

UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF “READTOME” APPLICATION TO
IMPROVE THE STUDENTS’ READING NARRATIVE TEXT**



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**This thesis is written to fulfill part of the requirements to obtain a Bachelor
of Education Degree**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SULAWESI BARAT**

2025

APPROVAL SHEET

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Has successfully defended the thesis in front
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ABSTRAK

Agitha Ramadhani Riasang (H0121356): Implementasi Aplikasi “Readtome” Untuk Meningkatkan Kemampuan Membaca Teks Narasi Siswa. Skripsi. Majene: Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk mengetahui hasil implementasi aplikasi "ReadToMe" sebagai alat bantu dalam penerapan kelancaran membaca menggunakan teks naratif sebagai bahan ajar, sekaligus untuk mengukur motivasi siswa setelah penggunaan aplikasi tersebut. Untuk mencapai tujuan ini, penelitian menggunakan metode kuantitatif dengan desain eksperimental, data dikumpulkan melalui tes kelancaran membaca (pre-test dan post-test) untuk mengukur hasil belajar, dan melalui kuesioner untuk mengevaluasi motivasi siswa. Hasil penelitian menunjukkan bahwa implementasi aplikasi "ReadToMe" dengan teks naratif secara signifikan meningkatkan kelancaran membaca siswa; hal ini dibuktikan dengan perbandingan nilai rata-rata post-test kelas eksperimen yang mencapai 76.00, jauh lebih tinggi dibandingkan kelas kontrol yang hanya 56.77. Konsistensi peningkatan ini didukung oleh nilai N-Gain pada kelas eksperimen sebesar 0.5484, berbanding terbalik dengan kelas kontrol yang hanya 0.2015. Selain itu, implementasi aplikasi "ReadToMe" juga menunjukkan motivasi siswa yang sangat tinggi dalam penggunaannya, dibuktikan dengan hasil analisis kuesioner yang mencapai 92.30%. Secara keseluruhan, data dari tes dan kuesioner mengarah pada kesimpulan bahwa aplikasi "ReadToMe" adalah alat yang sangat efektif untuk meningkatkan kelancaran membaca dan motivasi siswa, sebab kombinasi teknologi interaktif dan teks naratif terbukti lebih unggul daripada metode tradisional. Implikasi dari penelitian ini adalah untuk mendorong para guru mengintegrasikan aplikasi "ReadToMe" ke dalam pembelajaran di sekolah, dan temuan ini secara khusus memberikan bukti empiris yang kuat mengenai efektivitas penggunaan aplikasi teknologi dalam meningkatkan keterampilan membaca siswa, yang diharapkan dapat menginspirasi pengembangan dan penerapan metode pembelajaran inovatif lainnya yang memanfaatkan teknologi di masa depan.

Kata Kunci: *Aplikasi ReadToMe; Kelancaran Membaca; Teks Naratif; Motivasi.*

ABSTRACT

Agitha Ramadhani Riasang (H0121356): The Implementation of “ReadToMe” Application to Improve The Students Reading Narrative Text. Undergraduate Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.

This study aims to determine the results of implementing the “ReadToMe” application as a tool improve reading fluency using narrative texts as teaching materials, as well as to measure student motivation after using the application. To achieve this objective, this study used a quantitative method with an experimental design. Data were collected through reading fluency tests (pre-test and post-test) to measure learning outcomes and through questionnaires to evaluate student motivation. The results show that the implementation of the “ReadToMe” application improves the students' reading narrative text; this is evidenced by the comparison of the average post-test scores of the experimental class, which reached 76.00, much higher than the control class, which only scored 56.77. This consistent improvement was supported by the N-Gain score in the experimental class of 0.5484, in contrast to the control class, which only scored 0.2015. In addition, the implementation of the “ReadToMe” application motivated the students' reading narrative text, showing very high student motivation, as evidenced by the questionnaire analysis results, which reached 92.30%. Overall, data from tests and questionnaires lead to the conclusion that the “ReadToMe” application is an effective tool for improving students' reading fluency and motivation, because the combination of interactive technology and narrative text has proven to be superior to traditional methods. The implication of this study is to encourage teachers to integrate the “ReadToMe” application into school learning, and these findings specifically provide strong empirical evidence regarding the effectiveness of using technology applications in improving students' reading skills, which is expected to inspire the development and application of other innovative learning methods that utilize technology in the future.

Keywords: *ReadToMe Application; Reading Fluency; Narrative Text; Motivation.*

CHAPTER I INTRODUCTION

A. Background

Reading is a process that involves understanding writing. It's not just about recognizing letters and words, but also about how readers interact with the text to grasp its meaning. This makes reading one of the essential skills that should be mastered. As supported by Pitoyo (2020), reading is a core language skill, particularly in English language learning, and serves as a foundation for other language skills. Therefore, it should be cultivated from a young age to foster positive and sustainable habits (Karunaratne *et al.*, 2023). Beyond fulfilling individual interests, reading also acts as a source of knowledge and a tool for developing critical thinking (Sarah, 2022), playing a vital role in shaping intelligent and critical individuals (Rintaningrum, 2019).

In this context, the development of fluent reading skills becomes increasingly important, as it directly impacts comprehension and the ability to engage with complex ideas. Fluent reading skills are crucial for effective comprehension, knowledge development, and academic success. Fluent reading is crucial for effective comprehension and is fundamental for expanding individual knowledge and understanding (Marimbun, 2019). Fluency enables efficient information processing, deeper contextual understanding, and easier assimilation of new knowledge. More than a technical skill, reading fluency underpins critical thinking, effective information analysis, and the development of comprehensive understanding across various texts and reading materials (Maulidina *et al.*, 2022). Therefore, investing in the development of fluent and effective reading skills is essential for academic success and intellectual growth.

On the other hand, the literacy crisis in Indonesia is a significant problem, especially among teenage students (Sari, 2020), exacerbated by a lack of reading habits and rapid technological development (Rintang *et al.*, 2021). This is reinforced by UNESCO data (CNBC Indonesia, December 2024) which ranks Indonesia second lowest globally, with a reading interest of only 0.001%, meaning that only one in a thousand people actively read consistently. This condition underscores the low level of literacy in Indonesia (Lluch, 2017), which hinders academic performance, critical thinking skills, and social engagement. Low reading

interest, especially among junior high school students, has a serious impact on academic success, even though reading is an essential basic skill (Gambrell et al., 2011). This problem is rooted in a negative cycle triggered by unresponsive traditional teaching methods (Hutchison et al., 2018), a lack of early reading habits, and the dominance of instant entertainment (Sari, 2021), resulting in difficulties in students' reading comprehension and fluency.

Based on interviews, and observation at SMP Negeri 1 Tutallu, it was found that students at the school were just starting to learn English and found it difficult due to the difference between writing and pronunciation. One of the lowest skills that students have is reading skills, which is caused by their low interest in reading and has an impact on the overall poor reading ability. This condition is exacerbated by the monotonous learning approach, which only relies on book texts and conventional reading practice methods, thus failing to attract attention and resulting in the lack of students' active involvement in the learning process. As a result, the improvement of their reading skills is hampered. Therefore, innovations in learning methods that are more interesting and relevant are needed to motivate students to be more interested and active in developing their reading skills.

The "ReadToMe" application offers an effective and enjoyable approach for beginners to enhance their reading skills. Its user-friendliness makes it an ideal tool for gradually developing reading skills, building confidence, and making the learning process more interactive and engaging. The importance of reading at a relevant comprehension level is emphasized by Klinova *et al.* (2020), who state that the more input (understandable language) and output learners receive, the better their language proficiency. This is further supported by Puspita *et al.* (2023), who highlight the significance of engaging and practical learning materials, media, worksheets, and activities in stimulating improved reading comprehension, particularly for informational texts. Therefore, the "ReadToMe" application, when combined with appropriate learning strategies, can be a comprehensive solution for enhancing reading skills, especially for novice learners.

This study was motivated by the low reading motivation of students influenced by technological advances, as well as the limited number of studies that specifically examine the implementation of the "ReadToMe" application in

improving narrative text reading fluency. Although many studies have discussed the use of technology in reading competence and motivation, this study will specifically explore the role of the “ReadToMe” application and measure student motivation based on five indicators: curiosity, challenge, grades, involvement, and competition. By bridging this gap, this study aims to comprehensively evaluate the implementation of this application on students' reading fluency and motivation at the junior high school level. It is hoped that these findings will provide new insights into the use of technology as an innovative solution to improve students' reading skills.

B. Problem Identification

Based on observations and interviews, students' reading fluency is the lowest among their skills. This is primarily due to monotonous and unengaging reading activities in class, which do not support the repeated practice essential for fluency. Furthermore, a lack of English language comprehension significantly hinders students, as they struggle to understand every word and phrase. This makes the reading process choppy and frustrating. The combination of unappealing teaching methods and language barriers directly contributes to students' low motivation to practice and improve their reading fluency.

There are two factors contributed to the low reading ability of students in the school:

1. Lack of students in reading fluency.
2. Lack of students' motivation in reading.

C. Problem Limitation and Formulation

1. Problem Limitation

This study focuses on students at SMP Negeri 1 Tutallu and examines the use of the “ReadToMe” application in reading instruction, particularly its impact on students' reading fluency and motivation. The scope of this study is limited to the implementation of the application in 8th grade junior high school classes, does not extend to other grade levels or subject areas. The study of student motivation specifically focused on five indicators: Curiosity, Challenge, Grades, Involvement, and Competition.

2. Problem Formulation

This study will answer the following research question:

- a. Does the implementation of “ReadToMe” application improve the students’ reading narrative text?
- b. Does the implementation of “ReadToMe” application motivate the students’ reading narrative text?

D. Research Objectives

The objectives of this study are as follows:

1. To find out whether the implementation of “ReadToMe” improves students’ reading narrative text.
2. To identify the students’ motivation toward the implementation of “ReadToMe” on reading narrative text.

E. Research Benefit

1. Theoretical Benefit

Theoretically, this research makes an important contribution to the understanding of how technology, especially the application “ReadToMe”, can be used to improve students’ narrative text reading abilities. The result of this research can enrich educational literature by providing empirical evidence regarding the effectiveness of application-based learning approaches in reading contexts. Educators can use these findings to develop more effective and informative learning strategies, which take into account students’ preferences in utilizing technology to improve their reading ability.

2. Practical Benefit

The findings of this research can provide practical guidance for teachers in selecting and implementing the “ReadToMe” application or similar applications in their classrooms. In addition, the result of this research can be used as a valuable reference for future researchers who are interested in investigating the effectiveness of technology in learning to read, either by using the “ReadToMe” application or other similar applications. Thus, it is hoped that this research can make a real contribution in improving the quality of learning to read narrative text in school.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

To make this research more precise, the researcher found several references regarding the ability to read English in applications. The first research was conducted by Sanam *et al.* (2020), explored the application of narrative texts to enhance students' reading comprehension abilities. The primary objective of their research was to ascertain whether narrative texts could effectively improve reading comprehension, identify specific student difficulties in understanding these texts, and determine the overall level of comprehension improvement. The results of this investigation affirmed the efficacy of using narrative texts as a pedagogical tool for developing reading comprehension skills.

The second research was conducted by Azizah *et al.* (2021), also focused on the use of narrative texts to improve reading comprehension, but through the implementation of a story face strategy. This research aimed to bolster students' capacity to understand narrative texts by employing this specific strategy, with a particular emphasis on improving their ability to identify key story elements and grasp the overarching meaning. The study concluded that the story face strategy was a successful method for enhancing students' comprehension of narrative texts, especially in the context of discerning story components and interpreting their significance.

The third research was conducted by Khoirrohmah *et al.* (2024) investigated the impact of the "Nearpod" application on the narrative text reading comprehension of tenth-grade students at SMA 1 Blitar. This research sought to evaluate the effectiveness of Nearpod in elevating students' mastery of this specific genre. The findings indicated a notable improvement in students' comprehension of narrative texts following the use of the Nearpod application.

The fourth research was conducted by Pradnyadewi *et al.* (2021) who explore about improving students reading skill by Quizizz. This study aimed at analysing the use of Quizizz application in improving students reading skill. The findings of this study revealed at Quizizz can be use as one of an effective learning media in teaching reading. Quizizz provided the students a meaningful and fun activities

which can improve students' reading skill.

The fifth research was conducted by Zulaika *et al.* (2024) investigated the "Hellotalk" application as an alternative method for developing students' reading proficiency with narrative texts. The research was designed to determine if a significant difference existed between the reading abilities of students taught using the Hellotalk application versus those instructed through conventional methods. The findings revealed a statistically significant distinction between the experimental and control groups, suggesting that the Hellotalk application is a viable tool for teaching reading of narrative texts to seventh-grade students.

The Sixth research was conducted by Azara *et al.* (2024) explored the influence of the "Let's Read" application on the narrative text reading skills of eleventh-grade students at SMAN 1 Kademangan Blitar. Employing a one-group pre-test post-test design, this research focused on evaluating improvements in reading comprehension. The results demonstrated a significant increase in students' understanding of and engagement with the texts after using the application.

The seventh research was conducted by Elmaadaway *et al.* (2025) this research focuses on improving primary school students' oral reading fluency through voice chatbot-based AI. This study aimed to enhance the oral reading fluency abilities of four graders using the AI voice chatbot "Alexa". Students reading comprehension and oral reading fluency are enhance when they use Alexa in the classroom. The novelty of this research is in the Table 2.1.

Table 2.1 The Novelty of The Research

No.	Author	Similar	Different
1.	Anna Isabela Sanam, Sebastiao Pereira, Amelia Gaspar, Augusto Da Costa (2020)	1. Has the same design, Quasi Experimental. 2. Both studies aimed to improve students' reading skills, although with different approaches.	1. Has the different variables. 2. Not Using application. 3. Has different approach.
2.	Nur Azizah, Rismaya Marbun, Eusabinus Munau (2021)	1. Both focus on improving students' ability to read narrative text.	1. Has the different design. 2. Not using Application.

		2. Both use narrative text 3. Has the same population 4. Both aim to improve students' reading skills, so the aspect of improving students' literacy skills is the common point of both.	3. Has the different variable.
3.	Laelatul Khoirrohmah and Dian Fadhilawati (2024)	1. Has the same approach 2. Using application	1. Have different aims. 2. The research design and variables studied are also different. 3. The two studies may have used different population.
4.	Diah Ayu Manik Pradnyadewi and Putu Enik Kristiani (2021)	1. Use the applications as a tool to improve students' reading skills. 2. Has the same sampling techniques.	1. Use different application. 2. The research design used is also different2. Has the same sampling techniques. 3. Use the different population.
5.	Zulaika, Muhammad Muklas, Yasina Khamahira (2024)	1. Both used the quasi-experimental method. 2. Both studies also used application as learning tools, with a focus on improving narrative text reading skills.	1. Has different application. 2. Has the different variables. 3. Has different population in the seven grade

6.	Galuh Salsabila Azarah and Dian Fadhilawati (2024)	1. Using application 2. Has the same sampling techniques.	1. The different population. 2. Has the different design. 3. Has the different approach.
7.	Mohamed Ali Nagy Elmaadaway, Mohamed Elsayed El-Naggar, Mohamed Radwan Ibrahim Abouhashesh (2025)	1. Both aim to improve students' reading skills by utilizing modern technology in the learning process. 2. Both studies attempted to evaluate the impact of using technology on students' reading fluency.	1. Has the different design. 2. This research reviews journals to find out that using applications can develop students reading skills.

The conclusion of the comparative analysis of seven research studies shows that although some studies are similar in population, research design, and focus on improving students' reading skills through the use of applications, there are significant differences in the variables, approaches, and testing methods used. These studies included a variety of designs, such as quasi-experimental and narrative text analysis, and focused on various levels of education, from seventh grade of middle school to tenth grade of high school. Additionally, some studies did not use applications at all, while others explored their impact with a variety of approaches. This diversity highlights the importance of further research to evaluate the effectiveness of applications in educational contexts and to understand the challenges and opportunities faced in their implementation.

B. Theoretical Framework

1. “ReadToMe” Application

a. Definition of “ReadToMe” Application

“ReadToMe” application is an effective multimedia application designed to help children improve their reading skills through an engaging and interactive

approach. The application combines text, picture, and sound (Huda *et al.*, 2021) to create a rich learning experience. The interactive approach (Pratama *et al.*, 2020) is demonstrated through the auto-read feature that reads text aloud in a clear and engaging voice. Thus, children can follow the storyline more easily, strengthening their comprehension and pronunciation through visual and auditory stimulation.

The goal of “ReadToMe” application is to cultivate a love of reading from an early age and enhance overall literacy skills. The application is designed to address common challenges in reading acquisition, such as difficulty comprehending written text or a lack of motivation to read. By providing easy access to a wide variety of engaging and age-appropriate books and stories. “ReadToMe” application creates a supportive and stimulating learning environment that encourages exploration and literacy discovery.

b. How to Use “ReadToMe” Application

“ReadToMe” is an innovative app designed to assist users in reading and understanding text, especially in English. The app offers various features that ease the learning process, such as AI voice reading of texts that are clear and easy to understand. To use this application, users can follow the following steps;

1) How to register before using the application:

Users are required to register first before they use this application. The registration process consists of several steps that must be followed carefully. Take a look at picture 2.1.

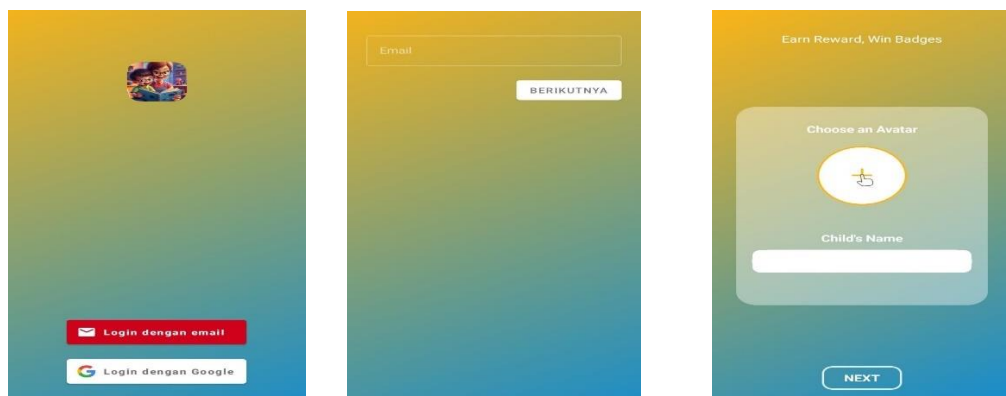


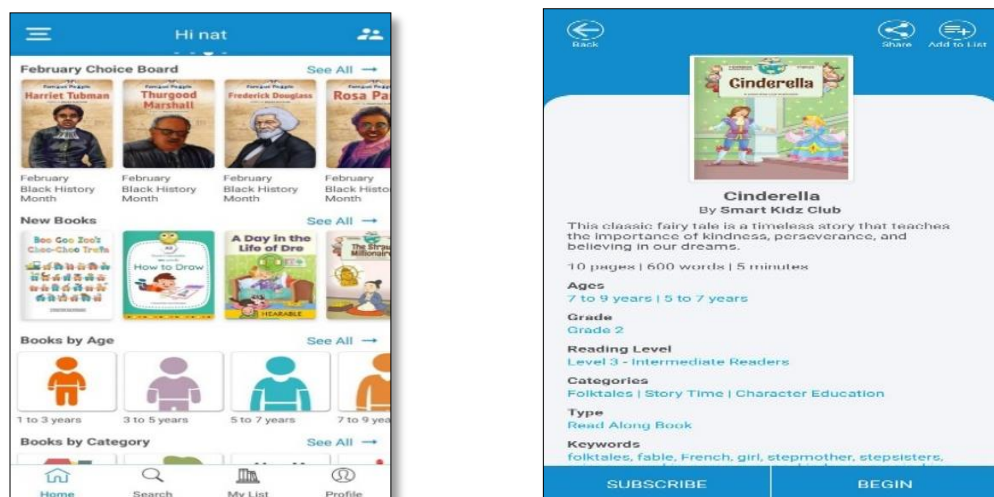


Figure 2.1 Register on The “ReadToMe” Application

The “ReadToMe” application begins with the registration process using an email address. After successfully registering, the system will ask the user to complete a profile with personal identity information. The required information includes name, age, and three favorite reading topics, which will be used to personalize the reading experience in the reading application.

2) The home page appears and is shown below:

The homepage of the “ReadToMe” application will appear after the registration process is complete. This application provides a variety of books, including narrative text accompanied by images. This illustration can be seen in Figure 2.2.



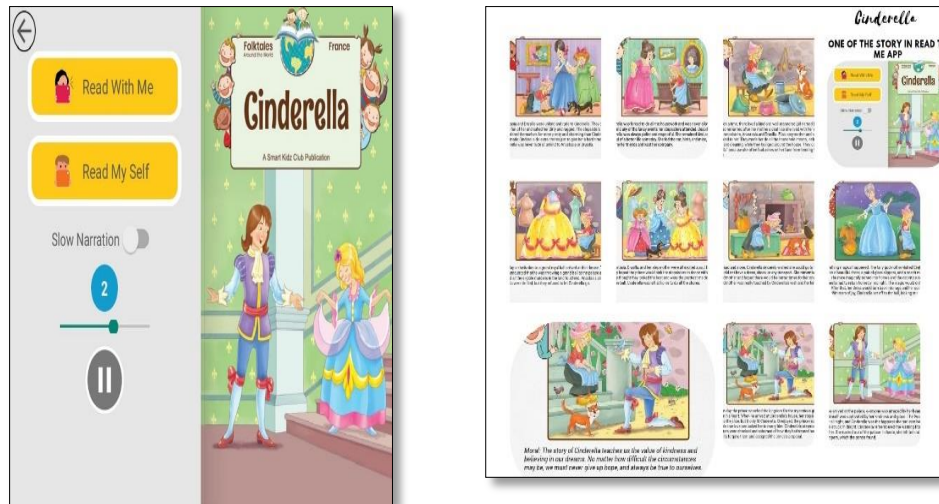


Figure 2.2 Homepages

The registration process is complete, the user will be directed to the home page. On the home page, users can select the book they want to read from the various options available. After selecting a book, a brief description of the book will be displayed to provide additional information. Next, the title of the book will appear along with a choice of reading method: read by yourself or listening to the audio book. As an illustration, an example of a narrative text is shown.

c. Advantages and Disadvantages of “ReadToMe” Application

There is several advantages and disadvantages in “ReadToMe” application:

1) Advantages

- a) Makes reading more fun: The application is designed to make reading a fun and easy experience for kids.
- b) Helps learn to read: Features like light-up words and audio and word highlighting help kids learn to read.
- c) Helps English learners: The application provides clear pronunciation to help English learners.
- d) Has a diverse collection of books: The application has a collection of books that can be read aloud.
- e) Easy to use

2) Disadvantages

- a) Lacks additional features: This application only has basic features for reading books.
- b) No video: This application only plays the audio of the book
- c) Connected to the internet

d. Function of “ReadToMe” Application

Research shows the effectiveness of technology-based reading applications in increasing literacy and accessibility, as proven by the success of the Let's Read, Marbel, and Let's Learn to Read applications in developing children's language, increasing reading interest, and supporting digital literacy (Mulyaningtyas et al., 2021; Yolanda et al., 2022; Fauziah et al., 2022). These applications offer interesting features such as multilingual digital books, attractive illustrations, font size adjustments, and have even been proven to be effective in improving beginning reading abilities in dyslexic children, as well as showing significant improvements in the reading abilities of elementary school students. These studies highlight the great potential of these applications in overcoming illiteracy rates in Indonesia.

Recent studies also emphasize the potential of digital reading applications in addressing low literacy rates in Indonesia, offering innovative solutions to increase accessibility and engagement in reading, especially among students (Nurfaizah et al., 2022; Fitriyana et al., 2024). Research shows the significant impact of digital reading platforms on reading interest, even reaching a 49.7% influence on student reading levels (Dini et al., 2018). Features such as text-to-speech increase the appeal and ease of use of these applications (Fitriyana et al., 2024), while mobile web-based applications provide flexible access to reading material, potentially increasing literacy rates among students and the general public (Riyanto et al., 2022).

“ReadToMe” application is an interactive multimedia application designed to help children improve their reading skills through an engaging and interactive approach. The application combines text, picture, and sound (Huda et al., 2021) to create a rich learning experience. The interactive approach (Pratama et al., 2020) is demonstrated through the auto read feature that reads text aloud in a clear and engaging voice. Thus, children can follow the storyline more easily, strengthening their comprehension and pronunciation through visual and auditory stimulation.

e. “ReadToMe” Application as Learning Media

Recent studies have explored the development of mobile applications as learning media for reading skills. These applications, designed for various age groups from kindergarten to adults, aim to enhance reading comprehension and early literacy (Irawan et al., 2022). The application typically includes features such as audio instructions, and visual aids to support learning (Shofi et al., 2022). Research has shown that these mobile applications can increase student engagement, reduce learning time, and provide practical solutions for distance learning (Jiménez-García et al., 2017). The development process often involves needs analysis, expert validation, and user testing to ensure the applications meet the requirements of both teachers and students (Mustadi et al., 2022).

2. Reading

a. Definition of Reading

Reading is not merely a mechanical activity of recognizing letters and words, but a complex cognitive process. Tampubolon (1987) defines reading as thinking, a reasoning process interwoven through a dialogue between the reader and the text. This process involves interpretation and a deep understanding of the message conveyed by the author. Reading, therefore, is a bridge between the writer and the reader, an interaction that produces meaning.

Hadi et al. (2023) aptly to describe reading as a "window to the world." Through reading, we can access boundless information and knowledge, broaden our horizons, and understand diverse perspectives. Reading allows us to learn about things we don't know, whether it be facts, opinions, or the experiences of others. This is a key element in personal development and understanding the world around us.

Reading instruction in schools generally emphasizes comprehension as the primary goal. A student who can read not only recognizes words one by one, but also understands phrases, clauses, sentences, and the text as a whole (Harianto, 2020). This ability encompasses recognizing language symbols and interpreting the meaning contained within them. Comprehensive understanding involves integrating various perspectives, including the author's perspective, sociocultural context, and the reader's personal experiences (Riyanti, 2021).

Reading is a two-way communication process between the writer and the reader (Kolker, 2015). The writer conveys a message through written language, while the reader strives to understand and interpret that message. Johnson et al. (1978) emphasize that reading is the practice of using text to acquire meaning. This process involves breaking down language symbols and forming a coherent understanding. Reading, in this context, is an active effort to construct meaning from text.

From the various perspectives above, it can be concluded that reading is a highly important activity in learning and life. Reading provides access to knowledge, broadens horizons, and enhances critical thinking skills. The ability to read well, which includes word recognition, comprehension, and text interpretation, is key to achieving success (Wulanjani, 2019). Therefore, the development of reading skills needs to be continuously prioritized in the education system and in individual lives.

b. Function of Reading

Narrative texts offer significant benefits beyond entertainment, serving as crucial tools for social bonding, education, and personal growth. They effectively convey information, reinforce societal values, and inspire positive behavioral changes by fostering moral development through the exploration of themes like honesty and responsibility (Štubňa, 2021; Sarwani, 2015). Furthermore, engagement with fictional narratives enhances empathy and social skills by allowing readers to deeply connect with characters and their experiences, leading to a better understanding of diverse perspectives (Dill-Shackleford et al., 2016; Mar et al., 2008). This process, often described as "dual empathy," allows readers to process personal experiences while simultaneously connecting with fictional characters' motivations and thought processes (Štubňa, 2021; Dill-Shackleford et al., 2016).

The power of narrative extends to cultural transmission and preservation, acting as a vital link between generations. Stories created by individuals often reflect underlying cultural values, as evidenced by studies comparing American individualism with Japanese collectivism (Imada et al., 2011). Traditional folk media remains a potent force in maintaining community identity, adapting effectively to the digital age (Alam, 2024), and in Indonesia, the incorporation of local narratives into English as a Foreign Language (EFL) classroom is advocated

for its ability to transfer cultural knowledge and safeguard indigenous traditions (Hidayad et al., 2021). This highlights the multifaceted role of narrative in cultural preservation and education.

In summary, narrative texts are invaluable tools for learning, personal development, and cultural transmission. Their ability to convey information, develop empathy, and reinforce moral values makes them powerful instruments for education and social change. The use of narrative, particularly in educational settings, offers a unique opportunity to bridge cultural gaps and preserve cultural heritage for future generations, ensuring the continued relevance of storytelling in a constantly evolving world (Akmal et al., 2021; Sarwani, 2015; Nikmah et al., 2020; Nurdin et al., 2023).

c. Indicators of Reading Fluency

Reading fluency, particularly oral reading fluency, has been identified as a significant indicator of overall reading competence and comprehension. Key components of fluent reading include accuracy, pronunciation, and intonation (Fuchs, 2001). Students have shown that various factors can predict reading performance, including eye-movement patterns, EEG-based attention measures, and specific reading skills (Lai et al., 2021). Chinese readers, rapid naming and syntactic skills are important early indicators of word reading difficulties, while syntactic skills and morphological awareness may signal persistent reading problems. Interestingly, Chinese persistent poor readers did not differ significantly from the killed readers in phonological skills (Yeung et al., 2014). These findings highlight the importance of assessing multiple aspects of reading fluency and related skills to identify and address reading difficulties across different language and educational context.

d. Teaching Technique

1) Reading Aloud

Reading aloud is an effective technique for improving reading comprehension and language skills in English as a Foreign Language (EFL) contexts. Studies have shown that it enhances students' understanding of difficult texts, increases reading interest, and boosts self-confidence (Amanda et al., 2022; Syafitri et al., 2019). This technique has demonstrated positive outcomes for learners at various levels, from young children to university students (Sánchez et al., 2022; Sajid et al., 2019).

Reading aloud not only improves reading skills but also develops listening and speaking abilities (Syafitri *et al.*, 2019). Research indicates that it can help students overcome text-level difficulties and enhance their overall reading proficiency (Sajid *et al.*, 2019). Furthermore, the use of reading aloud strategies has shown significant improvements in students' performance, as evidenced by pre- and post-test results (Sánchez *et al.*, 2022; Sajid *et al.*, 2019). These findings suggest that reading aloud is a valuable tool for language educators to incorporate into their teaching practices.

2) Listening Vocabulary Improvement

Research suggests various strategies to enhance listening vocabulary in language learning. Audio-based methods can significantly improve vocabulary mastery, with one study showing 67.44% of students benefiting from this approach (Suri *et al.*, 2023). Teachers often employ word walls as an effective tool, especially during online learning (Panjaitan *et al.*, 2022). Vocabulary preparation before listening tasks can lead to better performance in vocabulary tests, though its impact on listening comprehension may be limited (Rochmawati, 2018).

Reading diverse literature, including academic texts and scientific journals, can simultaneously enhance vocabulary skills (Astutik *et al.*, 2022). These strategies emphasize active listening, recognizing new words in context, and repeated exposure to language. Integrating vocabulary learning with other language skills, particularly reading, appears to be a promising approach for vocabulary development in higher education settings.

e. Scoring System in Reading Fluency

1) Fluency

Reading fluency is a critical component of literacy that encompasses more than just oral reading speed. It involves the ability to read text accurately, quickly, and with appropriate expression, while also understanding and interpreting the content effectively (Rasinski, 2006). Fluency acts as a bridge between decoding and comprehension, allowing readers to automatically recognize words and focus on meaning.

The three key elements of fluency are accuracy in word decoding, automaticity in word recognition, and appropriate use of prosody or meaningful oral expression. Assessing fluency is crucial for understanding a reader's progress and informing instruction (Rasinski, 2012). While fluency has historically been neglected in reading education, it is now recognized as one of the five critical components of reading, alongside phonemic awareness, phonics, vocabulary, and comprehension.

2) Accuracy

Reading fluency, encompassing accuracy, speed, and expression, is a crucial component of reading comprehension and academic achievement. Accuracy in reading fluency refers to the precise pronunciation of words and sentences, including proper attention to punctuation and intonation (Murtafiah *et al.*, 2024). High accuracy scores indicate fluent and correct reading, while low scores suggest pronunciation errors or misunderstandings of the text (Rochman, 2017). Research has shown a significant positive relationship between oral reading fluency and reading comprehension performance (Rochman, 2018).

Moreover, a strong correlation ($r=0.860$) between reading fluency and academic achievement has been observed in first-grade students (Wulandari *et al.*, 2022). To improve reading fluency, educators should shift their focus from emphasizing accuracy alone to developing students' ability to express themselves both accurately and fluently in English (Rochman, 2017). Additionally, proper use of punctuation marks significantly influences intonation and sentence meaning in Indonesian text reading (Murtafiah *et al.*, 2024).

3) Pronunciation

Research on reading fluency and pronunciation in Indonesian education contexts highlights several key aspects. Pronunciation accuracy, intonation, and fluency are crucial components of reading skills. Studies show that students, particularly in lower grades, struggle with proper intonation and pronunciation of vowels, consonants, and semi-vowels (Ulfah *et al.*, 2020). Regional dialects can influence pronunciation and intonation, especially in first-grade students.

Higher education students also face challenges with correct intonation in English text reading. However, targeted interventions, such as the audiolingual approach, can improve pronunciation skills, including phoneme articulation, word stress, and intonation patterns. These findings underscore the importance of addressing pronunciation and intonation in reading instruction across educational levels.

4) Intonation

Intonation plays a crucial role in reading fluency assessment, affecting text comprehension and expression. Research shows that prosody is a reliable indicator of reading fluency and comprehension in ESL students, with poor prosodic reading often indicating comprehension difficulties (Sinambela, 2017). Proper use of punctuation influences intonation and sentence meaning in Indonesian texts, highlighting the importance of correct punctuation for appropriate intonation and comprehension (Murtafiah *et al.*, 2024). However, studies reveal that students often struggle with correct intonation when reading English texts, particularly with high intonation (Siregar, 2019). In poetry reading, expression is a key challenge, with various expressions such as happiness, sadness, and anxiety observed during recitation.

Evaluation of poetry reading skills identified factors hindering fluency, including rushed reading, background noises, and unsuitable video settings (Fathurohman, 2023). These findings underscore the significance of intonation and expression in reading assessment across different contexts and languages.

3. Narrative Text

a. Definition Narrative Text

Narrative text, as a form of writing that presents a series of events chronologically, aims to entertain, educate and provide an aesthetic experience to readers (Hanifa *et al.*, 2024). The structure of narrative texts generally consists of orientation, complication, resolution and reorientation, with the use of imaginative and connotative language as well as strong characterization elements (Nurdin *et al.*, 2023). In English language learning, narrative texts are effective for building character and instilling moral values through interesting stories, and including the development of moral values such as honesty, politeness, responsibility and

perseverance have also been researched. The importance of choosing narrative texts that are authentic, appropriate to language level, and appropriate for understanding in educational contexts has also been highlighted (Sarwani, 2015).

Understanding narrative texts involves structure analysis and identifying moral messages (Alam, 2024). Key elements such as a clear storyline, conflict, theme, setting, plot, characters and point of view also form the characteristics of narrative texts. The use of figurative language, various types of verbs, and time marking conjunctions are also characteristic (Hanifa et al., 2024), with the concept of time as a central element that helps readers understand the sequence of events (Babayeva, 2020). Narrative texts can be short stories, novels, or other forms that include both factual and fictional elements, and research shows high school students' preference for expository texts over narrative (Rozalina et al., 2023), while other narrative research focuses on individual experiences through personal stories.

Narrative texts have an important role in human life, beyond mere entertainment; it also functions as a tool for education and cultural preservation. Historical stories, for example, allow readers to absorb values and develop character through identification with the characters (Akmal et al., 2021). Folklore, rich in socio-cultural values such as mutual cooperation and empathy, is relevant to literary learning (Putri et al., 2022), and the cultural values contained in it include belief systems, society, knowledge, language, arts and technology, all of which act as educational resources and social institutions (Simanjuntak, 2021). In the context of a pluralistic Indonesia, literature acts as a glue for the nation, facilitating understanding and appreciation between groups of people (Slamet, 2018).

Overall, narrative texts are an important component in English language education and literature learning in general, combining language skills with moral development and cultural understanding. It serves as a powerful tool for conveying values, building character, and enriching the reader's intellectual and emotional experience. Research that continues to develop increasingly reveals the complexity and influence of narrative texts in various life contexts.

b. Function of Narrative Text

The main function of narrative text is to entertain. Compelling stories can transport readers to a different world, provide relief from daily routine, and provide

intellectual and emotional enjoyment. Apart from that, narrative texts can also function as educational tools. Stories can convey information, concepts, or moral values in a way that is easier to understand and remember compared to ordinary informative texts. Fables, for example, teach morals, while historical novels provide insight into a particular period (Mzkennzi, 2022).

c. Structure of Narrative Texts

According to Chatman, (1993) and Abrams M.H. (1981), the structure of a narrative text consists of four parts:

a) Orientation

The orientation section in a narrative text serves as the introduction to the story. Readers are introduced to the story's background, including the setting, time period, and atmosphere. Additionally, orientation introduces the main characters involved in the story, providing a brief overview of their personalities and roles within the plot. In essence, orientation lays the foundation of the reader's understanding of the story world that will be explored. It is crucial for writers to create an engaging and informative orientation to pique the reader's interest and encourage them to continue reading.

b) Complication

Once the reader understands the setting and characters, the complication emerges as the section that introduces the main conflict or problem in the story. This conflict can be external, such as a clash between characters and challenges from the surrounding environment, or internal such as inner turmoil or conflicting values within a character. The complication is what drives the plot forward and creates the tension that keeps the reader engaged and curious about what will happen next. The more compelling the conflict presented, the more invested the reader becomes in the story.

c) Resolution

The resolution section represents the climax of the story, where the conflict introduced in the complication finds its resolution. This resolution does not always have to be a happy ending; it can also be a tragic, ironic or even ambiguous ending. The way a writer presents the resolutions significantly influences the impression left to the reader. An effective resolution can provide

satisfaction and a fulfilling closure to the reader, while a less effective resolution can leave a sense of emptiness or dissatisfaction.

d) Re-orientation

The reorientation, also known as a coda, is the concluding section of the story. This section serves to provide a new perspective or reflection on the story as a whole. Reorientation can take the form of an epilogue that explains the characters' fates after the conflict is resolved, or it can convey a moral message that the author wishes to impart to the reader. This section is not always present in every narrative text, but if it is, reorientation can enrich the meaning and message conveyed by the story. Reorientation can leave a lasting and meaningful impression on the reader.

d. Using Narrative Text in Teaching and Learning

Narrative texts have emerged as valuable tools in English language teaching and learning, particularly at the secondary school level. They can effectively develop students' English skills, build enthusiasm, and integrate literature into EFL classes (Halizah et al., 2024; Rosyadi et al., 2023). While challenges exist, such as vocabulary comprehension and sentence understanding, teachers can create interactive classroom environments to overcome these issues (Rosyadi et al., 2023). Narrative texts also serve as rich sources for moral development, offering opportunities to teach values like honesty, responsibility, and tolerance (Sarwani, 2015). In adult education, narrative approaches have gained attention for their ability to satisfy the human soul and transcend cultural and ideological boundaries. Overall, narrative texts prove to be effective mediums for language instruction, cultural introduction, and moral education across various learning contexts.

4. Motivation

a. Definition of Motivation

Wigfield et al. (2016) argue that the primary or central motivation within an individual stems from beliefs related to competence. One crucial component of this belief is self-efficacy, which refers to an individual's confidence in their ability to successfully complete various tasks. The higher one's self-efficacy, the more likely they are to be motivated to try and persevere in the face of challenges. Beyond self-efficacy, also emphasize the importance of a sense of control and autonomy in

learning. When individuals feel they have control over their learning process and have the freedom to make choices, their intrinsic motivation tends to increase. Conversely, if they feel forced or lack a voice in their learning, their motivation can decline.

Meanwhile, in by Wigfield et al. (2000) more specific view of reading motivation, he explains that it involves an individual's personal goals, values, and beliefs related to the topic, process, and outcomes of reading activity. This means that reading motivation is not only influenced by how competent someone feels in reading but also by how valuable or relevant the reading material is to them, as well as what they expect to gain from reading.

In conclusion, motivation in general involves beliefs in one's abilities and a sense of control, while reading motivation specifically is influenced by personal values and goals sought through reading activities. Both are interconnected and equally important in determining an individual's behavior and achievement.

b. Indicators of Motivation

1) Curiosity

Curiosity is the desire to learn about topics of interest (Indrayadi, 2021) and is a complex motivation that drives learning and exploration (Silvia, 2012). Curiosity can be seen as an attempt to reduce ignorance, intrinsic motivation, or stable individual differences (Silvia, 2012). Epistemic curiosity is essential for academic success because it motivates students to acquire new knowledge, reduce information gaps, and solve complex problems (Wandansari & Hernawati, 2021). Curiosity and learning motivation have a positive effect on learning self-regulation, with motivation having a more significant effect (Permatasari *et al.*, 2022). Overall, curiosity plays an important role in promoting learning, exploration and academic achievement across a range of educational contexts.

2) Challenge

Research suggests that readers' preferences for challenging texts are influenced by various factors. Students who have frequent exposure to challenging tasks tend to prefer them, finding them creative and emotionally rewarding (Miller, 1999). The challenging reading is the satisfaction of

mastering or assimilating complex ideas in text (Indrayadi 2021). The motivation for challenging reading can be understood as a product of achievement needs, success probability, and incentive value (Froiland, 2014). Perceptions of academic competence and personal control positively correlate with intrinsic interest in schoolwork and preference for challenging activities (Boggiano *et al.*, 1988). Furthermore, the complexity-matching hypothesis proposes that individuals prefer explanations that match the complexity of the event being explained, suggesting a nuanced relationship between readers and challenging texts (Lim, 2020). These findings collectively indicate that the preference for challenging reading is multifaceted, involving factors such as prior experience, perceived competence, and the nature of the text itself.

3) Grades

Reading for grades refers to the desire to be favorably evaluated by the teacher. Grades hold significant meaning and value in educational settings, with differing perceptions between students and teachers (Goulden *et al.*, 1995). The interpretation and use of grades are driven by the values attached to them by students, parents, and teachers, often leading to extrinsic motivation and control rather than valuing the learning process itself (Pilcher, 1994). To address the challenges of manual grade processing, which can be time-consuming and error-prone, educational institutions are developing computerized systems for managing student grades (Sudradjat, 2019). These systems aim to improve efficiency, accuracy, and accessibility of grade information. For instance, web-based applications using frameworks like Laravel can process grades according to specific curriculum standards, providing easier access for teachers and students (Susanti *et al.*, 2017). Such technological solutions offer potential benefits in terms of data accuracy, report generation, and strategic information for stakeholders in educational institutions.

4) Involvement

Research consistently demonstrates the importance of intrinsic motivation and involvement in reading achievement and engagement. Intrinsic motivation, characterized by curiosity and involvement, positively

contributes to reading behavior and competence, while extrinsic motivation has minimal or negative effects (Schiefele *et al.*, 2012). Longitudinal studies show that intrinsic motivation, perceived competence, and classroom engagement in earlier grades significantly predict later reading achievement (Froiland *et al.*, 2014). Involvement, as a motivational state, influences the extent and focus of attention and comprehension processes during reading (Celsi *et al.*, 1988). Educators are encouraged to understand and apply motivation research to enhance children's literacy development, as reading engagement is crucial for promoting a desire to read among students (Guthrie *et al.*, 1997). These findings underscore the importance of fostering intrinsic motivation and involvement in reading to improve comprehension, retention, and overall reading achievement.

5) Competition

Competition and motivation play crucial roles in English language education. Competitions can showcase students' English skills and encourage participation across various levels (Indriastuti, 2017). Motivation is essential in the learning process, as it enhances persistence, concentration, and overall learning quality (Anggraeni *et al.*, 2024). Without motivation, students may struggle to achieve their learning goals, especially given the challenges of learning English (Deswarni, 2016). To address this, programs like the "English Talent Competition" can effectively uncover and nurture students' English language talents, particularly for non-English major students (Asiyah, 2018). These competitions not only provide opportunities for students to demonstrate their abilities in various English-related activities but also receive positive feedback from participants, faculty, and international judges. Such initiatives contribute significantly to developing English language skills and can potentially be expanded to higher levels of competition (Asiyah, 2018).

C. Conceptual Framework

To gain a deeper understanding of the conceptual framework under discussion, you are strongly encouraged to refer to Figure 2.3:

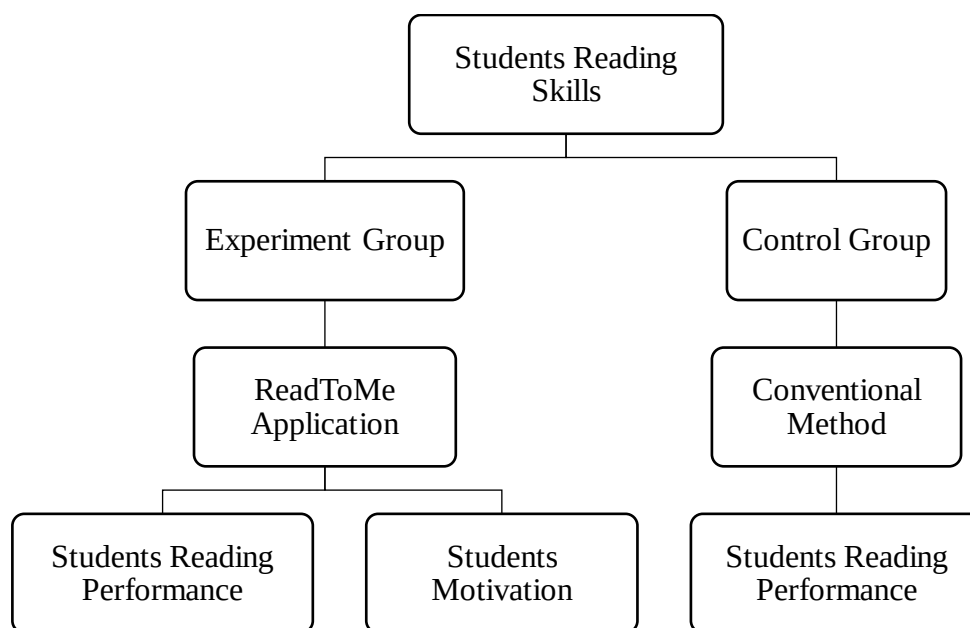


Figure 2.3 Conceptual Framework

In the conceptual framework above, this research focus on reading skills with an emphasis on the fluency aspect in SMP Negeri 1 Tutallu. Most students still show significant limitations in their reading ability. Many of them do not understand how to read correctly, and this is understandable given that they have just started learning English. Based on these problems, the researcher is interested in conducting a study on the implementation of the use of “ReadToMe” application in improving students' reading fluency skills. “ReadToMe” is an application specifically designed to train students' reading fluency, so it is expected to make a positive contribution to the development of their reading skills.

This study aims to compare the use of “ReadToMe” application in the experimental class with the conventional method applied in the control class. The main focus of this study is to evaluate whether the use of “ReadToMe” application can help students in improving their reading fluency. In addition, this study also aims to observe whether the use of the application can affect students' learning motivation. Thus, it is expected that the results of this study can provide a deeper insight into the implementation of “ReadToMe” application in the context of reading learning at SMP Negeri 1 Tutallu.

D. Hypothesis

Hypothesis, according to Abdullah (2015), is a temporary answer to a research problem whose truth still needs to be tested through a further research process. This temporary answer becomes the basis for designing and carrying out research, so that the results of the study can provide empirical evidence that supports or rejects the hypothesis.

1. Alternative Hypothesis (H1)

The implementation of "ReadToMe" application can improve the students' reading narrative text.

2. Null Hypothesis (H0)

The implementation of "ReadToMe" application cannot improve the students' reading narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted on the implementation of narrative tests using the “ReadToMe” application as a medium to improve students’ reading fluency, and supported by the findings from data analysis and discussion in the previous chapter, the researcher concludes the following.

1. This study aimed implement English narrative tests through the “ReadToMe” application as a medium to improve the reading fluency of eighth-grade students, with the alternative hypothesis (H_1) accepted while the null hypothesis (H_0) is rejected, because the significance value (sig. 2-tailed) of (0.000) indicated a significant difference before and after the treatment. The results show high effectiveness, as evidenced by a significant increase in the average score from 45.85 in the pre-test to 76.00 in the post-test, as well as an N-Gain score of 0.5484 (54.84%), concluding that this learning medium is quite effective in improving English reading fluency.
2. Based on the results of the questionnaire distributed by the researcher, which consisted of 15 statements and was given to a sample of 13 students, it can be concluded that the students showed a very high level of motivation toward the implementation of narrative tests through the ReadToMe application in addressing reading fluency problems. This is reflected in the percentage motivation score is 92,30% which falls into the “very high” category. Therefore, it can be concluded that the use of narrative tests as a learning medium effectively encourages students’ motivation to improve their reading fluency in English language learning.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion related to this research for the English teachers, students and future researchers. The suggestions are as follow:

1. English Teacher

Teachers are encouraged to use narrative tests through the ReadToMe app to support reading fluency. This method helps students become more engaged, motivated, and confident in reading English aloud. With interactive stories and

instant feedback, students can improve their pronunciation, intonation, and pacing. Teachers should plan reading sessions that include solo practice, peer feedback, and reflection. This approach makes learning more effective and enjoyable with the help of technology.

2. Students

Students are encouraged to regularly use the ReadToMe application for reading practice. By reading stories available in the app, they can independently improve their pronunciation, intonation, and reading speed. The app provides instant feedback that helps correct mistakes and boost confidence. Students are also advised to discuss their reading with peers and reread texts for better results. Consistent practice will significantly enhance overall reading fluency.

3. Future Researcher

Future researchers are encouraged to study the use of the ReadToMe application in various learning contexts. The research can examine its impact on students' comprehension, motivation, and speaking skills. Combining different research methods will help produce more comprehensive results.

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