

**THE INFLUENCE OF USING LITERACY CLOUD AS A  
MOBILE LEARNING TOWARDS STUDENTS' READING  
COMPREHENSION**



**(A Thesis Proposal)**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

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**2022**

## **ABSTRACT**

### **The Influence of Using Literacy Cloud as a Mobile Learning towards Students' Reading Comprehension**

**By :**

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Reading is one of language skills that should be mastered by students. In the process of reading the readers will find the knowledge and get information from printed text. The students reading comprehension in MTs Muhammadiyah Bandar Lampung is still low especially in reading narrative text. It can be seen from the students' reading score in preliminary research. There were 65,83% of the students who got the score under 72 as the criteria of minimum mastery. To solve the problem, this research used Literacy Cloud as a media. Literacy Cloud is a friendly libraries digital platform that provide online book to spreading and develop literacy through fun reading activities, this can make the students more interesting on find the information contained in the text. The objective of this research is to know whether there is any significant influence of using Literacy Cloud as mobile learning towards students' reading comprehension on narrative text of the eighth grade of MTs Muhammadiyah Bandar Lampung in academic year 2021/2022.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of MTs Muhammadiyah Bandar Lampung. The sample of the research was two classes consisting 40 students for experimental class and 40 students for control class. In the experimental class, this research used Literacy Cloud and in control class this research used Text Media. The treatment were held in 3 meetings for each class. In collecting data, this research used instrument in the form multiple choice question which had been tried out before the treatment. The instrument was given in pre-test and post-test. Before giving the treatment, the pre-test for both classes was given. Then, after conducting the treatment, the instrument was given in post-test. After giving pre-test and post-test,

this research analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . it means  $H_a$  is accepted because  $Sig. < 0.05$ . Therefore, there is a significant influence of using Literacy Cloud towards students' reading comprehension on narrative text at the eighth grade of MTs Muhammadiyah Bandar Lampung.

**Key words:** Literacy Cloud, Reading Comprehension, Quasi Experimental Design



## DECLARATION

The researcher is a student with the following identity:

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I here by state that this thesis entitled: **The Influence of Using Literacy Cloud as a Mobile Learning towards Students' Reading Comprehension** is completely my own work. I am fully aware that I have quoted some statement, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, February 2022

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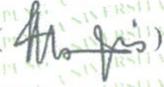
A thesis entitled: **“THE INFLUENCE OF USING LITERACY CLOUD AS A MOBILE LEARNING TOWARDS STUDENTS’ READING COMPREHENSION”**, by : Dewi Resti Sari, NPM : 1711040037, Study Program : English Education was tested and defended in the examination session held on : Monday, March 7<sup>th</sup> 2022.

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## MOTTO

وَلَمْ كُنَّا بِدُعَائِكَ رَبِّ شَقِيًّا

“... And, my Lord, I have never been ungrateful in my prayer to You”.<sup>1</sup>



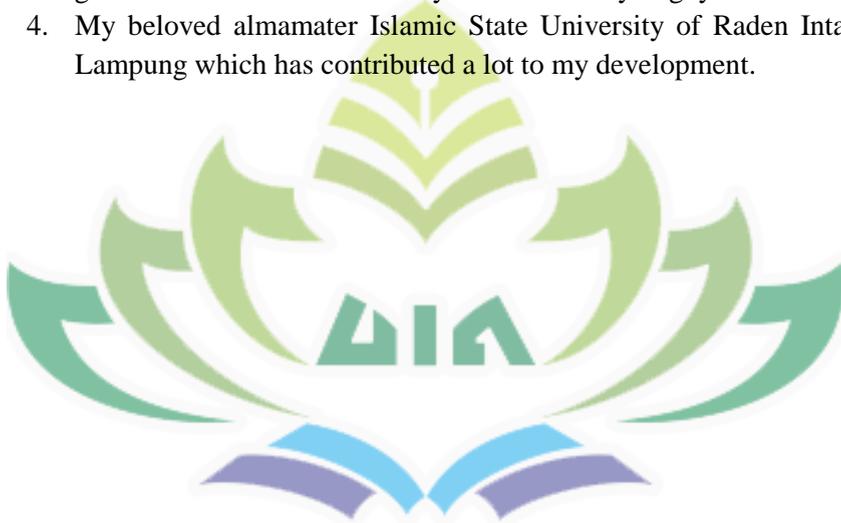
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<sup>1</sup> Muhammad Taqiudin al-Halili & Muhammad Muhsin Khan, The Noble Qur'an: Arabic-Indonesia-English of the Holy Qur'an and Translation by DEPAG RI, (Depok: Al-Huda Kelompok GEMA INSANI), p.305

## DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing for me and for my deep of heart and great of love, this thesis is dedicated to:

1. The greatest inspiration in my life, my beloved parents Mr. Kawitono, BA and Mrs. Sumarni, S.Pd who always pray and support me everytime in every situation.
2. My beloved siblings, who always care, support, cheer me up and also give me good advice.
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4. My beloved almamater Islamic State University of Raden Intan Lampung which has contributed a lot to my development.



## CURRICULUM VITAE

Dewi Resti Sari, was born in Bandar Lampung on March 30<sup>th</sup>, 1999. The daughter of two greatest person in the world. She studied at the first time in Kindergarten at TK Dharma Wanita. Then she studied at Elementary School of SDN 1 Sukarame and graduate in 2011. She continued in Junior High School of SMP N 23 Bandar Lampung and finished in 2014. Then, she continued her study in Senior High School of SMA S Gajah Mada and finished in 2017. In 2017, she entered as a female student of The State of Islamic University Raden Intan Lampung and took an English Education as her major.



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This thesis will submit as a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice and prayers of people surround me. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, Raden Intan State Islamic University Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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Bandar Lampung, February 2022

The Researcher



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the skills that should be master by the students to get knowledge and information. According to Seravallo, reading is thinking, understanding and getting the meaning in a text.<sup>1</sup> It means that reading is the activity by the reader to thinking and understanding the text that they read, so by reading the reader can get the meaning and information from a text. In addition, According to Hamdan reading always connects with knowledge, maturation of thought, innovation, advancement, modernization, and so on.<sup>2</sup> It means the more students read the more they get information, reading activities also can motivate the students to understand the content because there are several things which hard to comprehend. According to Harmer, Reading is a complex process that involves instruction between the reader and language and ideas of the text.<sup>3</sup> It means reading is an activity to catch all of the direction between the reader and writer. Because every text has ideas, thus by the idea in that text they will know what the text means and get information on it.

In order to get information in the text, students need comprehend their reading. Reading comprehension is the most important part in reading activity. Oakhill et.al state that reading comprehension is a complex task, which requires the orchestration of many different cognitive abilities and skills.<sup>4</sup> It means that reading comprehension needs to combine many skills and also cognitive abilities. In reading comprehension the

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<sup>1</sup> Jennyfer Seravallo, *Teaching Reading In Small Group*. p.43

<sup>2</sup> Kamalia, *Improving Reading Comprehension Using Reading Strategies*, (English Education Journal: 2016) , [https://doi.org/10.5176/2251-3566\\_1316.48](https://doi.org/10.5176/2251-3566_1316.48).

<sup>3</sup>Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007),p.99

<sup>4</sup>Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension (A Handbook)*, (New York: Routledge, 2015), p.1

readers should be able to understanding in what the text tell about.

According to Grabe and Stroller, reading comprehension is the ability to understand or to gain the information from a text.<sup>5</sup> It means that the readers should be able to define what the meaning of the text well. Futhermore, Snow in Mardiana's journal state that reading comprehension is the process of simultaneostly constructing and extracting meaning through interaction and involvement with written languange.<sup>6</sup> It means that reading comprehension is the process to find the meaning from the text.

In teaching reading, there are many media that can be used. Sadiman et. al state that media is everything that can be used to deliver message from the sender to the receiver to stimulate the thought, feelings, concerns, interest and attention of students so that the learning occurs.<sup>7</sup> Meanwhile, according to National Education Association (NEA) in Ni meenah's journal, media are forms communication, both printed and audiovisual and their equipment.<sup>8</sup> It means that media is tools to delivering message or information from the teacher to the students or as a component that can stimulate students to learn.

The media would be very useful to teach English especially in teaching reading, because by using media it can increase teaching and learning process. The media can be classified into some categories, there are : visual, audio, audio visual, and computer. Media visual consist of picture, graphic, chart, relia, book, diagram, illustration, etc. Meanwhile, media audio consist of music, recording, radio, audio cassette, etc. Then media audio-visual consist of video, television, LCD, etc.

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<sup>5</sup> Grabe William, and Fredricka L Stoller, *Teaching and Researching Reading*. (New York: Longman, 2002), p. 7

<sup>6</sup> Mardiana, Kurniawan. *Improving Students' Reading Comprehension by Using Media At The Grade X<sup>3</sup> of SMA Negeri 1 Tambang kampar*. (Riau, 2010), p.2

<sup>7</sup> Sadiman, Arif S. et al. *Media Pendidikan*. (Jakarta: Raja Grafindo Perkasa, 2008).

<sup>8</sup> Ni meenah Dereh, *BIPA Learning Media Management and Problems*, (Patani Thailand, 2019), p.2

Last is computer, media computer consist of power point and internet.<sup>9</sup>This media can produce learning materials more effectively and efficiently. Thus, the most effective media that can be used during pandemic is internet that is commonly called mobile learning.

Since the pandemic hit the world, all aspects of life have been carried out at home, such as work and teaching learning activities. This is done to reduce the spread rate of the Covid-19 virus, so that teaching and learning activities are carried out virtually using mobile learning media. According to Attewell and Savill-Smith in Osman's Journal, Mobile learning is learning by means of wireless technological devices that can be utilised wherever.<sup>10</sup> It means that mobile learning is a teaching media that can be used in everywhere as long as the users connected to the internet.

According to Evans a distinguishable feature of mobile learning or M-learning is the potential to study when traveling on transport.<sup>11</sup> Especially in this pandemic era, where all activities are carried by home. Meanwhile, according to Huang et.al in Baliu's journal mobile learning application can facilitate students not only learning contents intimately but also interacting with others collaboratively anytime and anywhere.<sup>12</sup> It means that by mobile learning teaching and learning activities still can do intimately even though they are in different places. The use of technology has a positive effect for the teacher and the students.

One of M-learning that prepares an online reading media is Literacy Cloud. Literacy Cloud is a friendly library digital

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<sup>9</sup> Sukiman. *Pengembangan Media pembelajaran*. (Yogyakarta: PT Pustaka Instan Madani, 2012), p.86

<sup>10</sup> John Traxler. *Defining mobile learning*, (United Kingdom : University of Wolverhampton, 2014).

<sup>11</sup> Linda and Ida Ri'aeni, *Whatsapp Messenger as a Mobile Media to Learn Writing for EFL Students*, (Universitas Muhammadiyah Cirebon: 2018).

<sup>12</sup> Muhammad Ibrahim Baliu and Karmila Machmud, *The use of smartphone in developing students' reading comprehension from the perspective of gender differences*, (University of Gorontalo: 2017). p.4

platform that spreading and develop literacy through fun reading activities<sup>13</sup>. This digital platform is very suitable to be used during this pandemic, because they have the advantages such as : can be access anywhere, anytime, by anyone, contains more than 900 Room to Read storybooks in 19 languages. Which means students can read as much as they want. The others advantages is access to free digital storybooks from around the world, and last is customized reading lists, so students can built their own reading list based on their reading level or topic.

Moreover, in learning English students are expected to get some information on their reading. But, many students have some problems in reading. This can happen because some students did not learn English when they were in elementary school, also the media used by the teachers in teaching reading tend to be monotonous. The teacher only used textbook and dictionary to teaching reading, they gives students the instruction to read the text and the students follow after they read, then the students should find the meaning of some words from the text. As a result, the students reading comprehension are less than optimal. Based on the preliminary research that was conducted as MTs Muhammadiyah Bandar Lampung by interviewed the English teacher Ms. Diah Ayu, S.Pd, she state that the lack of students reading comprehension can be caused by several factors. This can be caused by students lack of vocabulary mastery, then students found is difficulty to pronounce a word, and students lack of interest or motivation in reading a text. These problems are affect to the students score in reading comprehension, it is proven by their English score in reading test. The score scan is presented in Table 1:

**Table 1**

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<sup>13</sup> Room To Read, <https://www.roomtoread.org/the-latest/room-to-read-releases-hundreds-of-free-online-children-s-books-during-covid-19-school-closures-alongside-celebrity-video-read-alouds/>

**Students' English Reading Score in Reading Comprehension Text of MTs Muhammadiyah Bandar Lampung in the Academic Year of 2020/2021**

No	Class	Students' Score		Number of Student
		<72	≥72	
1	VIII U <sub>1</sub>	24	16	40
2	VIII U <sub>2</sub>	27	13	40
3	VIII U <sub>3</sub>	28	12	40
Total		79	41	120
<b>Percentage</b>		<b>65.83%</b>	<b>34.17%</b>	<b>100%</b>

In table 1 show that more than a half of 120 students did not pass the criteria of minimum mastery (KKM). KKM of English subject in MTs Muhammadiyah Bandar Lampung is 72 while 79 of 41 students got score under 72. It can be caused that most of the students still face difficulties in reading comprehension.

The solution to this problem is to provide a media that suitable for this pandemic situation. According to Hamalik, the use of teaching media in teaching and learning activities can generate new desire and interest, to encourage motivation and stimulation learning activities, and even brought a psychological in influences on students.<sup>14</sup> It means that by using media students will be delighted in learning, or pleased because they felt attracted to and understand the lesson they receive. The media should be suitable for students' conditions and necessities especially in this pandemic situation. One of the media that can be used by the teacher in teaching reading comprehension is Mobile Learning.

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<sup>14</sup> Mersan, *et.al. Media Kreatif di Era Pandemi Covid-19* ( Medan: Green Press, 2020), p.30

There are several previous studies related to this research, the 1<sup>st</sup> previous research is written by Muhammad Ibrahim Baliu and Karmila Machmud with the title "The use of smartphone in developing students' reading comprehension from the perspective of gender perspectives". This study aims to know if there is a difference between students' reading comprehension and students taught with and without smartphones. Also, it smartphones out the differences in students' reading comprehension between males and females towards use smartphones.<sup>15</sup>

The 2<sup>nd</sup> previous research is written by Linda and Ida Ri'aeni with the title "Whatsapp Messenger as a Mobile Media to Learn Writing for EFL Students". This study is aimed to find out the use of WhatsApp Messenger is a mobile media to learn writing in ESL classes. The result shows that WhatsApp Messenger attracts the students' interest and also the students have positive responses towards the use of WhatsApp Messenger.<sup>16</sup>

The 3<sup>rd</sup> previous research is by Cheng-Min Chao with the title "Factors Determining the Behavioral Intentions to use Mobile Learning: An Application and Extension of the UTAUT Model". This research is aimed to developed and empirically tested a model to predict the factors affecting students' behavioral intentions toward using mobile learning (m-learning). This study explored the behavioral intention to use m-learning from the perspective of consumers by applying the extended unified theory of acceptance and use of technology (UTAUT) model with the addition of perceived enjoyment, mobile self-efficacy, satisfaction, trust, and perceived risk moderators.<sup>17</sup>

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<sup>15</sup>Muhammad Ibrahim Baliu and Karmila Machmud, *The use of smartphone in developing students' reading comprehension from the perspective of gender differences*, (University of Gorontalo: 2017).

<sup>16</sup>Linda and Ida Ri'aeni, *Whatsapp Messenger as a Mobile Media to Learn Writing for EFL Students*, (Universitas Muhammadiyah Cirebon: 2018).

<sup>17</sup>Cheng-Min Chao, *Factors Determining the Behavioral Intentions to use Mobile Learning: An Application and Extension of the UTAUT Model*, (University of Science and Technology, Taichung, Taiwan: 2019).

The 4<sup>th</sup> previous research is by Adedoja Gloria and Abimbade Oluwandara with the title "Influence of Mobile Learning Training on Pre-service Social Studies Teachers' Technology and Mobile Phone Self-Efficacies". This research is established that through adequate and proper training, the pre-service Social Studies teachers can acquire the skills to effectively use the mobile phone for instructional purposes. Technology self-efficacy, mobile phone self-efficacy can be profound factors in using mobile phones for teaching and learning.<sup>18</sup>

The 5<sup>th</sup> previous research is by Insook Han and Won sug Shin with the title " The Use of a Mobile Learning Management System and Academic Achievement of online Student". This research is aimed to examine factors influencing the adoption of a learning management system (LSM) and the learning effects of students' academic achievement. The logistic regression results showed that age and employment status were significant factors in predicting students' adoption of mobile LMSs. Besides, this study demonstrated that the use of a mobile LMS positively influenced online students' academic achievement.<sup>19</sup>

The 6<sup>th</sup> previous research is by Y Khery, B A Nufida, Suryati, S Rahayu, and E Budiasih with the title "The Influence of Mobile Learning with Oriented NOS to Students' Learning Performance". This research is evaluated the influence of Mobile Learning with Oriented NOS on science process skills, scientific attitude, and conceptual understanding of general chemistry students'. It may conclude that the learning with oriented NOS

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<sup>18</sup>Adedoja Gloria, Abimbade Oluwandara, *Influence of Mobile Learning Training on Pre-service Social Studies Teachers' Technology and Mobile Phone Self-Efficacies*, (Teacher Education Department, University of Ibadan, Oyo State, Nigeria: 2016).

<sup>19</sup>Insook Han, Won sug Shin, *The Use of a Mobile Learning Management System and Academic Achievement of online Student*, (Department of Education, University of Korea: 2016).

has a better role on student learning performance improvement than mobile learning only.<sup>20</sup>

The 7<sup>th</sup> previous research is by N.W.I. Priyanti, M.H. Santosa, K.S. Dewi with title "Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension In Mobile Learning Context". This research used quasi-experimental research to investigate the effect of Quizizz on eleventh-grade students' English study. The result shows that Mobile-Assisted Language Learning (MALL) integrated with *Quizizz* significantly affected the eleventh grade English students' reading comprehension because the mean score of students who were taught using Mobile-Assisted Language Learning (MALL) integrated with *Quizizz* was higher than the mean score of students who were taught by using conventional strategy.<sup>21</sup>

The last previous research is by Trixie Mae Mengorio and Remart Dumalo with title "The Effect of Integrating Mobile Application in Language Learning: An Experimental Study". This study investigates the effect of Mobile Application in teaching ESL learners. The result of this research is students had a fun experience in using the app, while at first some students said that is a quite hard to deal with.<sup>22</sup>

Based on those previous studies, it can be concluded that mobile learning can be use as a media in teaching and learning process and also can improve students learning. Mostly the previous studies discuss the way of applying mobile learning, there are no previous studies using library platforms as a mobile learning to develop students reading comprehension. The

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<sup>20</sup>Y Khery, B A Nufida, Suryati, S Rahayu, and E Budiasih, *The Influence of Mobile Learning with Oriented NOS to Students' Learning Performance*, (Chemistry Department, Universitas Negeri Malang, Indonesia: 2020).

<sup>21</sup>N.W.I. Priyanti, M.H. Santosa, K.S. Dewi, *Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension In Mobile Learning Context*, (Ganesha University of Education: 2019).

<sup>22</sup>Trixie Mae Mengorio, Remart Dumalo, *The Effect of Integrating Mobile Application in Language Learning: An Experimental Study*, (Journal of English Teaching: 2020).

previous studies mostly use WhatsApp, Quizziz, UTAUT, Learning Management System, etc as a media in teaching and learning process, there are no previous studies that use Literacy Cloud platform as a media to improve students reading comprehension.

Based on the explanation, this research propose the use of Literacy Cloud as an alternative media that can be use for teaching English especially on reading comprehension. So, it was necessary to conduct a research entitled “ The Influence of Using Literacy Cloud as a Mobile Learning towards Students’ Reading Comprehension ”.

## **B. Identification of the Problem**

Based on the background of the problem above, the problem was found as follows :

1. The students’ comprehension in reading is low because their lack of vocabulary mastery.
2. The students’ lack of interest reading a text.
3. The lack of students’ interest in using media teaching learning.

## **C. Limitation of the Problem**

There are several problems based on the identification of the problem, but this research decides to limit the problem only to see the influence of using literacy cloud as a mobile learning towards students’ reading comprehension in narrative text at the eighth grade of MTs Muhammadiyah Bandar Lampung in academic year of 2021/2022.

## **D. Formulation of the Research**

Based on the limitation of the problem above, the formulation of this research is: Is there any significant influence of using literacy cloud as a mobile learning towards students' reading comprehension in narrative text at the eighth grade of MTs Muhammadiyah Bandar Lampung in academic year of 2021/2022?

## **E. The Objective of the Research**

The objective the research was to know whether there is any significant influence of using Literacy Cloud as a mobile learning towards students' reading comprehension in narrative text.

## **F. The Use of the Research**

The use of this research are as follows :

### **1. Practically**

#### **a. For the Researcher**

This research will give contribution to the researcher find the best media to improve students reading comprehension.

#### **b. For the Students**

To give students motivation and make they are interested to learn English, especially in reading comprehension in narrative text.

#### **c. For the Teacher**

To help and inspire the teacher to determine the media that appropriate to the students condition.

### **2. Theoretical**

To give new information for the next researcher about the influence of using Literacy Cloud as a mobile learning

towards students reading comprehension in narrative text, and also can be use as a comparison for the next research.

### **G. Scope of the Research**

The scope of the research was conducted as follows :

1. Subject : The eighth grade of MTs Muhammadiyah Bandar Lampung.
2. Object : The use of literacy cloud towards students' reading comprehension in narrative text.
3. Place : MTs Muhammadiyah Bandar Lampung.
4. Time : In academic year of 2021/2022





## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Reading

As one of the basic language skills, reading has an important role in expanding someone's knowledge to get information that is why for many years Indonesian government has tried to against literacy by declaring that reading is the solution to expand knowledge. Literacy culture is related to reading skills because literacy is the ability to read and write, not only reading without understanding the meaning, but reading with the ability to obtain a piece of information, enrich experiences, learn knowledge, and develop insights.<sup>1</sup> It means that in order to expand our knowledge, we need to read as much as possible because by reading we can increase our knowledge and get a lot of experience.

Reading is one of four language skills that should be mastered. Reading skills are necessary for the students to obtain the knowledge and information. According to Harris and Graham, reading is an activity that has a purpose.<sup>2</sup> It means that reading is a process to get understanding from a text, so from the text we can get the knowledge and also new information. It is supported by Jennifer statement that, reading is thinking and understanding and getting the meaning behind a text.<sup>3</sup> In other hand, reading is a proces through the reader to get a message from a text. By reading the text, the reader will know what is the writer talking about.

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<sup>1</sup> Setyo Wati, *Menumbuhkan Budaya Literasi melalui Pengajaran Bahasa Inggris di Taman Baca Masyarakat (TBM) Kota Tasikmalaya*, (Universitas Perjuangan Tasikmalaya: 2018).

<sup>2</sup> Karen R Haris and Graham Steve, *Teaching Reading Comprehension to students with learning difficulties*, (New York: The Guilford Press,2015), p.104.

<sup>3</sup> Jennyfer Serravallo, *Teaching Reading In Small Group*, (Porsmouth: Heinemann, 2010), p.43

According to Karen, reading is the act of making sense of print.<sup>4</sup> It means that reading is the act of making the reader able to find out the meaning of the word that has been read. Reading will show many expression of the author, so the reader can understand the reading material well. Furthermore, Scanlon et.al, state that reading is a complex process that requires the analysis, coordination, and interpretation of variety of source information.<sup>5</sup> It means that reading is a process when the reader can get understand the text well. The reader can understand information by doing analysis, coordination and interpretation of variety source information when they reading the text. It can help the reader easier to understand the information from the text during reading process.

Based on all the explanation above, it can be concluded that reading is an activity by a person to get a meaning from a text. It means that, by reading we can understanding the meaning behind the text that is why reading has an important role to get a lot of information. When doing reading activity, the reader thinking and understanding the information from the text by doing analysis, coordination and interpretation of variety source information to get the meaning behind the text. So we need to read as much as possible, because by reading we will have many information and increase our knowledge.

## **B. Concept of Reading Comprehension**

According to Grellet in Yuyun Wijayanti, reading comprehension is an understanding in a written text<sup>6</sup>. It means that reading is extracting the required information from the text as efficiently as possible. Reading comprehension is a very efficient

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<sup>4</sup> Karen Tankerseley, *The Threads Of Reading*, (Alexandria: Association for Supervision and Curriculum Development, 2003), p.416.

<sup>5</sup> Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention For Reading Difficulties* (London: Guilford Press, 2010),p.9

<sup>6</sup> Yuyun Wijayanti. *The Effectiveness of Storytelling to Improve the Students' Reading Comprehension in Narrative Text*.(Yogyakarta : UNY, 2011), p. 24

activity, because it does not waste the time then we can get the main point of important that we need accurately by comprehending the information of the text. Furthermore, Simarmata states that reading comprehension is the ability to read text, process it and understand its meaning.<sup>7</sup> It means that reading comprehension is the ability of the reader in the process of understanding a text to get information and main ideas from the text.

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>8</sup> It means that comprehension is ability to understand and getting something information. In teaching reading, the teacher should know the specification of reading comprehension. Brown state that there some specification that commonly used in students reading comprehension, they are :

- Main idea / topic
- Phrases in content
- Inference ( implied detail )
- Grammatical feature
- Detail ( scanning for a specifically stated detail )
- Excluding fact not written ( unstated details )
- Supporting idea
- Vocabulary content<sup>9</sup>

Based on the specific above, those specification of reading comprehension must be applied in the process teaching reading. Because reading comprehension is the ability to understand information from the text. When doing reading activity, the reader not only making sound of the text, but the reader should

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<sup>7</sup>R. John Pieter Simarmata, *Reading Comprehension Skills With Semantic Mapping and K.W.L. Strategies*, (Medan, 2014), p. 1

<sup>8</sup> H. Douglas Brown, *Language Assesment : Principles and Classroom Practice*, (San Fransisco : Longman, 2003), p.291.

<sup>9</sup> *Ibid*, p.206

comprehending the information from the text too. So, this research will measure students reading comprehension in main idea, grammatical features, detail, excluding facts not written, and vocabularies that content in the text.

Based on all the explanation above, it can be concluded that reading comprehension is a process for the reader to tries understand the content of the text or it is an interaction between the reader and the writer through text. Meanwhile, from reading the readers get an information and comprehension means skills to understand the meaning and also purpose of the text.

### C. Teaching Reading

Teaching is the activity to give knowledge from the teacher to the students. According to Schlechty in Ababio, teaching as an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave.<sup>10</sup> It means that the teacher must creat a situation to facilitate teaching learning process and then motivate the students to have interest in what is being transmitted to them.

According to Gage in Isola's journal, teaching is a form interpersonal influence aimed at changing the behaviour potential another person.<sup>11</sup> It is supported by Frimpong statement that teaching as the process whereby a teacher imparts knowledge, skills, attitudes and values to a learner or group of learners in a way that respect the intellectual integrity and capacity of the learners with the aim of changing behaviour of the learners.<sup>12</sup> It means that by teaching the teacher not only give the students knowledge or skills but also by teaching it can change behaviour of the students.

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<sup>10</sup> Bethel Ababio, *Nature of Teaching: What Teachers Need to Know and Do*, (Ghana: University of Cape Coast, 2013), vol.1-03, p.2

<sup>11</sup> Isola Rajagopalan, *Concept of teaching*, (Shanlax : International Journal of education, 2019), vol.7, no.2, p.6

<sup>12</sup> Bethel Ababio, *ibid*, p.2

Teaching reading is useful for other purposes. The purpose of teaching reading is to instill the students that they can gain knowledge from a text, they can improve their skills with knowledge, and they may read for pleasure. It means that teaching reading has many advantages. By teaching reading the students can gain a lot of information from the text. Thus they can improve their knowledge and also read for pleasure.

Teaching reading is not easy because the teachers not only have to get the students to read a text but also how the students can comprehend their reading. The objective of teaching reading is to improve students skill in read an English text. According to Ariwiyanti in Muslaini, the specific objective in teaching reading are :

- a) To enable the students to develop basic comprehension skills so that they can read and understand texts of a general nature.
- b) To use reading to increase their general knowledge.
- c) To decide about reading purpose.
- d) To adapt their strategies of reading.
- e) To develop their ability to read critically.<sup>13</sup>

Based on the explanation above, it can be inferred that teaching is an effective interaction between teacher and students to transfer the knowledge. Teaching not only give the students knowledge or skills but also can change students behaviour. In teaching reading process the students can gain knowledge in a text, can improve the students skills with knowledge, and also the students can read by pleasure. Moreover, the teacher should pay attention of the objective of teaching reading to make the students achieve the objective in teaching reading after participating teaching learning process.

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<sup>13</sup> Muslaini, *Strategies for Teaching Reading Comprehension*, English Education Jurnal, Vol.8 No.1 (January 2017), p.70

## D. Genre Text

According to Siahaan text is a meaningful linguistic unit in a context.<sup>14</sup> It means that a text is any meaningful linguistic unit in both linguistic context or non linguistic context. Linguistic unit is a phoneme or a morpheme, a phrase or a clause, a sentence or a discourse. A text is both a spoken text and a written text. According to Clarke et.al., texts can inform and develop knowledge, provide us a new vocabulary and provoke new ways of thinking.<sup>15</sup> It means that texts have a lot of information that can develop the reader knowledge. Text also provide new vocabulary and provoke new ways of thinking of the reader. So, by reading a text we can get a lot of advantages that can useful in our life.

According to Garot and Wignell in Dewi's journal, text in English can be clasified into several genre, they are :

1. Narrative

A narrative is paragraph that tells a story to entertains the readers

2. Recount

A recount is a series of events in a chronological way to entertain the readers.

3. Report

A report is text that describe the way thing are with referance to a range of natural, made and social phenomena in our environment.

4. Description

Description is text to describe a particular person, animals, place, or a thing.

5. Exposition

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<sup>14</sup> Sanggam Siahaan. *Generic Text Structure*. (Yogyakarta: Graha ilmu, 2008), p.1

<sup>15</sup> Paula J. Clarke et.al. *Developing Reading Comprehension*, (West Sussex: John Wiley & Sons, Ltd, 2014), p.1

An exposition is text that used to argue for or againts a social issues.

6. Explanation

An explanation is text that used to explain process, activity, or an ideas.

7. Discussion

A discussion is a text to present point of view about an issue at least from two sides.

8. Procedure

A procedure is text to telling someone do something.

9. Spoof

Spoof is used to retell a story with a humorous twist.

10. Hortatory explanation

Hortatory explanation is text to persuade the reader or listener to do something should or should not be in the case.

11. Analytical exposition

Analytical exposition is a text to persuade the reader or listener to do something in the case.

12. News item

News item is a text to inform the readers or listener about an important events which are newsworthy.

13. Reviews text

Review text is to critique an art work or event for public audience.<sup>16</sup>

Based on the explanation above, it can be inferred that there are 13 types of text English according to Garot and Wignell. Each text has their own purpose, characteristics, and generic srtructure,

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<sup>16</sup> Dewi kurniawati, Siti khhomariyah. *Using Picture Word Inductive Model (PWIM) In Teaching Writing Recount Text*. (Lampung: UIN Raden Intan, 2018), p.6

but this research only focus on narrative text as the form of reading comprehension that will be investigated. Narrative text is a narrative paragraph tells a story either a fiction or non fiction, or some events that has purpose to entertain or informs the reader or listeners.

## E. Narrative Text

### 1. Definition Narrative text

Narrative text is a text which tells about an events that happened in the past. According to Kane in nurul, narrative text as a meaningful series and events written in words. It can be imaginary story or based on real incident.<sup>17</sup> It means that narrative text is a written text that tells about an imaginary story or it can be based on the real incident, the story of animals (fabel) or the story of citizen (folktale) and also legend can be found in narrative text.

Furthermore, Anderson and Anderson in Andri states that narrative text is a text which tells a story and, in doing so, entertains the audience.<sup>18</sup> It means that narrative text is a text which has a purpose to entertain the reader and also to make the reader understand the meaning of the story. Based on the explanation, it can be concluded that narrative text is a text which tells about imaginary story or real incident in order to entertain the reader and to make the reader understand the meaning of the text.

### 2. Generic Structure Narrative Text

According to Anderson and Anderson, the generic structure of narrative text are orientation, complication, sequence of events, resolution and coda.<sup>19</sup> In orientation it is

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<sup>17</sup> Nurul Latifa, Abdul Manan, *Teaching Narrative Text By Using PQRSST Technique*, (Banda Aceh : Syiah Kuala University, 2018), p.7

<sup>18</sup> Andri Defrioka, *Retelling: An Alternative Strategy in Teaching Reading Narrative Text*, (Sumatera Barat, 2014), p.2

<sup>19</sup> *Ibid*, p.2

part of the opening paragraph that introduced the character of the story such as who is in the story, when the story is happening, where the story is happening, and what is happening. In complication it is part where the problems will begin the chain of events, complication is the trigger that will affect one of more the characters. Next step is sequence of events, in this step the narrator tells how the characters react the complication, in addition the events can be told in chronological order or with flashback. In resolution is where the problems in the story is solved. Last is coda, coda contains moral or lesson of the story that can be learned by the readers.

Based on the explanation, it can be concluded based on Anderson and Anderson theory that the generic structure of narrative text are orientation, complication, sequence of events, resolution, and coda. By knowing generic structure of narrative text, the students will easily get information when they read the text.

## **F. Online Learning**

Online learning implies a learning process that uses electronics as a learning medium. According to Onno W Purbo in Hariyati's journal, online learning is a form of information technology that is applied in the field of education in the form of virtual school.<sup>20</sup> It means that online learning is a technology that is used by teachers and students in the form of virtual school.

According to Carliner in Hasnidar states that online learning as an educational material presented on a computer.<sup>21</sup> It means that online learning involves the educational material for the students using computers that can be accessed everywhere. However, online learning involves more than just presentation and

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<sup>20</sup>Sri Hariyati, *An Analysis of Online English Learning in the COVID-19 Pandemic at Senior High School*, (Medan: University Of Muhammadiyah Sumatera Utara, 2020), p.18

<sup>21</sup>Hasnidar, *Students Perception of Using Online Learning Materials*, (Makassar: University of Muhammadiyah Makassar, 2020), p.20

delivery of educational material by using the Web, but also students and the learning process must be the focus of this online learning.

In online learning technology, all teaching and learning processes are done virtual which means the teacher teaches in front of the computer that is in one place, while students follow the lesson from another computer in different places. It means that online learning is a form of conventional learning as outlined in digital format through internet technology.

Based on the explanation above, it can be concluded that Online Learning is a learning process done electronically using the computer and the internet. Online learning is also known as electronic learning, m-learning, online learning, internet-based learning, virtual learning, or web-based learning.

### **G. Definition of Mobile Learning**

The media would be very useful to teach English especially in teaching reading, because by using media it can increase teaching and learning process. The media can be classified into some categories, there are : visual, audio, audio visual, and computer. Media visual consist of picture, graphic, chart, relia, book, diagram, illustration, etc. Meanwhile, media audio consist of music, recording, radio, audio cassette, etc. Then media audio-visual consist of video, television, LCD, etc. Last is computer, media computer consist of power point and internet.<sup>22</sup> This media can produce learning materials more effectively and efficiently. Thus, the most effective media that can be used during pandemic is internet that is commonly called mobile learning.

Since learn from home is applied, teaching and learning process are changes to an online system or virtually using mobile learning. According to Anani in Ammar, Mobile learning is a new type of learning mode which based on the use of mobile devices

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<sup>22</sup> Sukiman. *Pengembangan Media pembelajaran*. (Yogyakarta: PT Pustaka Instan Madani, 2012), p.86

such as Personal Digital Assistants (PDAs), mobile/smart phones, notebooks or Tablet PCs<sup>23</sup> to access educational information, resources and services such as course material, engage with the course activities, communication and feedback, useful papers or articles. It means that by using mobile learning students can access a lot of information especially for education.

According to Nedungadi and Raman, mobile learning (M-Learning) is considered as an extension of E-learning but M-learning is not just e-learning with mobile devices but also the information can be accessed anywhere, anytime, by anyone with a proper authentication<sup>24</sup>. Furthermore, Rosman state that, M-learning is the exciting art of using mobile technologies to enhance the learning experience<sup>25</sup>. It means that there are a lot advantages of using M-Learning, one of them is we can access it easily, in everywhere and by everyone as long as they connect to the internet. Thus by using mobile learning we can enhance experience in learning.

From the explanation above, it can be concluded that M-Learning is a new type of learning mode which based on the use of mobile devices that can be access anywhere, anytime, by anyone. Also it can enhance experience of teaching and learning process. So in this pandemic era M-Learning is a great way for the students to still learn effectively at home and can supervised by parents.

## H. Definition of Literacy Cloud

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<sup>23</sup> Ammar Khader, *The Influence On Mobile Learning Based On Technology Acceptance Model (TAM), Mobile Readiness (MR) And Perceived Interaction (PI) For Higher Education Students*, (Malaysia :MIS Departement, 2010), p.2

<sup>24</sup>P. Nedungadi and R. Raman, *A new approach to personalization: integrating e-learning and m-learning*, "Educational Technology Research and Development, (Malaysia,2012) vol. 60, p. 659-678.

<sup>25</sup>*Ibid*

The media would be very useful to teach English especially in teaching reading, because by using media it can increase teaching and learning process. One of the online learning media that can be used by teachers is literacy cloud. Literacy Cloud is a friendly library digital platform that spreading and develop literacy through fun reading activities<sup>26</sup>. It means that through this platform they making more children, teachers, and schools access to quality story books that support the process of reading and learning in new and innovative ways.

Literacy Cloud, supported by a US\$2.2 million Google.org grant, offers simple solutions that kids and adults will love.<sup>27</sup> So the parents and teachers can ensure the skill and habit of reading thrives during a time of distance learning. Literacy cloud contains a children friendly library development service. All teachers and students in schools can access books, videos, and other sources for use in library activities. In Literacy Cloud, there are more than 200 digital story books that have been carefully developed and selected to suit and able to support the development of students' literacy. In Literacy Cloud the students, teachers, and parents can access to free digital storybooks from around the world.

This platform has several features that can be used such as: books, videos, and reading lists. In the book feature there are many books that can be read by the students or teacher based on the category, level, or language they want. The videos feature also has many videos that can be watched by the students and teacher based on their category, role, or language, which can also be sorted by favorites, view, or from the alphabeth. Then, there is a reading list feature, in reading list students can build their own reading list based on their favorite books. In addition, literacy cloud also provides a saved offline feature where the reader can save the storybook and can read it when they are in a poor connection to the internet. So, besides being able to be used

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<sup>26</sup> Room To Read, <https://www.roomtoread.org/the-latest/room-to-read-releases-hundreds-of-free-online-children-s-books-during-covid-19-school-closures-alongside-celebrity-video-read-alouds/>

<sup>27</sup>Room to Read, 06 April 2020, p.1

online, this literacy cloud platform also has many features that can be used by the students or teachers to improve their reading comprehension.



Figure 1. Literacy Cloud platform

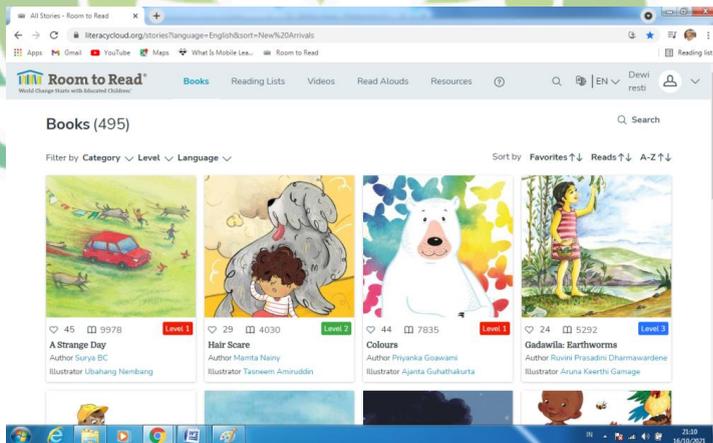


Figure 2. Fitures of Literacy Cloud

Based on the all features in the literacy cloud media, the reason this research used literacy cloud as a media in teaching reading comprehension is this media very suitable to be used in the online teaching learning and also this media have many

features that can be used, the reader can choose whatever book they want to read because there are any more than 200 books in this media. Beside that, this media not only provide books but they also provide video and audio-video that can be watch to improve their english. Eventhough this is online media, the reader can read the story in offline situattion because the book can be downloaded before.

This research used some books by using this media, they are : The Hat Seller, The Magic Mirror, and The Blue Fairy. This research used those books because those books is appropriate to the syllabus. In the syllabus the topic used was text that tells about fables or legends, then story of those books is suitable for the students in eighth grade or the teenager.

Based on explanation above, it can be concluded that Literacy Cloud is a friendly libraries digital platform that spreading and develop literacy through fun reading activities. There are more 200 free digital story books that can be used as a media in teaching and learning process, also they have many fitures like : storybooks, videos, reading list, and offline library. This digital platform is very suitable to be used during this pandemic, where teaching and learning activity are carried out at home. So by using literacy cloud the students can improve their reading comprehension as well, because when students read more and enjoy it more, they will become better in reading.

## **I. Procedure of Teaching Literacy Cloud**

Literacy Cloud is a mobile learning that can be used by the teacher as a media for students in reading a text. In order to teaching literacy cloud the research should use the technique that related to the media. This research decided to used scientific approach and elaborate this approach. According to Ary *et al* scientific approach is used to observing the phenomena and has

used it to explain, predict, and control the physical phenomena.<sup>28</sup> It can be concluded that this approach can be called as a technique in investigating, observing, gaining, and also integrating the phenomena by previous knowledge. There are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating.

The most common procedure for using a mobile leaning in teaching consists of the following steps :

1. The teacher start the lesson with stimulation by asking the students some related question with the lesson which is narrative text.
2. The teacher gives the students oppurtunity to ask the questions that related to narrative text.
3. The teacher gives the students instructions to read narrative text in Literacy Cloud platform with story that has been determined by the teacher.
4. After the students already read a text, the teacher ask the students to analyzed the specification of reading comprehension in narrative text.
5. The teacher ask the students to present their result after analyzing the text.
6. The teacher give some questions based on the specification of reading comprehension.
7. Then the teacher analyze the students answer and give them the score.

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<sup>28</sup> Ary, Jacobs et al. Introduction To Research In Education. (Belmont: Wadsworth, 2002)

## J. Advantages and Disadvantages of using Literacy Cloud

### 1) Advantages of Literacy Cloud

- a. Can be access anywhere, anytime, by anyone. Especially in this pandemic era.
- b. Contains more than 900 room to read storybooks in 19 languages. Which means students can read as much as they want.
- c. Access to free digital storybooks from around the world.
- d. Customized reading lists, so students can built their own reading list based on their reading level or a topic.

### 2) Disadvantages of Literacy Cloud

- a. They should have a smartphone and also internet to access this platform.
- b. When the students access it, parents should always watching over them.
- c. Teacher can not watching over directly.

Based on the explanations, it can be concluded that there are some advantages and disadvantages in this media platform. To solve disadvantages of this media platform, the teacher should pay attention to all students during teaching and learning take place. Even though it is difficult, the teacher should continues to give understanding to the students until they understand.

## K. Text Media

English teaching media has an important role to help students acquire new concept of the skills and language competence. They are many kind of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing them.

Based on the interview with the English teacher (Miss Diah), she told that she uses text media (teacher handbook and students worksheet) as a media. Text media is alphanumeric characters that may be displayed in a format-book, poster, chalk-board, computer screen, and so on.<sup>29</sup> By using text media we can discuss with the students what type of the text is and differs from other type of text. We can identify its denotative meaning and discuss such as features as narrative structure, how meanings are communicated, values implicit in the text, and connection with other text.

Teacher English hand book is the key resource containing practical teaching and learning. Another media that is used by the teacher is students workshet. Students worksheet is a sheet of paper containing working notes, preliminary formulation. Students worksheet is a shet of paper printed with practice exercise, problems, to be worked on directly by student.

In the teaching learning process, the teacher takes an example of narrative text from teacher handbook and writes on the white board or copies the text for the students. after that the teacher explain the narrative structure and the feature of the text. Then, to evaluate the student comprehension of the material, the teacher asks the student to answer some questions from the student worksheet.

## **L. Advantages and Disadvantages of Using Text Media**

### **1. The Advanteges of Text Media**

- a. Increasing the effectiveness of teaching objectives.
- b. The occurrence of an easier and faster teaching process.
- c. Facilitates understanding and strengthens memory.
- d. Can foster student interest and can provide the content of the subject matter with the real world.

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<sup>29</sup>Sharon E. Smaldino, *Instructional technology and media for learning*, Pearson, Ohio, 2005,p.9

## 2. The Disadvantages of Text Media

- a. Requires extra careful observation.
- b. A long/complicated message or information requires dividing it into several easy-to-read and accessible visual materials.
- c. There needs to be cohesiveness which refers to the relationship that exists between visual elements so that when observed they work together.

## M. Scientific Approach

Scientific approach is the approach that applies scientist's steps in building new knowledge through scientific method. The learning model needed is the model which enables the students to think scientifically and creatively and also it develops the sense of inquiry. According to Suharyadi, scientific approach is a process in finding out information in science by testing ideas through experimenting and making decision based on the result.<sup>30</sup> Meanwhile, according to Ary *et al* scientific approach is used to observing the phenomena and has used it to explain, predict, and control the physical phenomena.<sup>31</sup> It can be concluded that this approach can be called as a technique in investigating, observing, gaining, and also integrating the phenomena by previous knowledge.

Hosnan state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating.<sup>32</sup> The activities of each steps can be explain as follows:

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<sup>30</sup> Suharyadi. *Exploring "Scientific Approach" In English Language Teaching*. (Malang: Universitas Negeri Malang, 2013), p. 5

<sup>31</sup> Ary, Jacobs et al. *Introduction To Research In Education*. (Belmont: Wadsworth, 2002)

<sup>32</sup>Hosnan. *Pendekatan Saintifik dan Kontektual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*. (Bogor: Ghalia Indonesia, 2014)

1) Observing; Observation gives priority to meaningful learning. The observing method is very useful to understanding the object that is observed. This method has the certain characteristic like providing the factual object. From observation, the students will find the fact that there has the relationship between the object that is analyzed and the material of the lesson that is used by the teacher.

2) Questioning; In 2013 curriculum, questioning activity is hoped from the students. The question comes from careful observation. As students observe the natural world and they give question from the object that is not understood by the students to get the additional information. Questioning beginning with what, why, how, and when are very important in focusing an investigation, and they often lead to a hypothesis. To direct the students conveys question the teacher should give the opportunity for them.

3) Exploring; to get the real or authentic learning, learners have to do experiments, read the other source, and observe the activities, interview with the informant. The application of experimental methods is intended to develop various learning objectives, the attitudes, skill, and knowledge.

4) Associating; the term “associating” in the learning process through scientific approach in 2013 curriculum tends to show that the teacher and students are active subjects. The term emphasizes on the students who should be more active than the teacher. Associating is such logic and systematic thinking of the empiric fact in which can be observed for concluding knowledge.

5) Communicating; collaborative learning is more than learning techniques which are implemented in the classroom. It's essential as an interaction of human life that by putting such a corporation as an interaction structure which is stacked proportionally and intentionally to facilitate collective exertion for attaining the certain purpose. In this stage, the role of teacher tends to be a directive or learning manager, whereas, students are demanded to be more active.

Based on the explanation above, it can be concluded that scientific approach is an approach used in learning with an emphasis on the use of scientific methods in teaching and learning activities. There are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating.

#### **N. Frame of Thinking**

Reading is one of the basic language skills that has an important role to increase someone's knowledge. By reading we can get new information and help us to know a lot of things that we never know before. To get the information while reading, we need to know how to comprehend the text well. So, we should have reading ability because reading is a tool of communication between the writer and the readers. But, many students become frustrated when they read an English text, this is caused by their lack of vocabulary. In addition, there is a pandemic, so that the intensity of students learning becomes less than optimal.

So, to solve this problem we should use suitable media in teaching reading comprehension.

Literacy cloud is an effective media for teaching reading comprehension, because this media is very suitable to be used during pandemic. Literacy cloud is an online media platform that provides thousands of books that teachers can use to teaching reading comprehensions. Furthermore, with the literacy cloud students can improve their reading comprehension.

Based on the statements, it can be concluded that by using literacy cloud can help students to increase their reading comprehension in narrative text. Thus, by using this media the students will easily find the way to comprehend and understand the information from the text that they read.

## O. Hypothesis

Based on the theories and assumption, this research formulates hypothesis as follows:

Ha : There is significant influence of using Literacy Cloud as a mobile learning towards students reading comprehension in narrative text at the eighth grade of MTs Muhammadiyah Bandar Lampung.

Ho : There is no significant influence of using Literacy Cloud as a mobile learning towards students reading comprehension in narrative text at the eighth grade of MTs Muhammadiyah Bandar Lampung.





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