visual

impairments or language based disabilities access to texts. One of its most widely used features is text-to-speech, in which either a human or computer generated voice reads digital text aloud for users. Sometimes synchronized highlighting of the text draws readers' attention to the word or words being read aloud.

Korat (2010: 24–31) in Biancarosa and Griffiths (2012:143) has been conducting experimental studies with e-reading tools that can build both procedural skills (such as phonological awareness and word reading) and conceptual skills and knowledge (such as vocabulary) that foster learning to read. She has found that presenting children's books as digital text with dictionaries or activities can lead to improvements in phonological awareness, word- reading skills, and vocabulary knowledge for kindergarten and first-grade readers.

Richard Olson and his colleagues (1997: 235–253) in Biancarosa and Griffiths (2012:144) provide further evidence that struggling readers in grades two to five can benefit from programs that provide individualized e-reading practice opportunities in story reading, comprehension strategies, and phonological analysis.

One of the major findings of a research conducted in 2011 by the German reading foundation Stiftung Lesen on the Potential of E-Readers in the Promotion of Reading. The research clearly shows that the use of e-readers lowers the inhibition threshold for the first contact with books. From the perspectives of children, e-readers give books a "cool" and modern image. With the use of e-readers, reading becomes more appealing for children and teenagers. Therefore, the use of this technical device will surely play a major role in tomorrow's

promotion of reading. Finally Biancarosa and Griffiths (2012:144) investigated a synthesis of the research on e-books, defined as digital texts that mimicked print texts (for example, having pages that turn), has found small positive effects for prekindergarten to fifth-grade students' comprehension-related outcomes.

2. The Advantages of E-reading

Today educators are in the precarious position of having to respond to the many new e-reading options for curriculum and teaching practices with virtually no empirical guidance on how to do so in a way that supports learning. Most research as yet is small-scale in nature, focusing on feasibility and efficacy in tightly controlled contexts rather than on wide-scale use. Gina Biancarosa and Gina G. Griffiths review a variety of small scale research studies on e-reading as a tool for improving literacy outcomes, and then look at two large-scale studies and offer a final cautionary note about the overall lack of a consistent or large-scale body of evidence on e-reading tools.

Further, in their article Biancarosa and Griffiths (2012: 145-147) mention the advantages of e-reading as a tool:

a. Tools for Compensation and Instruction

E-reading tools have shown promise in developing early reading skills and in giving readers with visual impairments or languagebased disabilities access to texts. One of its most widely used features is text-to-speech, in which either a human or computergenerated voice reads digital text aloud for users.

b. Tools for Supporting Strategic Readers

Innovative applications also show promise for supporting the development of advanced reading skills that students need to master discipline-specific knowledge areas and that may be particularly challenging for students from low socioeconomic backgrounds and non-English-speaking homes. Self-paced tutorials have led to gains in self-questioning, error detection, inference, summarization, and concept-mapping skills and strategies to enhance readers' use of reading strategies and comprehension of texts.

Comprehension Online have shown improvement relative to control students on normreferenced and research-developed measures of vocabulary. Students in grades six through twelve have largely endorsed online tutors and self-paced tutorials as desirable features of e-books. Digital delivery of graphic organizers that provide readers with a structure for strategically interacting with the text has also been shown to improve comprehension.

c. Tools for Building Knowledge and Supporting Reading to Learn

Digital text gives educators access to tools that allow more flexibility regarding content selection and layout of the text, as well as the means to modify content based on the particular needs of students and local communities. The use of ancillary materials such as original source documents and alternative multimedia presentations of information has helped compensate for struggling readers' limitations in background knowledge and has enriched learning opportunities for all readers.

d. Tools for Individualizing Supports

How disparities in students' skills and knowledge, combined with reading and learning impairments, complicate the task of improving literacy outcomes for all learners. Teachers charged with delivering differentiated instruction to meet the individualized needs of learners must often do so by trying to retrofit a one-size-fits-all curriculum to meet the needs of diverse learners—a cumbersome and time-consuming process. Moreover, unless carefully designed, e-reading tools itself can replicate the problem, thus reproducing old barriers and generating new ones that marginalize diverse learners.

e. Tools for Assessment

E-reading tools, particularly its instructional applications, often incorporates mechanisms for gathering data on students. The data may be restricted to use patterns, such as frequency and duration of use, or it may extend to assessment of learning by incorporating placement and mastery assessments.

Biancarosa and Griffiths (2012: 149-154) also mention the advantages of e-reading use:

a. Professional Development

Educators often view technology skills not so much as a means for advancing learning and supporting instruction, but as just one more item on the list of things that students must earn, that teachers must make time to

teach, and that administrators must squeeze into an already overly restrictive budget.

b. Equipment and Systems Upgrades and Maintenance

As options for using e-reading tools for educational purposes proliferate, school systems are struggling to provide equitable access to e-reading devices, texts, and appropriate technological supports. A system of governance that needs to protect limited funds faces the need to continually upgrade technological supports and infrastructure. Meanwhile students across demographic categories report that the available technology resources at school are unsophisticated.

3. The Disadvantages of E-reading

Biancarosa and Griffiths (2012: 155) suppose that not every nail requires a nail gun sometimes a hammer will do. Similarly, not every literacy problem requires e-reading tools to solve it. Although e-reading can be used to deliver rich and meaningful content, it may not support learning unless thoughtful human beings are guiding its use.

According to Mobbs (2003:1-2) Potential drawbacks are that e-reading can be:

a. Technology dependent: learners will need access to a machine of minimum specification as dictated by the e-reading supplier or access to a service with a high bandwidth to transfer the course materials in a timely way.

b. Material Incompatibility: some materials designed for one particular system will not function properly on another (for example, the Apple Macintosh and the Windows PC). Standards will help in the area.

c. Unsuitable for Certain Types of Training: any skill that relies heavily on inter-personal contact although these courses could be supplemented by e-reading.
d. Unsuitable for Certain Types of Learners: e-reading requires a high-level of self-discipline and personal time management. E readers need to be highly self-motivated to take full advantage of the medium, as often the online learning experience can be impersonal. Working through 'packaged' programmed can be irritating.
e. Reliant of the Quality of the Content: it is too easy for some institutions to defer the photocopying costs onto the learner by placing all lecture notes and course handouts online. Such practices often mean that the course materials are in an inappropriate format for online learning. Course providers need to develop new technical skills and course design skills to suit the new medium.
f. Expensive: start-up cost of an e-reading service is expensive and the cost of production of online training materials is very high. Teachers must be confident that the extra costs are balance with the benefits of delivering a course online. Significant time needs to be invested in course set-up and in ongoing maintenance (checking links, updating course content etc.).
g. Reliant on Human Support: e-reading is still dependent on help on either the course materials or the software.
h. Social/economic disadvantage: can limit or prevent access by some student groups (for example, cost of equipment, online access and printing).

i. No Match for Face-to-Face Teaching: Electronic communication does not necessarily provide a good match for face-to-face communication and is more linear than face-to-face discussion.

j. Too Reliant on IT Skills: learners may have limited IT skills, or be uncomfortable with electronic communication and need to learn how to use the medium effectively.

k. Disabilities: Students with visual or physical impairments may be disadvantaged.

l. Inflexible: Flexibility may be lost as adjustments to the course in response to student reaction are not easy to make once the course is underway.

m. Pedagogically Unsound: The electronic environment does not per se offer a pedagogically enhancing learning environment.

In creating policies and investing in e-reading, policy makers, administrators, and educators must ensure the technology's adherence to the Universal Design for Learning concept, attend carefully to the technology's evidence base, provide the infrastructure the technology requires, and take maximum advantage of the increased efficiency and volume of information that technology provides.

D. E-reading Tools toward Students' Achievement in Reading Comprehension

The potential for technology to make a difference in students' literacy and learning was evident in the early 1980s when computers began to play an increasingly more important role in classroom. However, computer–related technologies a decade or so ago were primitive compared to the powerful technologies that are available today. Computer–related technologies create

complex electronic learning environments. Reading and writing with computers allow students to access and retrieve information, construct their own text, and interact with others. The textbook has come to symbolize a shallow and superficial curriculum (T. Vacca and L Vacca, 1998:102).

1. Why Use Electronic Text?

Highly engaging and interactive computer software programs-many of which provide multimedia learning environments-and the internet make it possible for students to have access to thousands of interesting and relevant information resources. T. Vacca and L Vacca (1998:102-104) suggest a rationale for integrating electronic text into curriculum based on the following concepts as they apply to technology-based learning:

a. *Interactivity*-students are capable of manipulating text, and text is responsive to students' interest, purposes, and needs.
b. *Communication*-telecommunication networks enhance electronic text interaction with others throughout the world.
c. *Information search and retrieval*-a wide range of information resources and search capabilities enhance students research and information gathering.
d. *Multimedia environments*-images, sound, and text are highly engaging and extend students' understanding.
e. *Socially mediated learning*-students collaboratively construct meaning as part of literacy learning.

a. Interactivity

Active readers engage in meaning-making whenever they interact with the text. An interactive literacy event in an electronic environment is one of in which

a text is responsive to the actions of reader. Electronic texts differ from printed texts in that they have the capability to be modified and manipulated by readers according to their individual needs, interest, and purpose of reading.

b. Communication and Information Search and Retrieval

What better way is there to establish authentic communication than trough reading and writing with computers? Digitalized technology make it possible for students to participate in communication exchanges, searches for information, and retrieval of information from a multitude of resources throughout the world. The internet-also called *cyberspace,* the *information superhighway,* the *Infobahn,* or simply the *Net* in popular culture-consist of a worldwide collection of computers able to communicate with each other with little or no central control. Through computers, the internet connects people and resources. All that you need to access this vast collection of computer networks is computer, appropriate communication software, a modem, and an account with an Internet provider.

One of the most compelling rationales for using the internet and CD-ROM software programs is that they create multimedia environments for learning.

c. Multimedia Environments

Sounds, graphics, photographs, video, and other non-print media may be linked to electronic text to create a learning environment far beyond the limitations of printed texts. If the students want to find out about space exploration, for example, they can access a site on the WWW. They can then choose to click on the term *space shuttle* for a definition and a computer generated model of the *space shuttle,* click on highlighted *history* for a brief overview and

the history of space program, digress to an audio recording and video clip of Neil Armstrong as he set a foot on the moon, or engage in a live interview with a NASA scientist or astronaut. Later in the document, they might click on the word *project* to find out about many of the online projects that NASA offers to student.

The concept to hypertext and hypermedia are crucial to understanding the interactions between reader and text in a multimedia environment. *Hypertext* differs from printed text in that its structure is much less linear. If you were reading a document in a hypertext environment, you could scroll through it on a screen in a linear fashion, much as you would read a printed text paragraph by paragraph. But the hypertext format also offers a "web" of text that allows you to link to other related documents and resources on demand. When sound, graphics, photographs, video, and other non-print media are incorporated into the hypertext format, the electronic environment is called *hypermedia*.

d. Socially Mediated Learning

Electronic text create a medium for social interactions-whether we have students use the internet to communicate or assign to the learning teams as they share a computer to access information on CD-ROM or the Web. Literacy learning with computers is social and collaborative. Students learn with electronic texts by sharing their discoveries with others. What are the implications of socially mediated learning events in the classroom? As teacher, we need to support and encourage social interactions in electronic environments and have our students take the lead in making discoveries and sharing knowledge with other students and with us.

2. Electric Reading in the Classroom

There are unlimited possibilities for learning with electronic text. Access to the internet means, quite literally, that students have at their fingertips a virtual library of electronic texts for subject matter learning T. Vacca and L Vacca (1998:105). Internet gives student opportunities to access text documents, images, sound and video through computer pc, tablet, or smart handphone. Even, these gadgets provide some software available to edit or forward the intended text to another gadgets user by using internet acces, blouthooth, or other devises. Electronic text can be accessed from the internet, CAI software, CD-ROM programs that may create multimedia environments for reading instruction process.

Further, T. Vacca and L Vacca (1998:105-115) examine several of the opportunities that students have for learning with electric reading text as follows:

a. Learning with Hypertext and Hypermedia

Hypertext enriches and extends any literacy-learning event in the content areas. With hyperextend hypermedia, highlighted and linked text, called *hyperlinks* (or simply *links*), enable you to move between documents in a non-linier manner. This process is possible because in hypertext there are many "branches" or pathways that readers may choose to follow in many different orders, depending on their interests and purposes. If students were to make a cyberspace visits to the home page of one of best science museums for young people, they would be able to participate in a variety of interactive exhibits simply by selecting the links they were interested in.

b. World Wide Web

The internet has been described by some as providing "the text books of tomorrow". The WWW (world Wide Web) of the internet is fertile ground for learning with electronic texts on every subject imaginable. Access to the Web on the internet means access to a hypermedia system. The Web represents the universe of serves (computers) that allows text, graphics, sound, and images to be mixed together.

To use the Web effectively, students will need to develop expertise at navigating through the hypertext world of the Web. For students not expertise with "browsing" or "surfing" th Web, try scaffolding activities such as guided tours and scavenger hunts to familiarize beginners with how to navigate. Also, use "bookmarks" that will take students directly to locations that you want them to visit on the Web.

c. E-Mail and Discussion Group

On the internet, students (and teachers) can send and receive messages anywhere in the world via e-mail. E-mail messages are sent electronically from one computer to another trough the use of special software. Collaborative project revolved around "book-talks" and literature discussion.

In addition to individual message, a person can send messages to and receive messages from groups of people by subscribing to a *mailing list* and *list serv.* The groups, often called *discussion group,* allow students and teachers to ask questions, share information, and locate resources.

d. Learning with Word Processors and Authoring Systems

Word processing software programs have the potential to make students more active in brainstorming, outlining, exploring, and organizing ideas, revising, and editing a text. A computer, however, frees students from the laborious physical tasks associated with drafting, editing, and revising a text so that they can expend more cognitive energy on the communication itself. One of the things that a computer lets you do in a classroom is generate a finished and attractive text that others can read.

Students generated texts and reports shouldn't be for the teacher's eyes only. They should be read by other students and can become "'mini books" for classroom learning. *Desktop publishing* program, which combine text and graphics in varied arrangements, can help students produce attractive reports as part of thematic and topical unit of study. Students can also design multimedia projects using hypermedia programs such as Hyperstudio, Linkway, or Hypercard. Hypermedia programs encourage active engagement with information and extend the composing process through the interaction of various media. These programs are called *authoring systems* and are often used in research projects designed by students as part of a thematic or topical unit of study.

Authoring software allows students to develop multimedia projects and presentations that wed visual images, sound, graphics and text. The premise underlying authoring systems is not as complicated as it may appear if you're a novice with the use of hypermedia technologies. Authoring software programs facilitate multimedia compositions and encourage students to communicate what they are learning trough the construction of the computer.

e. Learning with Software Programs

Software program, Chemedia, designed for use in high school chemistry course, combines video disks with simulation software to engage students in visual explorations of interesting phenomena otherwise not available in the classroom.

In addition to software development by major publishing house, hundreds of smaller companies, specializing exclusively in technology-realted program, have mushroomed in the past decade, inundating the educational landscape with innovative software in all content areas for all age levels. Because of the polific developement of educational software, most of the major content area education assosiations and societies offer program reviews in their professional journals.

f. Learning with Electronic Books

The recent innovations in educationl software have led to the development of waht has been called the *electronic book.* Anderson-inman and horney (1997) use strigent criteria to distinguish electronic books from other forms of educational software:

1. Electronic books must have electronic text presented to the reader visually.
2. They must use metaphors of a book by adapting some of the conventions associated with books, such as a table of contents, pages, and a bookmark, so that readers will feel that they are reading a book.
3. They must have an organizing theme of an existing book or a central focus if it is not based on an equivalent printed book.

4. They must be primarily text-centered. When media enhancements other than text are available in the software, they are incorporated primarily to support the text presentation.

Many electronic books, available on CD-ROM, make excellent reference resources. The electronic text shows how whales are studied and introduces students to some of the people who study them. Still other electronic books are for recreational reading. Highly interactive storybooks such as *Afternoon* (Eastgate System) and Walt Disney's *Animated Stories books* are suitable for younger as well as older readers. In studies of interactive electronic books, researchers find that children generally respond positively to CD-ROM stories over printed versions and that reading from electronic books increases comprehension when students read longer and more difficult narratives.

E. Previous Research

Here are some results of preceding research finding that are related to this reseach. First, a research conducted by Eka Fiddo Febrianza under the title "The Use of Graphic Organiser to Improve the Eight Years Students' Ability in Reading A Descriptive Text at MTS Assyafiyah Gondang in Academic Year 2013/2014". In the previous study, the researcher expects the graphic organizer can improve students' achievement on reading comprehension.

In addition the research showed good result related to students achievement improvement where based on Febrianza (2014:66-67) the mean score of the pre-test was 55, there were 58% of the students (15 students) who passed, and 42% of the students (21 students) who failed in the test. In the cycle 1, the students mean score was 69. There were 64% of the students (23 students) who passed in the test

and 36% of the students (13) who failed in the test. In the cycle 2 the students mean score was 82. There were 86% of students (31 students) who passed the test, and only13% of students (5 students) who failed. So, Febrianza stated that the action research using graphic organizer is successfully done to improve the eight years students' ability in reading a descriptive text at mts assyafiyah gondang in academic year 2013/2014".

The similarity of the preceding and this research is focusing on the reading comprehension instruction using electronic tool while the difference is on the tools used and on the research design. The tools used was Graphic Organizer. The research design was Classroom Action Research.

Second, A research conducted by Wiwi Mulyani about *"Pengaruh Pembelajaran Berbasis E-Learning terhadap Hasil Belajar Siswa pada Konsep Impuls dan Momentum."* According to Mulyani (2013:58), there was significance difference between students' score of SMA Bakti Mulia 400 Jakarta in academic years of 2012/2013 before and after being taught by using e learning. The data shows that $t_{value} = 3.47$ and $t_{tabel} = 2{,}750$ (99%). If $4{,}702 > 2{,}750$, H_1 is accepted.

The similarity of the preceding and this research is focusing on electronic tool, e learning, and the research design. The difference of the preceding research is on the material served. It was about the result of Science instruction dealing with Impulse and Momentum. The difference also rely on the language used in the research. Here, Mulyani used Bahasa in presenting her research.

Third, a study about the effect of subtitled videos on grammar learning in an intermediate level ESL grammar classroom at a large state university in the U.S.

Midwest. Mohammed (2013:58) This classroom-based research enhancing the past perfect form in video subtitles drew the students' attention to some degree to that grammatical structure as the noticing results show; enhancing the past perfect form aided the recognition of the form. Moreover, the findings of the study shows that providing implicit instruction on meaning by using multimedia (enhanced subtitled video) contributed to a gain in students' knowledge of the past perfect form. According to the multimedia learning theory, learners in this study were mainly exposed to input through multimodality which helped to learn the past perfect better from text and pictures rather than text alone. Despite some concerns expressed by some students, the students were generally positive about the new methodology of using a video for grammar instruction.

The similarity of the preceding and this research is focusing on electronic use, video subtitles. The difference of the preceding research is on the material served. It was about the result of gramatical stucture dealing with past perfect. The difference also relies on the design used in the research. Here, Mohammed used classroom-based research.

Forth, one of the major findings of a study conducted in 2011 by the German reading foundation Stiftung Lesen on the Potential of E-Readers in the Promotion of Reading. Lessen (2011:1) The study clearly shows that the use of e-readers lowers the inhibition threshold for the first contact with books. For this experimental study, the reading behaviour of children of four classes (grade 6) of different comprehensive schools located in the Rhine-Main Area has been examined during one year. One class has been provided with a library of printed

books, another class with e-readers and e-books. Class three has been provided with printed books as well as e-readers and e-books, and a fourth class has not been equipped with a library at all, but was taken as control group.

The analysis of the children's reading attitudes shows that children who are provided with e-readers and e-books are much more attracted by the literature available than those who have access to printed books only. The same is true for "thick books": as e-books they are chosen far more frequently than their printed counterparts. An e-book cover obviously looks harmless, whereas a book spine may have a discouraging effect on inexperienced readers. From the perspectives of children, e-readers give books a "cool" and modern image. Therefore, the use of this technical device will surely play a major role in tomorrow's promotion of reading.

The similarity of the previous resesrch and this research is focusing on the reading instruction using electronic use and the research design used. While, the difference is on the implementation purpose. The purpose of his research is to promote the reading. Again, e-book is as material source not as the media used.

Regarding to all similarities and differences of the previous researches, the researcher draws on her research to highlight some of the ways media has been used to build the skills and knowledge needed both by students who are learning to read and by those who have progressed to reading to learn. In her review of research, the researcher focuses on the hardware and software used to display and interface with digital text, or what she term as e-reading tools. She tries to bring e-reading as teaching media used, not as learning source used.